

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 March 11th 2022** from **11:30am - 1:00pm**.

AGENDA

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1. Welcome & Chair's Remarks	
2. Dean's Remarks	
3. PhD/GBC/UBS Updates	
4. Motion: Creation of New Ph.D. Field of Study in Sustainability (SUST) (<i>M. Voronov</i>)	3-146
5. Motion: Approval of Two New Graduate Diplomas in Global Metals and Minerals Management (GMMM) (<i>R. Ross</i>)	147-237
6. Committee of the Whole Discussion on Virtual Faculty Council Meetings: Discussion Topic: Given York University's return to campus, in-person Faculty Council meetings are now possible. How should we hold future meetings, and how can we get the most out of available technology to create the kind of Faculty Council we want?	
7. 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 their request to debate it.

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1. Communications	
a) For Information: Senate Synopses (2022.01.27)	238-242
2. Master Programs Committee (<i>M. Annisette</i>)	
a) Course Changes	
1. MGMT 5150 3.0 Skills for Leadership (<i>delivery format</i>) (<i>I. Holzinger</i>)	243-260
2. IBUS 6410 3.0 International Business: Strategic Overview for Managers (<i>rubric</i>) (<i>S. Weiss</i>)	261-280
3. IBUS 6490 3.0 International Negotiations: Analysis, Strategy, and Practice (<i>rubric</i>) (<i>S. Weiss</i>)	281-299
4. BSUS 5200 3.0 Business and Sustainability (<i>rubric</i>) (<i>G. Kistruck</i>)	300-319
5. BSUS 6200 3.0 Managing Ethics and Social Responsibility (<i>rubric</i>) (<i>G. Kistruck</i>)	320-339
6. BSUS 6300 3.0 Management Practices for Sustainable Business (<i>rubric</i>) (<i>G. Kistruck</i>)	340-357
7. BSUS 6500 3.0 Business Strategies for Sustainability (<i>rubric</i>) (<i>G. Kistruck</i>)	358-382
8. BSUS 6901 1.5 Individual Study (<i>rubric</i>) (<i>G. Kistruck</i>)	383-386

- 9. BSUS 6901 3.0 Business Sustainability - A 360 Degree Perspective (*rubric*) (G. Kistruck) **387-396**
- 10. BSUS 6950 1.5 Ethics and Finance (*rubric*) (G. Kistruck) **397-416**
- 11. BSUS 6400 3.0 Sustainability Accounting and Accountability (*rubric & course integration*) (G. Kistruck) **417-436**
- 12. BSUS 6900 1.5 & 3.0 Individual Study BSUS (*rubric & title*) (G. Kistruck) **437-440**
- 13. BSUS 6902 1.5 Individual Study BSUS (*rubric & title*) (G. Kistruck) **441-444**
- b) MBA Specialization Retirement: International Business (IBUS) (A. Joshi) 445**
- 3. BBA/iBBA Program Committee (M. Valente)**
 - a) Course Changes**
 - 1. BSUS 4400 Sustainability Accounting and Accountability (*rubric & course integration*) (G. Kistruck) **446-467**
 - 2. BSUS 4900 1.5 & 3.0 Business and Sustainability Guided Study (*rubric*) (G. Kistruck) **468-471**
 - 3. BSUS 4901 3.0 Business and Sustainability Guided Study (*rubric*) (G. Kistruck) **472-475**
 - 4. IBUS 3100 3.0 Introduction to International Business (*title*) (F. Zandi) **476-503**
 - 5. OMIS 3020 3.0 Predictive Analytics (*description*) (A. Diamant) **504-522**
 - 6. OMIS 3730 3.0 Database Management (*description*) (A. Diamant) **523-540**
 - 7. OMIS 4000 3.0 Prescriptive Analytics (*description*) (A. Diamant) **541-565**
 - 8. OMIS 4010 3.0 Artificial Intelligence Fundamentals for Business (*description*) (A. Diamant) **566-579**
- 4. Ph.D. Program Committee (E. Fischer)**
 - a) Program Change: OMIS (M. Rungtusanatham) 580-663**
- 5. Minutes of the Last Meeting: 2022.02.04 664-666**

Upcoming Meeting Dates for 2021-2022:

Schulich Executive Committee:	Schulich Faculty Council:
Friday April 8, 2022	Friday, April 22, 2022

To: Faculty Council, Schulich School of Business

From: Maxim Voronov, Professor of Organization Studies and Sustainability

Date: February 17, 2022

Re: new field of study in Sustainability in Schulich's Ph.D. Program in Administration

Motion:

1. To approve new field of study in Sustainability in Schulich's Ph.D. Program in Administration
2. That Faculty Council approved the new course SUST 7010 s a core for the new field of study in Sustainability

Rationale:

The proposed new addition would create a seventh field of study option in Schulich's Ph.D. program. The proposed new field of study in Sustainability in Schulich's Ph.D. Program in Administration is a research-oriented offering that is anchored in the study of relations between business and society, and situated at the cutting edge of topics relating to responsible and sustainable business. Sustainability as a fundamental problem of practical and theoretical importance has gained widespread acceptance in most domains of business research. Students, scholars, recruiters, and myriad other stakeholders see an increasing and urgent need to more systematically consider the role of business in social and environmental sustainability.

The proposed program aligns well with York's UAP and SMA and the general and long-standing commitment to sustainability. York's UAP emphasizes sustainability when it states: "We uphold Sustainability – environmental, social, and fiscal – as a vital compass for decisions and initiatives". Further, as York's SMA notes, it is "one of the first universities in Canada to develop a detailed social procurement policy. By leveraging the University's significant purchasing power, we benefit local economies by increasing employment, apprenticeship, and training opportunities for people from our local neighbourhoods, and by providing underrepresented businesses and communities more access to York's procurement process.". Developing a Ph.D. program that exploits Schulich's existing bench strength in sustainability-related research can therefore serve to expand York's explicit commitment to sustainability.

Major Modifications to Existing Programs Proposal Template

Major Modifications Proposal

1. Faculty

Schulich School of Business

2. Department

Sustainability (SUST)

3. Program:

PhD in Business Administration;

4. Degree Designation:

Doctor of Philosophy

5. Type of Modification: (Example: deletion of or change to a field; changes to program requirements / content that affects the learning outcomes.)

Addition of new field of study

6. Location: (current campus and, if applicable, proposed)

Keele Campus

7. Effective Date:

Fall 2023

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

The proposed new field of study in Sustainability in Schulich's Ph.D. Program in Administration is a research-oriented offering that is anchored in the study of relations between business and society, and situated at the cutting edge of topics relating to responsible and sustainable business. The proposed new addition would create a seventh field of study option in Schulich's Ph.D. program.

This is a research-oriented field of study at the cutting edge of topics relating to responsible and sustainable business. Working alongside Schulich’s globally renowned faculty, graduates will learn to generate novel knowledge and insights as a member of the global community of scholars. Research under the broad umbrella of Sustainability includes, but is not limited to:

- The theory and practice of ethically and responsibly managing global networks of stakeholders,
- The relationships between, among, and within powerful global institutions such as markets, corporations, governmental and non-governmental organizations,
- Critical examinations of global systems of economic value creation and exchange,
- Innovations directed at organizing people, ideas, and resources for the greater social good and ameliorating suffering.

Students taking this new field will complete the same PhD program requirements as the other existing fields (coursework, comprehensive exam, dissertation proposal, and dissertation) but with a focus on sustainability.

Coursework

Students are required to take 12 courses during the first two years of the program. The foundation courses are designed to provide the prerequisite disciplinary knowledge relevant to sustainability and methodological expertise required to conduct research in sustainability. The elective courses enable the students to either gain depth in sustainability related topics or broaden their topical knowledge by taking courses at Schulich and/or other parts of York.

The coursework requirements include:

1. Required SUST Core Courses

SB/SUST 7010 3.0	Advanced Topics in Responsible Business (new)
SB/ORGS 7020 3.0	Advanced Topics in Organizational Theory (existing)
SB/SUST 7050 3.0	Business, Society, and Global Governance (existing)

2. Required DCAD Courses

SB/DCAD 7100 3.0	Logics of Social Research (<i>existing</i>)
SB/DCAD 7060 3.0**	Introduction to Applied Statistics (<i>existing</i>)
SB/DCAD 7250 3.0**	Research Design (<i>existing</i>)
SB/DCAD 7400 3.0	Qualitative Research Methods (<i>existing</i>)
SB/DCAD 7600 1.5*	Graduate Colloquium in Management (<i>existing</i>)
SB/DCAD 7610 1.5*	Graduate Colloquium in Management (<i>existing</i>)

3. 4 elective courses (12 credits) chosen from newly developed SUST courses, and other Schulich and York courses.

* *This colloquium is a mandatory course held once a month over both the fall and winter semesters in years 1 (DCAD 7600) and 2 (DCAD 7610).*

** *It is highly recommended that these two courses be taken concurrently.*

Comprehensive Exam

Students are expected to write their comprehensive exam at some point between their 22nd and 26th month of the program. This examination is designed for students to demonstrate their knowledge of the sustainability field, bodies of theory that are relevant to your specific research interests, and research methodologies. Students must have successfully completed all coursework to write their comprehensive exam. Students should schedule their exam with the Sustainability PhD Coordinator at least six weeks in advance, and should also specify their research area of interest at that time. Students are expected to coordinate their schedule with other students at the same stage in the program.

Dissertation Proposal

After completion of their comprehensive exams, students are expected to focus on developing their dissertation proposal. Students are required to appoint a Supervisory Committee consisting of three faculty members, of whom one is identified as the supervisor, and who is a member of the Sustainability area within the School. Before initiating dissertation research, students are required to submit a formal written proposal that outlines their topic and research plan. Each proposal will then be defended in the form of a formal presentation before the Supervisory Committee. Normally, students are expected to defend their dissertation proposal within one year after the completion of their comprehensive exams. There may be available a monetary bonus from Faculty of Graduate Studies for completion of the proposal by September 15th of the 4th year.

Dissertation

The dissertation is produced under the guidance of the Dissertation Supervisory Committee, and examined by the Dissertation Examining Committee, under guidelines established by the Faculty of Graduate Studies. For details on the composition of the Dissertation Examining Committee and the procedure to be followed for the examination of a dissertation students are referred to the "Guidelines for the Preparation and Examinations of Theses and Dissertations" published and updated periodically by the Faculty of Graduate Studies, York University.

9. Provide the rationale for the proposed changes.

Sustainability as a fundamental problem of practical and theoretical importance has gained widespread acceptance in most domains of business research. Students, scholars, recruiters, and myriad other stakeholders see an increasing and urgent need to more systematically consider the role of business in social and environmental sustainability. This is what motivated the recent creation of the new administrative area, Sustainability, at Schulich, which intends to offer the proposed field of study.

The need for the field is evidenced not least by the increasing frequency of faculty position announcements. Research and teaching must rise to meet this increasing demand. York and Schulich have been on the leading edge of this knowledge generation and dissemination for decades. This program is needed to maintain and enhance York's competitive position in this area.

Many scholarly societies have recognized the topic as a core area of management academia. For instance, the Academy of Management features at least three divisions (e.g., ONE, PNP, SIM) dedicated to sustainability related concerns. In a similar vein, European Group of Organization Studies in the last decade has had many streams and standing work groups that cover the research related to sustainability. Further, the establishment of sustainability has also taken place in various subfields of business. For instance, Organization and Management and Theory division of the Academy of Management now has a dedicated award for "Best Paper on Environmental and Social Practices". In a similar vein, the American Accounting Association features the Public Interest Section which is heavily populated by CSR-related research, and the European Accounting Association Annual Congress has official "Social and Environmental Accounting" and "Ethical Issues in Accounting" categories/tracks. Moreover, the openness of top tier journals to engage with and publish research in sustainability has substantially increased over the last decade. All this indicates that the time is ripe for a Ph.D. program that provides specialized high-quality training for sustainability researchers.

While such programs are starting to emerge around the world, they are still few. In Canada, for instance, only Western University's Ivey School of Business offers a Ph.D. program that might be seen as a direct competitor. University of Victoria offers a related program in Environmental Studies, which is more narrowly focused on the environmental aspect of sustainability and has few affiliated faculty members.

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

The proposed program aligns well with York's UAP and SMA and the general and long-standing commitment to sustainability. York's UAP emphasizes sustainability when it states: "We uphold Sustainability – environmental, social, and fiscal – as a vital compass for decisions and initiatives". Further, as York's SMA notes, it is "one of the first universities in Canada to develop a detailed social procurement policy. By leveraging the University's significant purchasing power, we benefit local economies by increasing employment, apprenticeship, and training opportunities for people from our local neighbourhoods, and by providing underrepresented businesses and communities more access to York's procurement process.". Developing a Ph.D. program that exploits Schulich's existing bench strength in sustainability-related research can therefore serve to expand York's explicit commitment to sustainability.

Given the proposed program's focus on the relationship between business and sustainability, there is very little chance of duplication of offerings of existing Ph.D. fields or programs at York. The field of study is unique at York because it is the only one that focuses expressly on the intersection of business and sustainability.

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

The Ph.D. programs learning outcomes as they relate to this new field are as outlined below. The full set of outcomes for the Ph.D. program are included in Appendix 1.

1. Depth and Breadth of Knowledge

- a. A deep knowledge of historical and contemporary topics that are of central relevance within the student's chosen field of study. For the sustainability field, these are as follows

Sustainability

1. Theory and research related to responsible and sustainable business.
2. Theory and research related to the relationship between organizations and their socio-political environment.

- b. A deep knowledge of one other area besides their chosen field of study (i.e., their minor field, which may be within or outside the business school)
- c. Extensive expertise on one or more topics that constitute the student's chosen area(s) of contribution within their field of study (i.e., the topic(s) on which they write their dissertation.)
- d. An understanding and appreciation of ethical issues related to conducting and publishing research.
- e. Familiarity with teaching techniques that are appropriate within their chosen field of study.
- f. An understanding and appreciation of ethical issues related to teaching.

The core courses and the comprehensive exam will enable students to gain an understanding of the theory and research related to responsible and sustainable business as well as related to the relationship between organizations and their socio-political environment. The elective courses, the dissertation proposal, and the dissertation will enable students to develop deeper expertise in the related bodies of theory and research of their choosing.

2. Knowledge of Methodologies

- a. An ability to collect or collate data that is appropriate for use within the student's chosen methodological tradition.
- b. An ability to use methods of analysis that are appropriate for developing scholarly contributions from the types of data that are part of the student's chosen methodological tradition.
- c. An ability to appropriately interpret data that have been analysed in keeping with the student's chosen methodological tradition
- d. A familiarity with research methods that are relevant to the student's field, but outside their chosen methodological tradition.

The DCAD courses will enable students to develop the ability to collect and analyze data, and develop a scholarly contribution in a manner appropriate to students' chosen methodological traditions. Students may also use elective courses to develop additional expertise in methodologies required for the pursuit of their emerging research interests. The dissertation proposal and the dissertation will enable them to further refine their methodological expertise.

3. Application of Knowledge

- a. The ability to develop novel theoretical insights through research projects using methods and concepts appropriate to the student's area of

specialization.

The dissertation proposal and the dissertation will enable students to develop novel theoretical insights in sustainability using methodologies and concepts appropriate to their chosen research topic.

4. Awareness of Limits of Knowledge

- a. An understanding of scholarship outside the student's chosen area of expertise and outside their chosen methodology.
- b. An appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence its application.

Through DCAD courses, comprehensive exam, dissertation proposal, and dissertation research students will have opportunity to reflect on the ontological, epistemological and methodological assumptions embedded in their choices of research methods, the limits of those methods and appreciation for alternative methods.

5. Communication Skills

- a. The ability to convey research insights in language that is appropriate for audiences of peer reviewers.
- b. The ability to convey research insights in language that is appropriate for audiences other than peers (e.g., students, specialists in other fields.)
- c. An ability to read the work of other scholars and to provide critical but developmental feedback.
- d. An ability to communicate field-relevant concepts effectively in a class room or seminar setting.

The relevant courses, comprehensive exam, dissertation proposal and dissertation research will all provide students with opportunities to hone their written and oral communication skills, as required for successful dissemination of their ideas to an audience of professional colleagues and peer reviewers.

6. Autonomy and Professional Capacity

- a. The ability to function professionally as an academic, such as balancing the demands of teaching and research and of seeing research projects through to completion.
- b. The ability to transfer research skills effectively to new topics and contexts.
- c. The habits and capacities of an independent learner, including the ability to master new areas of research.

- d. An understanding of the obligation to act in a socially and ethically responsible manner as a scholar.

Two of the DCAD courses (DCAD 7600 and DCAD 7610), comprehensive exam, dissertation proposal and dissertation research will all provide students with opportunities to develop the capacity to function as independent academics. These experiences will also stress the development of sensitivity toward ethical and responsible conduct of research and maintenance of collegial and ethical professional conduct.

The curriculum map for the Sustainability field is included in Appendix 2.

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

The proponent of the field of study has reached out to the Director of the Environmental Studies Field at the Faculty of Environmental and Urban Change, which focuses on “exploring environmental concerns and approaches related to the natural, the social, the political, the cultural, and the urban.” The purpose of this connection is to explore possible synergies and avoid duplication of offerings. Schulich has indicated its openness to discussion and opportunities for collaboration (or synergy) wherever possible.

Sustainability area faculty members have used their academic networks and memberships in professional societies to assess (a) the extent to which similar Ph.D. programs exist both in Canada and abroad; (b) the extent to which best practices from related programs can be emulated. Given its specific focus on business and sustainability, the proposed program is the closest in terms of scope to the existing Ph.D. program majors at Schulich. We have consulted with many faculty members at Schulich. Most notably, given the longstanding interest in sustainability among many of the past students majoring in Organization Studies and Policy and Strategy, we have taken particular care to consult with faculty members in those areas. The colleagues consulted have expressed enthusiasm for the proposed field of study.

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

The admission requirements will be the same as for existing Ph.D fields at Schulich.

14. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional

resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

Note: The Dean/Principal will need to provide confirmation of support for the allocation of resources.

Faculty resources are already in place with the advent of the new administrative area in Sustainability. The administrative areas at Schulich coordinate admissions decisions on a collegial basis. The strength of the applicant pool and the interest level among the various areas will determine whether the proposed program represents new investment or reallocation.

Students majoring in Sustainability will be expected to take several of the DCAD courses that are already in place and taken by students from other major areas of the Ph.D. program. The DCAD courses cover topics ranging from research methods to philosophy of science and have sufficient space (most have 10 students or fewer), and additional students would not present challenges.

In all, this field is expected to operate in a very similar manner to the existing ones and primarily by effectively leveraging existing resources.

Appended is a statement of support from the Dean.

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

N/A

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

N/A

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

N/A

18. Provide the following appendices:

A) Program Learning Outcomes (eight to twelve)

Please see Appendix 1.

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

Existing Graduate Program/Graduate Diploma Information (Change From):	Proposed Graduate Program/Graduate Diploma Information (Change To):
<p>DOCTOR OF PHILOSOPHY PROGRAM The doctoral program in Administration at the Schulich School of Business, York University, offers outstanding students the opportunity to develop the theoretical and methodological skills that will enable them to conduct leading edge research in business. Graduates of the program have gone on to successful careers in universities, government and industry, in Canada and in other countries. The doctorate is an individualized program of study which is composed of the four tightly-linked phases of study. Students first take a series of core courses to acquire in-depth knowledge of the field in which they choose to major. These core courses also help develop the skills and competencies necessary to conduct research. Second, candidates complete a comprehensive examination to test mastery of their major field. The third phase of the PhD program consists of the preparation of the formal research proposal, which must be defended. Then students go on to conduct the research which will be reported in their dissertation, the culmination of the PhD degree. The PhD program can be completed on a full-time basis. Entry is fall term.</p> <p>ADMISSION REQUIREMENTS Graduates with a relevant master’s degree from a recognized university may be admitted as candidates. While master’s degrees in business administration or in a subfield thereof are considered relevant, so too are master’s in fields such as economics, mathematics, sociology, psychology, depending upon the individual’s proposed</p>	<p>DOCTOR OF PHILOSOPHY PROGRAM The doctoral program in Administration at the Schulich School of Business, York University, offers outstanding students the opportunity to develop the theoretical and methodological skills that will enable them to conduct leading edge research in business. Graduates of the program have gone on to successful careers in universities, government and industry, in Canada and in other countries. The doctorate is an individualized program of study which is composed of the four tightly-linked phases of study. Students first take a series of core courses to acquire in-depth knowledge of the field in which they choose to major. These core courses also help develop the skills and competencies necessary to conduct research. Second, candidates complete a comprehensive examination to test mastery of their major field. The third phase of the PhD program consists of the preparation of the formal research proposal, which must be defended. Then students go on to conduct the research which will be reported in their dissertation, the culmination of the PhD degree. The PhD program can be completed on a full-time basis. Entry is fall term.</p> <p>ADMISSION REQUIREMENTS Graduates with a relevant master’s degree from a recognized university may be admitted as candidates. While master’s degrees in business administration or in a subfield thereof are considered relevant, so too are master’s in fields such as economics, mathematics, sociology, psychology, depending upon the individual’s proposed</p>

major field of study. Exceptional graduates with a four-year honours undergraduate degree in business administration or a related field, from a recognized university, may be considered. These candidates may be required during the first academic session (12 months) to take courses to fill gaps in their knowledge of the business discipline corresponding to their major field of study. All applicants to the PhD program must meet the general admission requirements of the Schulich School of Business, the Faculty of Graduate Studies, and the University Senate. These general requirements include a four-year honours undergraduate degree from a recognized University, or qualifications accepted as equivalent by the Senate Committee, and a basic understanding of calculus, linear algebra and analytic geometry at the university level. Applicants are also required to sit for the Graduate Management Admission Test (GMAT), or the Graduate Record Examination (GRE).

In addition, students who have not graduated from a university where the language of instruction is English are required to demonstrate competence in the English language. Usually such students take the Test of English as a Foreign Language or International English Language Testing System. Further Information Potential applicants may obtain further information about the program by enquiring at the Division of Student Services & International Relations, W262 Schulich School of Business, York University, 4700 Keele Street, Toronto, Ontario, M3J 1P3; (416) 736- 5060; fax: (416) 650-8174; <http://www.schulich.yorku.ca>

DEGREE REQUIREMENTS Candidates for the PhD degree must complete studies in one of the following major fields: accounting, organizational studies, finance, marketing, operations management and information

major field of study. Exceptional graduates with a four-year honours undergraduate degree in business administration or a related field, from a recognized university, may be considered. These candidates may be required during the first academic session (12 months) to take courses to fill gaps in their knowledge of the business discipline corresponding to their major field of study. All applicants to the PhD program must meet the general admission requirements of the Schulich School of Business, the Faculty of Graduate Studies, and the University Senate. These general requirements include a four-year honours undergraduate degree from a recognized University, or qualifications accepted as equivalent by the Senate Committee, and a basic understanding of calculus, linear algebra and analytic geometry at the university level. Applicants are also required to sit for the Graduate Management Admission Test (GMAT), or the Graduate Record Examination (GRE).

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DEGREE REQUIREMENTS Candidates for the PhD degree must complete studies in one of the following major fields: accounting, organizational studies, finance, marketing, operations management and information

systems, and strategic management. They must also complete a series of methodological courses relevant to that major field.

Candidates for the PhD degree must fulfil the following minimum requirements:

1. Courses Students must successfully complete the following course requirements:

a) A core of courses designed to support necessary research skills training. b) A minimum of four courses in the major field. c) A minimum of two electives in topics related to the major field, approved by the PhD program coordinator in the candidate's major field of study. These courses are normally chosen from those offered at the 7000-level at the Schulich School of Business. With permission, some may be chosen from those offered at the graduate level by other graduate programs or at other academic institutions.

2. Comprehensive Examinations Each student must pass a comprehensive examination before proceeding to formal work on her or his dissertation. Comprehensive examinations are designed to demonstrate competence and knowledge in the field. The examination is set and administered by the program within the student's major field. The program regards the comprehensive examination as a pivotal point for deciding whether students should be allowed to proceed with their studies or be encouraged to withdraw from the program.

3. Dissertation Proposal and Oral Defence Candidates must prepare a written proposal to conduct original dissertation research carried out under the supervision of a supervisory committee, and must defend this to the satisfaction of the thesis supervisor and members of the supervisory committee.

4. Dissertation and Oral Examination Candidates must prepare a dissertation based on original research carried out under the supervision of a supervisory committee and submit the results in appropriate dissertation form. After the formal submission of the dissertation, an oral examination is held. It is

systems, **sustainability** and strategic management. They must also complete a series of methodological courses relevant to that major field. Candidates for the PhD degree must fulfil the following minimum requirements:

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4. Dissertation and Oral Examination Candidates must prepare a dissertation based on original research carried out under the supervision of a supervisory committee and submit the results in appropriate dissertation form. After the formal submission of the

expected that all or part of the dissertation will be published following professional or scientific review.

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

PROGRAM LENGTH Normal degree completion time for full-time PhD students is 15 terms (5 years). Doctor of Philosophy students must register and pay fees for a minimum of the equivalent of six terms of full-time registration. All requirements for a doctoral degree must be fulfilled within 18 terms (6 years) of registration as a full-time or part-time doctoral student in accordance with Faculty of Graduate Studies' registration policies.

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SUSTAINABILITY FIELD

The Sustainability field within the doctoral program in Administration offers outstanding students the opportunity to develop the theoretical and methodological skills that will enable them to conduct leading edge research at the intersection of sustainable business and society. Students have the opportunity to pursue research on such topics that include corporate social responsibility, environmental accounting/standards, social change/innovation, stakeholder ethics, and sustainable real estate.

The doctorate is an individualized program of study that is composed of the four tightly linked phases of study. Students first take a series of core courses and electives to acquire in-depth knowledge of theories and methods used in conducting research related to Sustainability. These courses also help students develop the skills necessary to conduct research and to teach Sustainability. Second, candidates complete a

comprehensive examination to test mastery of theoretical methodological foundations of the field. The third phase of the PhD program consists of the preparation of the formal research proposal, which must be defended. Then students conduct the research that is reported in their dissertation, the culmination of the PhD degree.

ADMISSION REQUIREMENTS

Graduates with a relevant master's degree from a recognized university may be admitted as candidates. While master's degrees in business administration or in a subfield thereof are considered relevant, so too are master's in fields such as economics, mathematics, sociology, psychology. Exceptional graduates with a four-year honours undergraduate degree in business administration or a related field, from a recognized university, may be considered. These candidates may be required during the first academic session (12 months) to take courses to fill gaps in their knowledge of the business discipline corresponding to their major field of study. All applicants to the PhD program must meet the general admission requirements of the Schulich School of Business, the Faculty of Graduate Studies, and the University Senate. These general requirements include a four-year honours undergraduate degree from a recognized University, or qualifications accepted as equivalent by the Senate Committee, and a basic understanding of calculus, linear algebra and analytic geometry at the university level. Applicants are also required to sit for the Graduate Management Admission Test (GMAT), or the Graduate Record Examination (GRE). In addition, students who have not graduated from a university where the language of instruction is English are required to demonstrate competence in the English language. Usually such students take the Test of English as a Foreign Language or

International English Language Testing System.

DEGREE REQUIREMENTS

Students are required to take 12 courses during the first two years of the program. The foundation courses are designed to provide the prerequisite disciplinary knowledge relevant to sustainability and methodological expertise required to conduct research in sustainability. The elective courses enable the students to either gain depth in sustainability related topics or broaden their topical knowledge by taking courses at Schulich and/or other parts of York.

Course Work

The coursework requirements include:

1. Required SUST Courses
 - SB/SUST 7010 3.0 Advanced Topics in Responsible Business
 - SB/ORGS 7020 3.0 Advanced Topics in Organizational Theory
 - SB/SUST 7050 3.0 Business, Society, and Global Governance
2. Required DCAD Courses
 - SB/DCAD 7100 3.0 Logics of Social Research
 - SB/DCAD 7060 3.0 Introduction to Applied Statistics
 - SB/DCAD 7250 3.0 Research Design
 - SB/DCAD 7400 3.0 Qualitative Research Methods
 - SB/DCAD 7600 1.5 Graduate Colloquium in Management
 - SB/DCAD 7610 1.5 Graduate Colloquium in Management
3. Four elective courses (12 credits), chosen from SUST courses and other

Schulich and York courses.

Comprehensive Exam

Students are expected to write their comprehensive exam at some point between their 22nd and 26th month of the program. This examination is designed for students to demonstrate their knowledge of the sustainability field, bodies of theory that are relevant to your specific research interests, and research methodologies. Students must have successfully completed all coursework to write their comprehensive exam. Students should schedule their exam with the Sustainability PhD Coordinator at least six weeks in advance, and should also specify their research area of interest at that time. Students are expected to coordinate their schedule with other students at the same stage in the program.

Dissertation Proposal

After completion of their comprehensive exams, students are expected to focus on developing their dissertation proposal. Students are required to appoint a Supervisory Committee consisting of three faculty members, of whom one is identified as the supervisor, and who is a member of the Sustainability area within the School. Before initiating dissertation research, students are required to submit a formal written proposal that outlines their topic and research plan. Each proposal will then be defended in the form of a formal presentation before the Supervisory Committee. Normally, students are expected to defend their dissertation proposal within one year after the completion of their comprehensive exams. There may be available a monetary bonus from Faculty of Graduate Studies for completion of the proposal by September 15th of the 4th year.

Dissertation

The dissertation is produced under the guidance of the Dissertation Supervisory Committee, and examined by the Dissertation Examining Committee, under guidelines established by the Faculty of Graduate Studies. For details on the composition of the Dissertation Examining Committee and the procedure to be followed for the examination of a dissertation students are referred to the "Guidelines for the Preparation and Examinations of Theses and Dissertations" published and updated periodically by the Faculty of Graduate Studies, York University.

Schulich PhD Program
EXPECTED LEARNING OUTCOMES
FOR Ph.D. GRADUATES

LEARNING OUTCOMES	<i>The PhD is awarded to students who have demonstrated:</i>
1. Depth and Breadth of Knowledge	<p>a. A deep knowledge of historical and contemporary topics that are of central relevance within the student’s chosen field of study. For individual areas, these are as follows</p> <p>Accounting</p> <ol style="list-style-type: none"> 1. Theory and research related to diverse genres of accounting research. 2. Empirical research methods that can be used to investigate different research accounting questions. 3. Theory and research relevant to behavioral accounting. <p>Finance</p> <ol style="list-style-type: none"> 1. Theory and research relevant to individuals’ consumption and portfolio decisions and their implication for security valuation. 2. Theory and research related to corporate finance. <p>Marketing</p> <ol style="list-style-type: none"> 1. Theory and research related to consumer culture 2. Theory and research related to marketing strategy 3. Theory and research related to consumer psychology <p>Organizational Studies</p> <ol style="list-style-type: none"> 1. Theory and research relevant to individual and group behaviour in organizations. 2. Theory and research relevant to how organizations and institutions. <p>Operations Management and Information Systems</p> <ol style="list-style-type: none"> 1. Theory and research related to operations management. 2. Theory and research related to technological innovation 3. Theory and research related to behavioural issues in information systems 4. Contemporary methods in operations management research <p>Strategy</p> <ol style="list-style-type: none"> 1. Theory and research relevant to the economic foundations of strategy 2. Theory and research relevant to the behavioural foundations of strategy. <p>Sustainability</p> <ol style="list-style-type: none"> 1. Theory and research related to responsible and sustainable business. 2. Theory and research related to the relationship between organizations and their socio-political environment. <p>b. A deep knowledge of one other area besides their chosen field of study (i.e. their minor field, which may be within or outside the business school)</p> <p>c. Extensive expertise on one or more topics that constitute the student’s chosen area(s) of contribution within their field of study, i.e. the topic(s) on which they write their dissertation.</p> <p>d. An understanding and appreciation of ethical issues related to conducting and publishing research.</p> <p>e. Familiarity with teaching techniques that are appropriate within their chosen field of study.</p> <p>f. An understanding and appreciation of ethical issues related to teaching.</p>
2. Knowledge of Methodologies	a. An ability to collect or collate data that is appropriate for use within the student’s chosen methodological tradition.

	<p>b. An ability to use methods of analysis that are appropriate for developing scholarly contributions from the types of data that are part of the student's chosen methodological tradition.</p> <p>c. An ability to appropriately interpret data that have been analysed in keeping with the student's chosen methodological tradition</p> <p>d. A familiarity with research methods that are relevant to the student's field, but outside their chosen methodological tradition.</p>
3. Level of Application of Knowledge	a. The ability to develop novel theoretical insights through research projects using methods and concepts appropriate to the student's area of specialization.
4. Awareness of Limits of Knowledge	<p>a. An understanding of scholarship outside the student's chosen area of expertise and outside their chosen methodology.</p> <p>b. An appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence its application.</p>
5. Level of Communication Skills	<p>a. The ability to convey research insights in language that is appropriate for audiences of peer reviewers.</p> <p>b. The ability to convey research insights in language that is appropriate for audiences other than peers, e.g. students, specialists in other fields.</p> <p>c. An ability to read the work of other scholars and to provide critical but developmental feedback.</p> <p>d. An ability to communicate field-relevant concepts effectively in a class room or seminar setting.</p>
6. Autonomy and Professional Capacity	<p>a. The ability to function professionally as an academic, such as balancing the demands of teaching and research and of seeing research projects through to completion.</p> <p>b. The ability to transfer research skills effectively to new topics and contexts.</p> <p>c. The habits and capacities of an independent learner, including the ability to master new areas of research.</p> <p>d. An understanding of the obligation to act in a socially and ethically responsible manner as a scholar.</p>

**Appendix 1 – SUST PhD Curriculum Map 2022.1.20
Learning Objectives**

- Learning Objective 1 – Depth and Breadth of Knowledge
- Learning Objective 2 – Knowledge of Methodologies
- Learning Objective 3 – Level of Application of Knowledge
- Learning Objective 4 – Awareness of Limits of Knowledge
- Learning Objective 5 – Level of Communication Skills
- Learning Objective 6 – Autonomy and Professional Capacity

	Learning Objectives					
	1	2	3	4	5	6
YEARS 1 AND 2						
Schulich DCAD Courses						
SB/DCAD 7100 - Logics of Social Research		X		X		
SB/DCAD 7060 - Introduction to Applied Statistics		X		X		
SB/DCAD 7250 - Research Design		X		X		
SB/DCAD 7400 - Qualitative Research Methods		X		X		
SB/DCAD 7600 - Graduate Colloquium in Management					X	X
SB/DCAD 7610 - Graduate Colloquium in Management					X	X
Sustainability Core Courses						
SUST 7010 - Advanced Topics in Responsible Business	X				X	
SUST 7050 - Business, Society, and Global Governance	X				X	
SB/ORGS 7020 - Advanced Topics in Organizational Theory	X				X	Sus
Sustainability Electives (Theory or Methods; At Schulich or other York Faculties)						
SUST Elective 1	X	X			X	
SUST Elective 2	X	X			X	
SUST Elective 3	X	X			X	
SUST Elective 4	X	X			X	
YEARS 3 AND 4						
Comprehensive Exam	X	X	X	X	X	X
Dissertation Proposal	X	X	X	X	X	X
Dissertation	X	X	X	X	X	X

**SCHULICH SCHOOL OF BUSINESS
YORK UNIVERSITY**

PLCY 7050 SELECTED PROBLEMS IN ADMINISTRATION

BUSINESS, SOCIETY AND GLOBAL GOVERNANCE

**Winter Term, 2019
Tuesdays 2.30-5.30pm
Room: SSB S127**

Professor: Robert Phillips
Email: rphillips@schulich.yorku.ca
Office: SSB G326

PhD Secretary: Stephanie Allen
Office: N305
Telephone: ex 66125
Email: sallen@schulich.yorku.ca

Aims and objectives

The business and society field is a broad one. It addresses social, ethical, environmental and political dimensions of business, and draws from, and contributes to, a range of theoretical and empirical traditions. This course provides students with the opportunity to gain an in-depth understanding of the richness of scholarly research in business and society. Students taking the course will also develop insights into how one can make a theoretical, methodological, and practical contribution to the management literature through business and society research. Specifically, by the end of this course you should be able to:

- Understand, recall, and explain core texts in the field of business, society and global governance
- Evaluate and critique research in the field.
- Recognize and contribute to leading edge theory and research in the field.

The course develops students' understanding in three main areas:

- (i) **Foundational theories and concepts in business, ethics and society.** Here, students will study core areas such as the purpose of the corporation, theories of corporate social responsibility, stakeholder theory, and global business governance.
- (ii) **Research perspectives on business, society, and global governance.** In this part of the course, students will have the opportunity to explore the contributions and challenges of alternative approaches to business and society research such as economic and political perspectives, normative approaches, international comparative research, and psychological perspectives on business and society.

- (iii) **Research contexts and issues.** Finally, students will examine research that addresses specific contexts and issues, namely social entrepreneurship, cross-sector partnership, and business sustainability and environmental governance.

Course meetings

The course meets once weekly for three hours. I will be present throughout, but on some weeks we will have subject experts from across the Schulich faculty to lead sessions in their areas of expertise. Some of these dates may be subject to change depending on availability.

Session	Topic	Date	Session Leader
1	Introduction to research on business, society, and global governance	Jan 8	Robert Phillips
2	The role and purpose of the corporation and CSR	Jan 15	Robert Phillips
3	Corporate citizenship and political approaches to business, society, and global governance	Jan 22	Dirk Matten
4	Global business governance	Jan 29	Burkard Eberlein
5	Stakeholder Theory	Feb 5	Robert Phillips
6	Stakeholder Theory	Feb 12	Robert Phillips
No class this week		Feb 19	
7	Economic approaches to business and society, and the challenges of measuring corporate social performance	Feb 26	Irene Henriques
8	Recent Stakeholder Theory	Mar 5	Robert Phillips
9	Psychological perspectives on business and society, and the challenges of individual-level research	Mar 12	Ruodan Shao Different Day: 13th
10	Sustainability, CSR and Accounting	Mar 19	Charles Cho
11	Social Entrepreneurship	Mar 26	Geoff Kistruck
12	Current Questions	Apr 2	Robert Phillips

Course Requirements

1. Participation and class discussion:

Students will be expected to come to class having read the assigned readings and be prepared to discuss them. In addition, students will be assigned as discussion leaders for one or two papers for each session. The discussion of the article should relate the reading to the other readings for the session, evaluate the reading's main strengths and weaknesses, and highlight new directions for future research.

2. Article evaluations

Each week students will be expected to provide one paper summary of a selected reading. The summary should document the main contribution of the reading and suggest three main strengths and three main weaknesses of the article. The summaries should be no more than 4 pages double-spaced.

3. Term paper

Students will write an original and publishable paper based on one of the course topics. The paper may take the form of either a theoretical piece or the front-end of an empirical study. The paper should include a thorough review and critique of the literature up to this point and development of a conceptual framework. The paper should attempt to provide a contribution to the existing literature and propose a novel research idea or conceptual insight. If an empirical study is contemplated, students should review the data sources available for the study of the topic and the methods that will be employed to carry out the study. The length should be 25-30 double-spaced pages. Students should work closely with the instructor to develop their ideas, finding references and any other issues that arise.

Due dates:

Feb 24	One-page outline of your paper topic and proposed contribution
Mar 23	First draft of the paper
Apr 23	Due date for the final, completed paper

Evaluation

Class participation	20%
Article evaluations	20%
Term paper	60%

1. Introduction to research on business, society, and global governance

Required:

- Margolis, J. D., & Walsh, J. P. 2003. Misery loves companies: rethinking social initiatives by business. *Administrative Science Quarterly*, 48(2): 268-305.
- Phillips, R., 2003, *Stakeholder Theory and Organizational Ethics*, San Francisco: Berrett-Koehler Publishers.
- Putnam, H., 2002. *The Collapse of the Fact/Value Dichotomy and Other Essays*. Harvard University Press. Chapter 3.

Optional

- Barnett, M.L., 2007. Stakeholder influence capacity and the variability of financial returns to corporate social responsibility. *Academy of Management Review*, 32(3), pp. 794-816.
- Scherer, A. G., & Palazzo, G. 2011. The new political role of business in a globalized world – a review of a new perspective on CSR and its implications for the firm, governance, and democracy. *Journal of Management Studies*, 48(4): 899-931.
- Scherer, A. G., & Palazzo, G. 2007. Toward a political conception of corporate responsibility: business and society seen from a Habermasian perspective. *Academy of Management Review*, 32(4): 1096-1120.
- Walsh, J. P., Weber, K., & Margolis, J. D. 2003. Social issues and management: Our lost cause found. *Journal of Management*, 29(6): 859-881.

2. The role and purpose of the corporation

Required:

- Ciepley, D., 2013. Beyond public and private: Toward a political theory of the corporation. *American Political Science Review*, 107(1), pp. 139-158.
- Friedman, M. 1970. The social responsibility of business is to increase its profits, *The New York Times Magazine*: 13th September 1970.
- Smith, N.C. and Rönnegard, D., 2016. Shareholder primacy, corporate social responsibility, and the role of business schools. *Journal of Business Ethics*, 134(3), pp. 463-478
- Stout, L.A., 2012. *The Shareholder Value Myth: How Putting Shareholders First Harms Investors, Corporations, and the Public*. Berrett-Koehler Publishers.

Optional

- Bosse, D.A. and Phillips, R.A., 2016. Agency theory and bounded self-interest. *Academy of Management Review*, 41(2), pp. 276-297
- Heminway, J.M., 2017. Shareholder Wealth Maximization as a Function of Statutes, Decisional Law, and Organic Documents. *Wash. & Lee L. Rev.*, 74: 939.

Stout, L.A. and Blair, M.M., 2017. A team production theory of corporate law.
In *Corporate Governance* (pp. 169-250). Gower.

3. Corporate citizenship and political approaches to business, society, and global governance (Dirk Matten)

Required:

- Kaplan, R. (2014). Who has been regulating whom, business or society? The mid-20th-century institutionalization of 'corporate responsibility' in the USA. *Socio-Economic Review*, 13(1), 125-155.
- Matten, D., & Crane, A. 2005. Corporate citizenship: towards an extended theoretical conceptualization. *Academy of Management Review*, 30(1): 166-179.
- Matten, D. & Moon, J. 2008. "Implicit" and "Explicit" CSR: A conceptual framework for a comparative understanding of corporate social responsibility. *Academy of Management Review*, 33 (2): 404-424.
- Moon, J., Crane, A., & Matten, D. 2005. Can corporations be citizens? Corporate citizenship as a metaphor for business participation in society. *Business Ethics Quarterly*, 15(3): 427-451.
- Scherer, A. G., Rasche, A., Palazzo, G., & Spicer, A. 2016. Managing for political corporate social responsibility: New challenges and directions for PCSR 2.0. *Journal of Management Studies*, 53(3): 273-298.

Optional

- Brammer, S. J., Jackson, G., & Matten, D. 2012. Corporate social responsibility and institutional theory: new perspectives on private governance. *Socio-Economic Review*, 10(1): 3-28.
- Djelic, M. L., & Etchanchu, H. (2017). Contextualizing corporate political responsibilities: Neoliberal CSR in historical perspective. *Journal of Business Ethics*, 142(4), 641-661.
- Elms, H., & Phillips, R. 2009. Private security companies and institutional legitimacy: corporate and stakeholder responsibility. *Business Ethics Quarterly*, 19(3): 403-432.
- Gerencser, S. 2005. The corporate person and democratic politics. *Political Research Quarterly*, 58(4): 625-635.
- Norman, W., & Néron, P.Y. 2008. *Citizenship Inc.* Do we really want businesses to be good corporate citizens? *Business Ethics Quarterly*, 18(1): 1-26.
- Tempels, T., Blok, V., & Verweij, M. (2017). Understanding political responsibility in corporate citizenship: towards a shared responsibility for the common good. *Journal of Global Ethics*, 13(1), 90-108.

4. Global business governance (Burkard Eberlein)

Required:

- Eberlein, B. 2018. Who fills the Global Governance Gap? Rethinking the Roles of Business and Government in Global Governance, under review.
- Eberlein, B., Abbott, K.W., Black, J., Meidinger, E., Wood, S. 2014. 'Transnational business governance interactions: conceptualization and framework for analysis', *Regulation & Governance*, 8(1): 1-21.
- Toffel, M. W., Short, J. L. & Ouellet, M. 2015. Codes in context: How states, markets, and civil society shape adherence to global labor standards. *Regulation & Governance*, 9, 205–223.
- Vogel, D. 2010. 'The private regulation of global corporate conduct: achievements and limitations', *Business & Society*, 49(1) March, 68-87.

Optional:

- Banerjee, S.B. 2010. Governing the global corporation: a critical perspective. *Business Ethics Quarterly*, 20(2), 265-274.
- Büthe, T. 2010. Private regulation in the global economy. *Business and Politics*, 12(3), (special issue) introduction and conclusion.
- Flohr, A., Rieth, L., Schwindenhammer, S., Wolf, K.W. 2010. *The role of business in global governance: corporations as norm entrepreneurs*. New York: Palgrave, 337; 232-255 (first and last chapter).
- Fuchs, Doris. 2007. Business Power in Global Governance. Boulder/London: Lynne Rienner Publishers. Chapter 3: Business as an Actor in Global Governance: 43-70.
- Levy, D. L. & Kaplan, R. 2008. 'Corporate social responsibility and theories of global governance' In: Crane, A., McWilliams A., Matten D., Moon J. & Siegel D. S. (Eds.). *The Oxford Handbook of Corporate Social Responsibility*. Oxford; New York, Oxford University Press: 432-451.
- Scherer, A. G., Palazzo, G., & Baumann, D. 2006. Global rules and private actors - towards a new role of the TNC in global governance. *Business Ethics Quarterly*, 16(4): 505-532.

5. Stakeholder Theory

Required:

- Donaldson, T. & Preston, L. E. 1995. The stakeholder theory of the corporation: Concepts, evidence, and implications. *Academy of Management Review*, 20 (1): 65-91.
- Mitchell, R. K., Agle, B.R., & Wood, D. J. 1997. Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts. *Academy of Management Review*, 22 (4): 853-886.
- Rowley, T. 1997. Moving beyond dyadic ties: A network theory of stakeholder influences. *Academy of Management Review*, 22: 887-910.

Walsh, J.P., 2005. Book review essay: Taking stock of stakeholder management. *Academy of Management Review*, 426-438.

Elms, H., Johnson-Cramer, M.E., Berman, S.L., 2011. Bounding the world's miseries: Corporate responsibility and Freeman's stakeholder theory. *Stakeholder Theory: Impact and Prospects*, pp. 1-38.

Optional:

Rowley, T.J. and Moldoveanu, M., 2003. When Will Stakeholder Groups Act? An Interest-and Identity-based Model of Stakeholder Group Mobilization. *Academy of Management Review*. 28(2): 204-219

Phillips, R.A., 2010. Ethics and network organizations. *Business Ethics Quarterly*, 20(3): 533-543.

Jones, T.M. and Wicks, A.C. 1999. Convergent stakeholder theory *Academy of Management Review* 24(2): 206-221.

6. Stakeholder Theory

Required

Barney, J.B., 2018. Why resource-based theory's model of profit appropriation must incorporate a stakeholder perspective. *Strategic Management Journal*

Bundy, J., Shropshire, C. and Buchholtz, A.K., 2013. Strategic cognition and issue salience: Toward an explanation of firm responsiveness to stakeholder concerns. *Academy of Management Review*, 38(3), pp. 352-376.

Henisz, W.J., Dorobantu, S. and Nartey, L.J., 2014. Spinning gold: The financial returns to stakeholder engagement. *Strategic Management Journal*, 35(12), pp. 1727-1748.

De Luque, M.S., Washburn, N.T., Waldman, D.A. and House, R.J., 2008. Unrequited profit: How stakeholder and economic values relate to subordinates' perceptions of leadership and firm performance. *Administrative Science Quarterly*, 53(4), pp. 626-654

Jones, T.M., Felps, W. and Bigley, G.A., 2007. Ethical theory and stakeholder-related decisions: The role of stakeholder culture. *Academy of Management Review*, 32(1), pp. 137-155.

Optional:

Berman, S.L., Wicks, A.C., Kotha, S. and Jones, T.M., 1999. Does stakeholder orientation matter? The relationship between stakeholder management models and firm financial performance. *Academy of Management Journal*, 42(5), pp. 488-506.

Bosse, D.A., Phillips, R.A. and Harrison, J.S., 2009. Stakeholders, reciprocity, and firm performance. *Strategic Management Journal*, 30(4), pp. 447-456.

Bridoux, F. and Stoelhorst, J.W., 2016. Stakeholder relationships and social welfare: A behavioral theory of contributions to joint value creation. *Academy of Management Review*, 41(2), pp. 229-251.

Bridoux, F. and Stoelhorst, J.W., 2014. Microfoundations for stakeholder theory: Managing stakeholders with heterogeneous motives. *Strategic Management Journal*, 35(1), pp. 107-125.

Coff, R.W., 1999. When competitive advantage doesn't lead to performance: The resource-based view and stakeholder bargaining power. *Organization science*, 10(2), pp. 119-133.

7. Economic approaches to business and society and the challenges of measuring corporate social performance (Irene Henriques)

Required:

Mahoney, J. T. and Qian, L., 2013. Market frictions as building blocks of an organizational economics approach to strategic management. *Strategic Management Journal* 34 (9): 1019-1041.

Barnett, M., Henriques, I. & Husted, B. W., 2018. Governing the void between stakeholder management and sustainability. *Advances in Strategic Management*, 38:121-143.

Ebrahim, A., & Rangan, V. K. 2014. What Impact? *California Management Review*, 56(3): 118–141.

George, G., Howard-Grenville, J., Joshi, A., & Tihanyi, L. 2016. Understanding and tackling societal grand challenges through management research. *Academy of Management Journal*, 59(6): 1880–1895.

Barnett, M., Henriques, I., Husted, B.W. & Villamizar, F.A. 2019. Beyond good intentions: How much does CSR really help society? Working paper.

8. Recent Research

Required:

Bridoux, F.M. and Vishwanathan, P., 2018. When Do Powerful Stakeholders Give Managers the Latitude to Balance All Stakeholders' Interests? *Business & Society*.

Bundy, J., Vogel, R.M. and Zachary, M.A., 2018. Organization–stakeholder fit: A dynamic theory of cooperation, compromise, and conflict between an organization and its stakeholders. *Strategic Management Journal*, 39(2), pp. 476-501.

Freeman, R.E., Phillips, R. and Sisodia, R., 2018. Tensions in Stakeholder Theory. *Business & Society*.

Harrison, J.S., Barney, J.B., Freeman, R.E., Phillips, R.A., 2019. *Cambridge Handbook of Stakeholder Theory* – Selections tbd.

Jones, T.M., Harrison, J.S. and Felps, W., 2018. How applying instrumental stakeholder theory can provide sustainable competitive advantage. *Academy of Management Review*.

Optional:

Selections from Harrison, et al., *Cambridge Handbook of Stakeholder Theory*

9. Psychological perspectives on business and society, and the challenges of individual-level research (Ruodan Shao)

Required:

- Chin, M. K., Hambrick, D. C., & Treviño, L. K. 2013. Political ideologies of CEOs: the influence of executives' values on corporate social responsibility. *Administrative Science Quarterly*, 58(2): 197-232.
- Rupp, D. E., & Bell, C. M. 2009. Extending the deontic model of justice. *Business Ethics Quarterly*, 20(1): 89-106.
- Sen, S., & Bhattacharya, C. B. 2001. Does doing good always lead to doing better? Consumer reactions to corporate social responsibility. *Journal of Marketing Research*, 38(May): 225-243.
- Thorne, L., & Hartwick, J. 2001. The directional effects of discussion on auditors' moral reasoning. *Contemporary Accounting Research*, 18(2): 337-361.
- Treviño, L. K., Weaver, G. R., & Reynolds, S. J. 2006. Behavioral ethics in organizations: A review. *Journal of Management*, 32(6): 951-990.

Optional

- Rupp, D. E., Shao, R., Thornton, M., & Skarlicki, D.P. (2013). Applicants' and employees' reactions to corporate social responsibility: The moderating effects of first-party justice perceptions and moral identity. *Personnel Psychology*, 66, 895-933.
- Hekman, D. R., Aquino, K., Owens, B. P., Mitchell, T. R., Schilpzand, P., & Leavitt, K. 2010. An examination of whether and how racial and gender biases influence customer satisfaction. *Academy of Management Journal*, 53(2): 238-264. [2010 AMJ Best paper award winner]
- Welsh, D. & Ordonez, L. 2014. Conscience without cognition: the effects of subconscious priming on ethical behavior. *Academy of Management Journal*, 57(3), 723-742.

10. Sustainability, CSR and Accounting (Charles Cho)

Required

- Cho, C.H., Laine, M., Roberts, R.W., and Rodrigue, M. (2015). Organized Hypocrisy, Organizational Façades, and Sustainability Reporting. *Accounting, Organizations and Society*, 40(1), 78-94
- Cho, C.H., Laine, M., Roberts, R.W., and Rodrigue, M. (forthcoming). The Frontstage and Backstage of Corporate Sustainability Reporting: Evidence from the Arctic National Wildlife Refuge Bill. *Journal of Business Ethics*.

- Dhaliwal, D. S., Li, O. Z., Tsang, A., and Yang, G. Y. 2011. Voluntary Nonfinancial Disclosure and the Cost of Equity Capital: The Initiation of Corporate Social Responsibility Reporting. *The Accounting Review*, 86 (1), 59-100.
- Patten, D.M. 2002. The Relation between Environmental Performance and Environmental Disclosure: A Research Note. *Accounting, Organizations and Society*, 27(8), 763-773.
- Clarkson, P. M., Li, Y., Richardson, G. D. and Vasvari, F. P., 2008. Revisiting the Relation between Environmental Performance and Environmental Disclosure: An Empirical Analysis. *Accounting, Organizations and Society*, 33(4-5), 303-327.

11. Social entrepreneurship (Geoff Kistruck)

Required

- Choi, N. & Majumfar, S. 2014. Social entrepreneurship as an essentially contested concept: Opening a new avenue for systematic future research. *Journal of Business Venturing* 29(3), 363-376.
- Dacin, T., Dacin, P., & Tracey, P. 2011. Social entrepreneurship: A critique and future directions. *Organization Science* 22(5), 1203-1213.
- McMullen, J. 2011. Delineating the domain of development entrepreneurship: A market based approach to facilitating inclusive economic growth. *Entrepreneurship Theory & Practice* 35(1), 185-193.
- Wry, T. & York, J. 2017. An identity-based approach to social enterprise. *Academy of Management Review*, 43(3), 437-460.

Optional

- Kistruck, G. M., Beamish, P. W., Qureshi, I., & Sutter, C. J. 2013. Social intermediation in base-of-the-pyramid markets. *Journal of Management Studies*, 50: 31-66.
- Miller, T., Grimes, M., & McMullen, J. 2012. Venturing for others with heart and head: How compassion encourages social entrepreneurship. *Academy of Management Review* 37(4): 616-640.
- Santos, F. M. (2012). A positive theory of social entrepreneurship. *Journal of Business Ethics*, 111: 335–351.
- Zhara, S., Gedajlovic, E., & Neubaum, D. 2009. A typology of social entrepreneurs: Motives, search processes, and ethical challenges. *Journal of Business Venturing* 24: 519-532.

12. New Directions/Student-Selected Papers

Required:

- Phillips, R.A., Berman, S.L., Elms, H. and Johnson-Cramer, M.E., 2011. Stakeholder orientation, managerial discretion and nexus rents. *Stakeholder Theory: Impacts and Prospects*, pp. 163-192.
- Schrepf-Stirling, J., Palazzo, G. and Phillips, R.A., 2016. Historic corporate social responsibility. *Academy of Management Review*, 41(4), pp. 700-719.

Course Outline

Fall 2021

Thursday 8:00am-11:00am, beginning September 9th
Zoom Conference Seminar

Instructor

Theodore J. Noseworthy
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Office hours: by appointment, please e-mail the instructor

Assistant

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Dr. Noseworthy is a specialist in experimental design and consumer psychology, a Canada Research Chair in Entrepreneurial Innovation and the Public Good, a professor of Marketing, and the Associate Dean, External Relations. He joined Schulich in 2014 as the Scientific Director of the NOESIS Design and Innovation laboratory.

Brief Description

This course focuses on the use of univariate and multivariate statistics as applied to social and behavioural research within the fields of organizational, management, and consumer studies. Emphasis will be placed on providing a solid understanding of descriptive statistics, mean difference testing, analysis of variance and covariance, linear and logistic regression, and *a priori* sample size calculations, as well as power and effect size calculations. The course will focus on the SPSS statistical package. In an effort to avoid the propensity to engage in what I refer as “click and play statistics” (i.e., pushing a button for an output without really knowing what is happening), we will spend much of our time writing syntax in SPSS to get a thorough understanding of what’s going on behind the buttons. This will also allow us to increase the depth of our analysis.

The topics discussed in the course are designed to help strengthen your statistical reasoning and methodological repertoire, in addition to honing your ability and confidence to write-up statistical results and enhance your ability to critically review statistical procedures in academic journals. This course comes with an ample set of real-time statistical data sets, which we will explore as they are being collected in Schulich’s very own NOESIS lab (W254). There will also be ample examples, advice, and support, not just from the instructor, but also from your peers as well as a NOESIS research assistant, all of whom will hopefully continue to provide relevant feedback as you approach your comprehensive exams, proposal, and defence, and as you start getting your own research designs ready for publication. You are strongly encouraged to build on one another’s insights!

Prerequisites/Co-requisites/Course Exclusions: None

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Course Learning Outcomes

This course is designed to be taught alongside Research Design (DCAD*7250). Although not an official co-requisite, the Research Design course will complement our statistical discussion with a more historical and sometimes controversial take about the underlying statistical theory and how it relates to different principles and elements that inform research design. Furthermore, this course is built as a foundational introduction to various statistical methods, and thus provides an opportunity to refresh students in preparation for more advanced statistical courses such as OMIS 7300 or other external courses, depending on your discipline-specific needs. Some topics will undoubtedly be review and/or more relevant than others, such is the nature of a broad survey course. However, it is my opinion that it never hurts to understand a variety of statistical methods.

By the end of this course students will:

1. ... have an enhanced understanding of basic applied univariate and multivariate statistical methods.
2. ... understand, at an introductory level, the statistical theory behind some basic univariate, multivariate, and bivariate statistics.
3. ... have the ability to identify the appropriate technique for a given research design and be able to statistically analyze data accordingly.
4. ... have the ability to test assumptions and hypotheses of mean differences and relationships with one dependent variable.
5. ... have the ability to estimate sample size requirements for univariate, multivariate, and bivariate analysis.
6. ... be capable of effectively communicating the results of basic statistical analyses in both oral and written format.

At a broader level, *DCAD 7060* aims to help each of you:

- Understand how to conduct independent research and analysis, think critically, solve problems, and increase the knowledge of academics, practitioners, and society.
- Gain hands-on experience with some intuitive software applications.
- Help enhance your ability to communicate analytical results to both academic and non-academic audiences.
- Help prepare you for your career by emphasizing not only the professional but also ethical treatment of data.

Deliverables at a Glance

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

Assignment/Task	Quantity	% Weight	Total %	Author
Class participation – In-class discussion	1	10	10	Individual
Quizzes	5	5	25	Individual
Assignments	3	10	30	Individual
Statistical Major Paper	1	25	25	Individual
Statistical Presentation (December 2nd)	1	10	10	Individual

For details, see “Written Assignments and Projects Descriptions” (p. 10-12) and “Evaluation ...” (p. 12).

Course Material

Recommended Textbooks:

We will work mainly from class notes. As such there will not be a specific textbook required. If you would like a textbook, any introductory statistics for social and behavioural science should suffice. One particular book is:

Colwell and Carter (2011). An Introduction to Statistics for the Social Sciences. McGraw-Hill

Required Software:

We will use primarily SPSS in the course as it is the most widely used and, in my opinion, the most user-friendly. I will show how to use it in class, and assignments will require you to use SPSS to perform analyses. SPSS is widely used in the across the variety of disciplines in the management field, and may already be loaded on your office computer. SPSS is available on the lab computers in the NOESIS Lab (W254) and on the computers in the Open Access Labs. However, given the remote nature of the class, the simplest approach is the following:

1. Login to <https://myapps.yorku.ca/login>

Using Internet Explorer or Firefox.

2. If this is your first time accessing **AppsAnywhere**, you will need to “accept the End User Licence agreement.
3. Also, if this is your first-time logging in, click the “**It’s my first time using AppsAnywhere on this device. Let’s go.**”
4. When prompted you can save (and run) or directly run the file to continue the installation process.
5. You may get a message saying, “**Do you want to allow this this program to make changes on your computer.**” Click Yes.
6. Following the installation, the webpage will validate the user.
7. Once validated, click on the application you wish to launch and follow the instructions for remote use.

Of course, you can also purchase a student license. Although, we will use SPSS you may wish to explore other analysis programs that are more syntax-based such as SAS, R, or Matlab. Both R and SAS are free. There is an abundance of online resources available to aid in learning how to use these programs.

Student Preparation for Class and Class Participation: Expectations

Class participation is a very important part of the learning process (as well as an important part of your grade). It is critical not only for your personal learning, but also for the learning of your fellow classmates. Much of the value of the class comes from prepared, thoughtful, and informed dialogue between you and your classmates. You are expected to read all the assigned materials (these will be posted on Canvas for each week), and you should reflect upon and/or apply the material in during the lab sessions. There are several contributing factors towards your class participation grade. You will be expected to actively participate in the seminar and lab discussions in a thoughtful, productive and meaningful way. Examples of good contributions to seminar discussions include: raising relevant, insightful questions concerning the readings; sharing your own personal insights about the topics; providing feedback to your peers; and helping others with their ideas. Examples of good contributions in the lab discussions include: demonstrating your data analysis and write-ups to the class; assisting peers to trouble-shoot their analysis; asking insightful and critical methodological questions; sharing your own additional analyses, where applicable, to lend deeper insights to the topic at hand.

Class-by-Class Syllabus

The following list of lecture topics indicate the broad statistical techniques we will be discussing in the various class sessions. If any changes in this schedule become necessary, notifications will be posted on Canvas notifying students of the change.

Schedule of Topics

Session #1, September 9th: INTRODUCTION

TOPICS	<i>Course Introduction, Requirements, Software Levels of Measurement and Central Tendency, Dispersion, and Distribution</i>
Seminar: zoom	<i>Basic Data Summary:</i> Types of data, descriptive statistics, Pareto chart, stem-and-leaf, box-plot, scatter plots, mean, and standard deviation.
Lab: zoom	Introduction to the NOESIS Lab and SPSS software. Entering data and coding missing values in SPSS. Generating plots and descriptive statistics.

Objectives:

- 1. Become familiar with exploring data and the SPSS statistical package.*
- 2. Understanding how to enter data and run basic descriptive statistics.*
- 3. Review and recap basic statistical principles.*

Session #2, September 16th: THE SCIENTIFIC METHOD

TOPICS *Probability and Normal Curve*
Null Hypothesis Significance Testing (NHST)
Confidence Intervals

Seminar: Basic overview of probability.
 zoom Understanding area under the normal curve.
 Z-tests, Z-scores and standardized values.
 Critical values, confidence levels, and alpha.
 P-values and null-hypothesis testing.

Lab: Interpreting statistical significance with p-values and confidence intervals.
 zoom **(Quiz #1)**

Objectives:

1. Understand both the theoretical and empirical premise of NHST and confidence intervals.
 2. Understanding the importance of normal curve and how it relates to inferential statistics.
 3. Understand how to interpret statistical significance, and the limitations and pitfalls of NHST.
-

Session #3, September 23rd: SAMPLING AND SAMPLE DISTRIBUTIONS

TOPICS *Power and Effect Size Estimation, Outlier Analysis, A priori Sample Calculations*

Seminar: Population and sample distributions.
 zoom Calculating sample size requirements for various designs.
 Basics of effect size and power.
 Understanding Type 1 and Type 2 error and their relationship with sample size.

- Understanding Journal Articles discussing sample populations.
- Understanding the importance of estimating sample size.
- Reporting a priori sample size calculations in academic articles.

Lab: Exploring G*POWER 3.1: Estimating sample size requirements.
 zoom Exploring and interpreting effect size and power calculations.
 Outlier analysis and exclusion in SPSS.

Objectives:

1. Know the basic logic and assumptions related to power and effect sizes.
 2. Be able to analyze and interpret single sample hypotheses in SPSS.
 3. Be able to interpret and adjust for various outlier analyses output in SPSS.
 4. Be able to communicate sampling procedures and data treatment for management studies.
-

Session #4, September 30th: TESTING DIFFERENCES BETWEEN TWO-GROUPS

TOPICS *Independent t-test, Paired sample t-test, Single sample t-test*

Seminar:	Interval/parametric and ordinal/nonparametric tests for mean differences.
zoom	The t distribution versus the standard normal distribution. When to use a t-test, as opposed to a z-test. <ul style="list-style-type: none"> ▪ Understanding Journal Articles with Descriptive Stats, Confidence Intervals, and t-tests. ▪ Reporting descriptive statistics, confidence intervals, and t-tests in academic articles.
Lab:	Confidence Intervals and the various t-tests.
zoom	Testing Assumptions of normality and homogeneity of variance. (Lab Assignment #1 – in class preparation)

Objectives:

1. Know the logic and assumptions of t-tests analyses.
 2. Be able to choose what type of t-test is appropriate in a particular situation.
 3. Be able to use SPSS to perform t-tests.
 4. Be able to interpret computer output of t-tests analyses.
 5. Be able to write publishable t-test results for management studies.
-

Session #5, October 7th: TESTING MULTIPLE GROUP DIFFERENCES AND INTERACTIONS I

TOPICS *One-Way ANOVA (Analysis of Variance), Post-Hoc Tests, Testing Assumptions*

Seminar:	Omnibus One-way ANOVA, and Testing Assumptions.
zoom	Estimating effect sizes from reported F and dfs in published articles. Adjustments for multiple comparisons and post hoc tests (including assumptions). Understanding the impact of multiple comparisons on Type 1 error. <ul style="list-style-type: none"> ▪ Understanding Journal Articles describing Between-Subjects ANOVAs. ▪ Reporting ANOVAs in academic articles.
Lab:	One-way ANOVA + Testing Assumptions
zoom	Adjusting for multiple comparisons (Quiz #2)

Objectives:

1. Know the logic and assumptions of ANOVA analyses.
 2. Be able to choose what type of ANOVA is appropriate in a particular situation.
 3. Be able to use SPSS to perform ANOVAs.
 4. Be able to interpret computer output of ANOVA analyses.
-

5. Be able to write publishable ANOVA results for management studies.

Session #6, October 21st: TESTING MULTIPLE GROUP DIFFERENCES AND INTERACTIONS II

TOPICS *Factorial ANOVA, Planned Contrasts/Complex Contrasts, Simple Effects*

Seminar: Interpreting Two-way and Three-way Interactions.
 zoom Estimating the error term for simple effects (and the relationship with Power).
 The theory behind complex contrasts.

- Understanding Journal Articles describing interaction effects using ANOVA.
- Reporting significant second- and third-order effects off an interaction in ANOVA.

Lab: Analyzing two-way and three-way Interactions in ANOVA.
 zoom Understanding “Compare” Syntax in SPSS: http://www.psych.nyu.edu/cohen/simpleff_SPSS1.pdf
 Exploring LM-MATRIX syntax for Complex Contrasts.
 (Quiz #3)

Objectives:

1. Know the logic and assumptions of ANOVA analyses.
2. Be able to choose what type of ANOVA is appropriate in a particular situation.
3. Be able to use SPSS to perform ANOVAs.
4. Be able to interpret computer output of ANOVA analyses.
5. Be able to write publishable ANOVA result for management studies.

Session #7, October 28th: TESTING MULTIPLE GROUP DIFFERENCES AND INTERACTIONS III

TOPICS *MANOVA (Multivariate Analysis of Variance), ANCOVA (Analysis of Covariance)
 Mixed Designs (Between and Within)*

Seminar: Interpreting and using Covariates in ANOVA.
 zoom Testing for Family-wise error with Multiple Dependent Variables.
 Fixed and Random Effect Models.

- Understanding Journal Articles describing Full (and Fractional) Factorial ANCOVAs and MANOVAs.
- Reporting multivariate effects and interactions in academic articles.

Lab: Factorial AN(C)OVA + Testing Assumptions.
 zoom **(Lab Assignment #2 – in class preparation)**

Objectives:

1. Know the logic and assumptions of ANOVA analyses.
 2. Be able to choose what type of ANOVA is appropriate in a particular situation.
 3. Be able to use SPSS to perform ANOVAs.
-

-
4. Be able to interpret computer output of ANOVA analyses.
 5. Be able to write publishable ANOVA results for management studies.

Session #8, November 4th: TESTING RELATIONSHIPS I

TOPICS ***Correlation, Linear Regression***

- Seminar:** *The linear model:* graphical (scatter plot) and model building analysis.
 zoom Correlations and Covariance.
 The principle of least squares.
 Connecting linear regression and ANOVA
 Assumptions of linear least square regression. Examining residuals, diagnostics, and residual plots.
- Understanding Journal Articles reporting Linear Regression and correlations.
 - Reporting linear regression and correlations from in academic articles.
- Lab:** Linear Regression.
 zoom **(Quiz #4)**

Objectives:

1. Know the logic and assumptions of Regression analyses.
2. Be able to choose what type of Regression is appropriate in a particular situation.
3. Be able to use SPSS to perform Regressions.
4. Be able to interpret computer output of Regression analyses.
5. Be able to write publishable regression results for management studies.

Session #9, November 11th: TESTING RELATIONSHIPS II

TOPICS ***Linear Regression, Multiple Regression, Binomial/Multinomial Logistic Regression***

- Seminar:** The multiple regression model.
 zoom Dummy and contrast coding.
 Interpretation of multiple regression coefficients (standardized and unstandardized).
 Multicollinearity.
 Spot-light and Flood-light analysis
- Understanding Journal Articles reporting interactions in regression.
 - Reporting regression coefficients in academic articles.
- Lab:** Correlation and Multiple regression, and Odds Ratios
 zoom Exploring Simple Slopes Syntax in SPSS.
 (Lab Assignment #3 – in class preparation)
-

Objectives:

1. Know the logic and assumptions of Regression analyses.
2. Be able to choose what type of Regression is appropriate in a particular situation.
3. Be able to use SPSS to perform Regressions.
4. Be able to interpret computer output of Regression analyses.
5. Be able to write publishable regression results for management studies.

Session #10, November 18th: MEDIATION, MODERATED-MEDIATION, AND MEDIATED-MODERATION**TOPICS** ***Simple Mediation, Conditional Indirect Effects***

Seminar:	The principle and history of testing mediation in social science research.
zoom	Distinguishing between moderated-mediation and mediated moderation. Testing indirect, and conditional indirect effects. <ul style="list-style-type: none"> ▪ Understanding Journal Articles describing mediation effects. ▪ Reporting (and graphing) moderated-mediation coefficients in academic articles.
Lab:	Analyzing two-way and three-way Interactions in ANOVA.
zoom	Exploring Haye's PROCESS macros in SPSS Syntax (Bootstrapping CIs). (Quiz #5)

Objectives:

1. Know the logic and assumptions of mediation, and more advanced indirect effect models.
2. Be able to choose what type of mediation model is appropriate in a particular situation.
3. Be able to use SPSS to test conditional indirect effects.
4. Be able to interpret computer output of mediation analyses.
5. Be able to write publishable mediation results for management studies.

Session #11, November 25th: EXPLORING AND TESTING FACTOR STRUCTURES**TOPICS** ***Exploratory Factor analysis (EFA) and Principle Component Analysis (PCA)
Confirmatory Factor Analysis (CFA) [time permitting]***

Seminar:	Investigating how measured variables relate to theoretical constructs.
zoom	Testing underlying factor structures when structures are known or theorized. Basics of structural equation modelling (SEM). <ul style="list-style-type: none"> ▪ PCA versus PAF. ▪ Basic hypothesis of SEM. ▪ Measurement model specification and estimation. ▪ Model evaluation. Understanding Journal Articles with CFA and EFA results. Reporting CFA and EFA results in academic articles.

Lab:	Factor extraction and rotation.
zoom	Exploring AMOS software for basic SEM concepts. Understanding model fit.

Objectives:

1. Know the logic and assumptions of various factor- techniques and CFA.
2. Be able to choose what type of reduction method is appropriate in a particular situation.
3. Be able to use SPSS and AMOS to explore factor structures.
4. Be able to interpret computer output of factor analysis in both a confirmatory and exploratory setting.
5. Be able to write-up CFA and EFA results for management studies.

Session #12, December 2nd: PRESENTATIONS

TOPICS	Major Statistics Paper Presentations (Conference Style)	zoom
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Written Assignments and Project Descriptions

Quizzes (25%): Quizzes will take place “in-class” during the lab sessions. Absence from the session will result in a zero grade!

There will be five quizzes, worth 5% each. You will have 30 minutes (ample time) to complete each quiz. The quizzes will focus on very specific statistical tests based on input from that week’s seminar as well as from the proceeding lab demonstration. The quizzes will take the form of both written, as well as hands-on data analysis. You will be graded on both accuracy of execution and analytical interpretation. The quizzes will scale in complexity and difficulty as the term progresses.

Assignments (30%): Please submit them on time. 30% of the earned grade will be deducted for each “late” 24-hour increment!

There will be three assignments, worth 10% each. The assignments will focus on three key statistical approaches (T-tests, ANOVA, and Regression). The assignments will commence in the lab session portion for each respective topic, specified in the “Class-by-Class Syllabus.” During this session, you will be presented with a hypotheses and a corresponding data and will be given time to run the proper analyses. During this period, we will work as a group to explore the data (note: data sets may vary from your peers). You will then be required to write-up the results in a professional manner, and interpret them as you would in an academic article (i.e., state the hypotheses and then provide a results and discussion section of an article). Each formal write-up is due by **5:30pm on the following day (Friday)** from which the assignment is given/discussed. Please make sure that you prepare and submit these assignments on time. Each has been carefully designed to accomplish specific learning objectives, and the timing allows you to extract the maximum value from your efforts! Late submissions will be penalized. The assignments will guide you from the simple to the complex, and from the generally statistical approach, to more complex tests of assumptions. Ample support will be available to each of

you in the lab sessions and outside of class, both from the instructor and from your peers. Most assignments will not take longer than a couple of hours to complete, and you are welcome to submit them sooner if you are ready. Each assignment is designed as an application that particular week's seminar discussion and lab tutorial which will help you *retain and cement* some of the key concepts we touch on during class discussion.

Email a single Word document, entitled "Assignment #_Last Name, First Name" to tnoseworthy@schulich.yorku.ca. You may use the confirm delivery option in your Lotus Notes to verify that Dr. Noseworthy has received it on time. Do not expect individual acknowledgements for each submission.

Major Statistical Paper (25%):

Write a paper on a recent methodological controversy or empirical approach that interests you, or -- should you have data of your own -- present the backend analysis of a research paper you are currently preparing for submission. The idea must be timely and the paper must be independent of other coursework. The idea should offer significant depth regardless of the approach, offering insights above and beyond what may have been gleaned in class. Some examples may be as conceptual as covering the recent p-hacking/p-curve scandals and highlighting the underlying statistics (even applying them to a domain; e.g., a p-curve on experiments using Institutional Theory), or it could be more refined and specific empirical problems like the lack of controlling for attenuation in ANOVA analyses, etc. Regardless, of what is chosen, the goal is to approximate a level of expertise and competence with a topic that far exceeds a seminar discussion. E.g., should you choose controversies in model fit statistics, you should forever be the "go to" Schulich PhD on the topic (no pressure). **NOTE: the topic must not be something that was covered in class. Exceptional papers will "empirically" demonstrate the issue in the respective field (e.g., if commenting on p-curving, an "A" paper would include a p-curve analysis on the student's field).**

Should you choose to analyse a pre-existing data set and write up the results for publication, the paper will require a brief theoretical front-end and formal hypotheses. This can be done in conjunction with DCAD*7250, whereby the research design major paper would be the front-end of a high-quality manuscript, and this paper would be the backend. No matter what the approach, the paper must be logical, informed, persuasive, and most importantly, tell a story (e.g., the history of mediation, and why we've moved away from B&K approaches, but in some cases may have lost our way). The major paper is due at the beginning of class on **Thursday, December 2nd**. There is no formal structure to the paper, and I am not providing a length restriction -- it is vital that you (a) keep a good length/contribution ratio, and (b) learn to know what is to be expected in research papers (i.e. know when you are 'done').

Formatting: typed, 1.5 spaced, 1-inch margins, 12-point font, Times New Roman. Double sided is fine. For other formatting issues (e.g. references, tables/figures...), adopt the style used by the top research journal in your respective field.

Email a single Word document, entitled "Major Paper_Last Name, First Name" to tnoseworthy@schulich.yorku.ca. You may use the confirm delivery option in your Lotus Notes to verify that Dr. Noseworthy has received it on time. Do not expect individual acknowledgements for each submission.

Major Paper Presentation (10%):

You will make a presentation of your statistical research paper at the end of the year (ideally in the last class [**Thursday, December 2nd**], but depending on enrollment, we may have to make it the last two classes). The presentation will approximate a typical conference talk, but will focus on your

methodological insight. Each presentation will be approximately 15 minutes in length with five minutes at the end for questions. You will be graded not only on your poise and delivery, but also on your ability to convey complex ideas in a manner that is accessible to your peers. Time management is critical. I may invite all the faculty and Ph.Ds in each area to attend the presentations. We'll discuss this more in our first class.

Evaluation of Written Assignments

This is a statistics research seminar and evaluation is focussed on developing your statistical knowledge, data reporting, and statistical presentation skills. On each quiz and written assignment you will be evaluated on analytical interpretation, accuracy, and presentation. The focus is on learning from and responding to feedback. Students will have an opportunity to submit a draft of the final statistical paper and revise it based on instructor feedback. I would like to see you begin to write for publication or at the very least develop a statistical repertoire that helps prepare you for publishing. My criteria for evaluation will include clear and critical thinking, innovative takes on contemporary statistical topics, and good writing. Feel free to seek feedback by coming by to see me or by e-mail.

Calculation of Course Grade

Schulich grading policy does not require a pre-set 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 letter grade. The letter grade will be transformed into a numerical equivalent factoring in the nine point grading scale and the weight assigned to that assignment. These will then be summed and converted back to a letter grade for the course, using the 9 point grade scale for conversion. 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. Late assignments will normally incur a penalty of one letter grade.

General Academic Policies: Grading, Academic Honesty, and Accommodations

Graduate-level Grades at Schulich are based on a 9-point index system (10 points if we include 0, which is indicative of a failing grade: "F"). 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 grades in this course are not curved, but the final grade is rounded up. 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 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 Outline

Fall 2021

Days

Room: TBD, Seymour Schulich Building

Instructor

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Course Overview

This course introduces students to basic philosophy of science issues that are foundational to understanding, designing, and interpreting research conducted in various disciplines in business schools and social sciences in general. The perspective adopted in this course is that research is neither technical nor a mechanical activity that follows a set of “objective” rules. Rather, it is a social practice that is performed by human beings (i.e., researchers), who are embedded in relevant communities (i.e., your discipline, your research stream, your peers, your supervisor, etc.). Thus, the objective will be to reflect on how this social practice impacts how we understand the knowledge that we produce and the choices we make in the course of knowledge production.

Evaluation:

Your performance in this course will be evaluated in four ways:

1. **Participation (30%)** – you are expected to attend each session, have read the assigned materials for that day, and contribute to other’s understanding of that material through your questions and comments. A seminar is a discussion; your participation helps to elevate the discussion to provide more nuanced understandings of the materials and demonstrating how the concepts apply to your field of study. I will base my evaluation on your demonstrated level of preparedness and your contributions to the general learning environment; if you need clarification of my expectations, please ask.

In addition, each week (except week 1) you will prepare and turn in to me an approximately 1- page (double-spaced) discussion of the week’s readings: **this is not a summary of the readings** but your reflections on the readings i.e. what questions/issues do the readings raise in your mind, how do your reflections on the week’s readings affect your thinking about your own research?

2. **Seminar Leadership (10%)** – You are responsible for one of the sessions (TBD). You may identify additional readings and you will provide seminar leadership for the discussion. To arrive at the grade

for this component I will judge the quality of the seminar leadership (ie., ability to raise interesting questions from the readings, get students to debate, etc.).

3. **Short Paper (20%) – Debates and controversies in your research domain** – Write a paper (5 double-spaced pages maximum) that summarizes some of the key philosophy of science debates and controversies in your research domain. You could construe your research domain very broadly (e.g., Marketing, Operations Management) or more narrowly (e.g., consumer culture, organization theory, leadership). And the philosophy of science controversies could relate to ontology, epistemology, measurement issues, etc. You do not need to resolve those issues, but you should demonstrate that you are aware of those controversies, and what the central issues involved are.
4. **Final Paper (40%) – Designing research as a reflexive practitioner** – Your objective is to design a study in your specific research domain that utilizes two distinct epistemological approaches (e.g., realist and interpretivist; or realist and critical). The paper (20 double-spaced pages maximum) should outline key considerations and limitations of each epistemological approach you will use. It does not need to be exhaustively detailed in terms of the methodology. Instead, you should explain the research questions you will attempt to answer, and the key pillars of your research, as you approach the study from the point of view of each epistemological stance. Try to keep the focus relatively narrow (e.g., competitive strategy, sustainability accounting) and as close to your emerging research interests as possible. The idea is to help you reflect on the possible ways you will approach your specific research interests.

Week 1: Introduction

This unit gives you the “lay of the land” and starts foreshadowing the types of issues we will wrestle with throughout the semester. Chapters 1-3 in the Okasha book will introduce you to basic ideas in philosophy of science. Greenhalgh et al will highlight that even “real” science is not immune from issues that we wrestle with in social science.

- Okasha, S. 2016. *Philosophy of science: very short introduction*. Oxford: Oxford University Press. Chapters 1-3.
- Greenhalgh, T., Ozbilgin, M., & Contandriopoulos, D. 2021. Orthodoxy, illusio, and playing the scientific game: a Bourdieusian analysis of infection control science in the COVID-19 pandemic [version 1; peer review: 1 approved]. *Wellcome Open Research*, 6(126).

Week 2: Ontology

This unit will introduce you to the idea of ontology – our assumptions about the nature of the world that we study.

- Okasha, S. 2016. *Philosophy of science: very short introduction*. Oxford: Oxford University Press. Chapters 4-5.
- Morgan, G. 1984. Opportunities Arising from Paradigm Diversity. *Administration & Society*, 16(3): 306-327.
- Lewis, M. W. & Grimes, A. I. 1999. Metatriangulation: Building Theory from Multiple Paradigms. *Academy of Management Review*, 24(4): 672-690.

- Sampson, E. E. 1977. Psychology and the American ideal. *Journal of Personality and Social Psychology*, 35(11): 767-782.
- Sampson, E. E. 1978. Scientific paradigms and social values: Wanted—a scientific revolution. *Journal of Personality and Social Psychology*, 36(11): 1332-1343.
- Ferraro, F., Pfeffer, J., & Sutton, R. I. 2005. Economics language and assumptions: How theories can become self-fulfilling. *The Academy of Management Review*, 30(1): 8-24.

Week 3: Epistemology

This unit introduces the idea of epistemology, or what we can(not) know as researchers.

- Hempel, C. G. & Oppenheim, P. 1948. Studies in the Logic of Explanation. *Philosophy of Science*, 15(2): 135-175.
- Deetz, S. 1996. Crossroads—Describing Differences in Approaches to Organization Science: Rethinking Burrell and Morgan and Their Legacy. *Organization Science*, 7(2): 191-207.
- Packer, M. A. 1985. Hermeneutic inquiry in the study of human conduct. *American Psychologist*, 40(10): 1081-1093.
- Sil, R. 2000. The Foundations of Eclecticism: The Epistemological Status of Agency, Culture, and Structure in Social Theory. *Journal of Theoretical Politics*, 12(3): 353-387.
- Calhoun, C. 1998. Explanation in Historical Sociology: Narrative, General Theory, and Historically Specific Theory. *American Journal of Sociology*, 104(3): 846-871.

Week 4: Methodology and measurement

This unit gets us to think about our methodological choices and their limitations.

- Bryman, A. 1984. The Debate about Quantitative and Qualitative Research: A Question of Method or Epistemology? *The British Journal of Sociology*, 35(1): 75-92.
- Maitland, I., Bryson, J., & Van de Ven, A. 1985. Sociologists, Economists, and Opportunism. *Academy of Management Review*, 10(1): 59-65.
- Pham, M. T. & Oh, T. T. 2020. Preregistration is neither sufficient nor necessary for good science. *Journal of Consumer Psychology*, 31(1): 163-176.
- Alvesson, M. 2003. Beyond Neopositivists, Romantics, and Localists: A Reflexive Approach to Interviews in Organizational Research. *Academy of Management Review*, 28(1): 13-33.
- Bartunek, J. M. & Seo, M. G. 2002. Qualitative research can add new meanings to quantitative research. *Journal of Organizational Behavior*, 23(2): 237-242.

Week 5: Research as Social Practice – General Thoughts

SHORT PAPER IS DUE

This week we will start comparing the differences in research practice across different fields and research areas in business schools. The chapters assigned will give you a sense of how this plays out in the context of some social sciences.

- Okasha, S. 2016. *Philosophy of science: very short introduction*. Oxford: Oxford University Press. Chapters 6-7.

Week 6: Research as Social Practice – Getting analytical about how we do research

In this unit we start taking seriously the implications of thinking about research as social practice. What do our communities look like? What is at stake? What are we fighting about?

- Peter, J. P. & Olson, J. C. 1983. Is Science Marketing? *Journal of Marketing*, 47(4): 111-125.
- Scheff, T. J. 1995. Academic gangs. *Crime, Law and Social Change*, 23(2): 157-162.
- Mandelbaum, M. 1977. A note on Thomas S. Kuhn's "The structure of scientific revolutions". *The Monist*, 60(4): 445-452.
- Pfeffer, J. 1993. Barriers to the advance of organizational science: paradigm development as a dependent variable. *Academy of Management Review*, 18: 599-620.
- Van Maanen, J. 1995. Crossroads Style as Theory. *Organization Science*, 6(1): 133-143.

Week 7: Research as Social Practice – The role of the community

We turn to one of the classics of social science to help us reflect on the idea of knowledge and how we produce it as members of a community. Think about your specific research community and how Berger and Luckman help to explain knowledge production in your community.

- Berger, P. L. & Luckmann, T. 1966. *The Social Construction of Reality*. New York: Anchor Books. Read Parts 1 and 2

Week 8: Making a contribution and performativity of research

The most important thing we need to do as researchers is to make a “contribution” to science. But what does it mean? And are we describing the world as is or helping to create a particular world.

- Davis, M. S. 1971. That's interesting! *Philosophy of Social Science*, 1: 309-344.
- Bartunek, J. M., Rynes, S. L., & Ireland, R. D. 2006. What Makes Management Research Interesting, And Why Does It Matter? *Academy of Management Journal*, 49(1): 9-15.
- Patriotta, G. 2017. Crafting Papers for Publication: Novelty and Convention in Academic Writing. *Journal of Management Studies*, 54(5): 747-759.
- Alvesson, M. & Kärreman, D. 2007. Constructing mystery: Empirical matters in theory development. *The Academy of Management Review*, 32(4): 1265-1281.
- Ghoshal, S. 2005. Bad management theories are destroying good management practices. *Academy of Management Learning and Education*, 4(1): 75-91.
- Optional: Davis, M. S. 1986. 'That's Classic!' The Phenomenology and Rhetoric of Successful Social Theories. *Philosophy of the Social Sciences*, 16(3): 285-301.

Week 9: Critical theory and postmodernism

By now we are hopefully ready to appreciate that research is political. In this unit we take another step to consider how research can actively reproduce societal inequalities and different research traditions that have attempted to challenge and destabilize the tendency of research to privilege some sectional interests at the expense of others.

- Adler, P. S., Forbes, L. C., & Willmott, H. 2007. Critical Management Studies. *The Academy of Management Annals*, 1(1): 119-179.
- Alvesson, M. & Willmott, H. 1992. On the idea of emancipation in management and organization studies. *Academy of Management Review*, 17: 432-464.
- Everett, J. 2017. Bourdieu. In R. Roslender (Ed.), *The Routledge Companion to Critical Accounting*: 109-123. Abingdon: Routledge.
- Calás, M. B. & Smircich, L. 1999. Past Postmodernism? Reflections and Tentative Directions. *Academy of Management Review*, 24(4): 649-672.
- Sampson, E. E. 1993. Identity politics: Challenges to psychology's understanding. *American Psychologist*, 48(12): 1219-1230.

Week 10: What do we mean by “impact”?

In business schools we are increasingly being challenged to make our research more impactful. So let's reflect on what we mean by “impact”.

- Rynes, S. L., Bartunek, J. M., & Daft, R. L. 2001. Across the Great Divide: Knowledge Creation and Transfer Between Practitioners and Academics. *Academy of Management Journal*, 44(2): 340-355.
- Starkey, K. & Madan, P. 2001. Bridging the Relevance Gap: Aligning Stakeholders in the Future of Management Research. *British Journal of Management*, 12(s1): S3-S26.
- Huff, A. S. & Huff, J. O. 2001. Re-Focusing the Business School Agenda. *British Journal of Management*, 12(s1): S49-S54.
- Grey, C. 2001. Re-imagining Relevance: A Response to Starkey and Madan. *British Journal of Management*, 12(s1): S27-S32.
- Bartunek, J. M. & Rynes, S. L. 2014. Academics and Practitioners Are Alike and Unlike: The Paradoxes of Academic–Practitioner Relationships. *Journal of Management*, 40(5): 1181-1201.
- Van De Ven, A. H. & Johnson, P. E. 2006. Knowledge for Theory and Practice. *Academy of Management Review*, 31(4): 802-821.
- McKelvey, B. 2006. Van de Ven and Johnson's “Engaged Scholarship”: Nice Try, But.... *Academy of Management Review*, 31(4): 822-829.

Week 11: Emotions, materiality, and visuals

OK. So let us think a bit more about how researchers “think”. How do we actually arrive at our findings, interpretations, etc.

- Saifer, A. & Dacin, M. T. 2021. Data and Organization Studies: Aesthetics, emotions, discourse and our everyday encounters with data. *Organization Studies*: 01708406211006250.
- Schatzki, T. 2010. Materiality and Social Life. *Nature + Culture*, 5(2): 123-149.
- Mantere, S. & Ketokivi, M. 2013. Reasoning in Organization Science. *Academy of Management Review*, 38(1): 70-89.
- Janiszewski, C. & van Osselaer, S. M. in press. The Benefits of Candidly Reporting Consumer Research. *Journal of Consumer Psychology*.
- Revisit our week 1 article: Greenhalgh, T., Ozbilgin, M., & Contandriopoulos, D. 2021. Orthodoxy, illuio, and playing the scientific game: a Bourdieusian analysis of infection control science in the COVID-19 pandemic [version 1; peer review: 1 approved]. *Wellcome Open Research*, 6(126).

Week 12: Concluding thoughts on research practice

- **Present the ideas you are developing in your final papers**
- **Paper due a week after the class ends**



DCAD7250 W2022 CREDITS: 3.00

DCAD 7250 F - RESEARCH DESIGN

🕒 WED 11:30 - 14:30 🏠 SSB S123

Office Hours

By appointment.

INSTRUCTOR

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WINNY SHEN BIOGRAPHY

Dr. Shen conducts high-impact research and is devoted to teaching in an effort to promote inclusive, productive, and healthy work organizations.

BRIEF DESCRIPTION

Introduces students to research design, strengthens their reasoning and theoretical development skills, helps them effectively apply a range of empirical methodologies to their own research and critically review empirical studies done by others. Topics include types of variables, relationships, sampling and measurement, survey and field research designs, experimental designs, and alternative designs, and research design biases and artifacts.

COURSE LEARNING OUTCOMES

This course explores various types of research designs across a variety of disciplines. To prepare, you may wish to familiarize yourself with the *method sections* of academic papers from your field. Doing so, will increase your level of comfort with the common method language, irrespective of the specific constructs or measures used in each model. This exercise, in itself, may gradually strengthen your skills as a reviewer and collaborator.

DCAD 7250A aims to help each of you:

- Understand the foundations of research design and different types of empirical relationships, i.e. mediation, and moderation effects.
- Become comfortable with notions concerning measurement, sampling, and design.
- Develop a clear understanding of the benefits, limitations, uses and abuses of specific design choices in terms of external and internal validity.
- Learn how to apply various research designs to test some of your own research ideas.

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

Course readings are listed in the corresponding module for each week. Please read the material assigned to each class session **before that session**. Students are welcome to raise alternative approaches in class discussion.

Recommended text:

Shadish, W.R., Cook, T.D., Cambell, D.T. (2002). *Experimental and Quasi-Experimental Designs for General Causal Inference*. Houghton-Mifflin: Boston.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Course Participation 25%			
Course Participation	Individual	25%	
Scale Development Project 24%			
Construct Definition	Individual	6%	Wed Jan 26, 2022 at 11:30am EST
Item Pool Creation and Content Validation Plan	Individual	6%	Wed Feb 16, 2022 at 11:30am EST
Content Validation Write-up	Individual	6%	Wed Mar 9, 2022 at 11:30am EST
Validation Write-up & Plan	Individual	6%	Wed Mar 30, 2022 at 11:30am EDT
Exercises 24%			
Exercise #1	Individual	6%	Wed Jan 19, 2022 at 11:30am EST
Exercise #2	Individual	6%	Wed Feb 2, 2022 at 11:30am EST
Exercise #3	Individual	6%	Wed Mar 2, 2022 at 11:30am EST
Exercise #4	Individual	6%	Wed Apr 6, 2022 at 11:30am EDT
Course Paper 26%			
Course Paper	Individual	26%	Fri Apr 15, 2022 at 11:59pm EDT

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Course Participation.

First, prior to each class (**due by 10:00 PM the Tuesday prior to class** – late submissions will not be accepted) each student will turn in a list of at least three discussion points by email to wshen88@schulich.yorku.ca. (<mailto:wshen88@schulich.yorku.ca>) These points can cover material that was not clear, material that seemed misguided, or materials that can be used to spur review. In other words, the discussion points can be used to help further your own

understanding and/or to reinforce your understanding. The most pertinent of these discussion points will be used to open class. Discussion points are not assigned for the first class.

Second, you will be expected to actively participate in the class discussion in a thoughtful, productive and meaningful way. Examples of good contributions to class discussions include: raising relevant, insightful questions concerning the readings; sharing your own personal insights about the topics; providing feedback to your peers; and helping others with their ideas

Construct Definition .

 **Due Date:** Wed Jan 26, 2022 at 11:30am EST

Your task is to identify a construct in the literature for which there is currently no measure or to generate a new construct. Your task is to (a) have a clear and concise definition of the literature, (b) articulate its uniqueness (i.e., how it differs from similar, existing constructs in the literature), and (c) argue why we need this construct in the literature.

Below are some articles that might be helpful exemplars:

Djurdjevic, E., Stoverink, A. C., Klotz, A. C., Koopman, J., da Motta Veiga, S. P., Yam, K. C., & Chiang, J. T.-J. (2017). Workplace status: The development and validation of a scale. *Journal of Applied Psychology, 102*(7), 1124–1147. <https://doi.org/10.1037/apl0000202> (<https://psycnet.apa.org/doi/10.1037/apl0000202>)

Hudson, C. K., & Shen, W. (2015). Understaffing: An under-researched phenomenon. *Organizational Psychology Review, 5*(3), 244-263.

Lee, S. M., Koopman, J., Hollenbeck, J. R., Wang, L. C., & Lanaj, K. (2014). The Team Descriptive Index (TDI): A multidimensional scaling approach for team description. *Academy of Management Discoveries, 1*(1), 91-116.

Item Pool Creation and Content Validation Plan .

 **Due Date:** Wed Feb 16, 2022 at 11:30am EST

Based on the construct you've generated/identified previously, please create a pool of items that assesses this construct. (Your item pool should be 3-4x the final number of items that you're aiming for the length of your final measure). Additionally, please outline the content validation procedures you will follow and criteria you will use (based on the resources we've discussed in class) to identify the items that best match your construct definition.

Content Validation Write-up.

 **Due Date:** Wed Mar 9, 2022 at 11:30am EST

Please write-up your content validation process in the style for a journal publication. Please make sure to include your initial working scale (i.e., items that have been retained thus far) in a table.

Validation Write-up & Plan.

 **Due Date:** Wed Mar 30, 2022 at 11:30am EDT

Please write-up the results of your initial scale analysis (i.e., reliability, factor analysis) and describe the next steps in your validation plan (i.e., nomological network, including convergent and divergent validity and/or how you will demonstrate incremental validity). The latter involves identifying both constructs (and their operationalizations) that you will use to demonstrate that your measure is useful and performs as would be expected.

Exercise #1.

 **Due Date:** Wed Jan 19, 2022 at 11:30am EST

Select two (2) empirical articles published in one of the *leading journals in your own field* within the past two years. Write a 300-word summary for the research design used in each of these articles, including: 1) the full reference; 2) the research question addressed; 3) the key constructs; 4) the types of relationships hypothesized and tested; 5) the basic design (e.g. setting, samples, method); and 6) the principal findings.

Exercise #2.

 **Due Date:** Wed Feb 2, 2022 at 11:30am EST

Please read the following article and answer the following questions:

Zapata, C. P., Carton, A. M., & Liu, J. T. (2015). When justice promotes injustice: When minority leaders experience bias when they adhere to interpersonal justice. *Academy of Management Journal*, 59(4), 1150-1173.

1. Please describe the strengths and weaknesses of the research design of Study 1.
2. A follow-up correlational field study that surveyed employees supervised by a diverse set of leaders did not replicate Zapata et al.'s findings. Rather, in that study, the authors found that Black men are penalized more severely for violations of interpersonal justice relative to White men (as well as Black women) and were either rated similarly or more highly for adherence to interpersonal justice. Focusing on Study 2, what are some reasons that could underlie the differences in findings across the two studies?

Exercise #3.

 **Due Date:** Wed Mar 2, 2022 at 11:30am EST

In one paragraph, introduce a research question closely related to your interests (perhaps one that you are considering developing into your paper for the course). Then succinctly define 3-5 key constructs related to your research question.

Finally, formulate a distinct hypothesis and illustrate the distinct conceptual model for each of the relationships listed below:

1. a direct linear effect
2. a moderation effect
3. a mediated moderation effect
4. a curvilinear relationship

Push yourself to write *novel hypotheses* – i.e. formulate relationships which, to your best knowledge, have not yet been tested. You are *encouraged* to use samples of prior publications in your own field to model *the wording* of your hypotheses.

Exercise #4.

 **Due Date:** Wed Apr 6, 2022 at 11:30am EDT

You collect some data to test a specific hypothesis. As it turns out, your hypothesis was not supported. However, you uncover an interesting interaction that you did not expect. You think this finding seems very promising and want to pursue it further.

1. Is it appropriate for you to write-up this un-hypothesized interaction finding for a conference presentation/journal submission. If not, why not? If yes, what would be the best way to describe what you did and do you put forth a new hypothesis that you now know will be supported?

2. Let's say you tentatively decide to build upon this interaction finding and develop it into a multi-study paper, how should you move forward or follow-up on it?

Course Paper.

 **Due Date:** Fri Apr 15, 2022 at 11:59pm EDT

Develop a model that consists of at least three variables (e.g., mediation, moderation). and write-up a front end/introduction like a typical research paper. The idea must be original and the paper must be independent of other coursework. Make it a small enough idea that you can get it done, but a big enough idea that if you collected data on it, you could see yourself presenting it next year at a conference.

Then, please develop 3 different approaches to test the model that you developed (i.e., describe each in a brief methods section). Finally, concisely summarize the pros and cons (e.g., internal vs. external validity tradeoffs) for each study design and identify which study you would pursue if resources only allowed you to employ one design.

I am not providing a length restriction – it is vital that you (a) keep a good length/contribution ratio, and (b) learn to know what is to be expected in research papers (i.e. know when you are 'done'). Take a look at a top publication in your field, and note the page limits and at what point each of the above sections begin and end. Also note: **Papers are expected to incorporate concepts learned in class.**

Formatting: typed, 1.5 spaced, 1-inch margins, 12-point font, Times New Roman. Double sided is fine. For other formatting issues (e.g. references, tables/figures...), adopt the style used by the top research journal in your respective field.

WRITTEN ASSIGNMENTS: EVALUATION

This is a research seminar and evaluation is focused on developing research thinking, writing, and presentation. On each written assignment you will be evaluated on content, creativity and presentation. The focus is on learning from and responding to feedback. I would like to see you begin to write for publication or at the very least develop original material that could be submitted to an academic conference. My criteria for evaluation will include clear and critical thinking, innovative takes on topics and good writing. Feel free to seek feedback by coming by to see me or by e-mail.

CALCULATING COURSE GRADE

Schulich grading policy does not require a pre-set 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 letter grade. The letter grade will be transformed into a numerical equivalent factoring in the nine point grading scale and the weight assigned to that assignment. These will then be summed and converted back to a letter grade for the course, using the 9 point grade scale for conversion. 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. Late assignments will normally incur a penalty of one letter grade for each "late" 24-hour increment.

CLASS-BY-CLASS SYLLABUS

Class 1 - Overview

Jan 12/22

Overview

Class 1

Topic: Overview

Assigned Readings

Bhattacharjee, A. (2012). Chapters 1, 2, 3 (pp. 1-25) + Chapter 5 (pp. 35-41). Overview of research process.

Aguinis, H., & Vandenberg, R. J. (2014). An ounce of prevention is worth a pound of cure: Improving the research quality before data collection. *Annual Review of Organizational Psychology and Organizational Behavior, 1*, 569-595.

Aguinis, H., & Edwards, J. R. (2014). Methodological wishes for the next decade and how to make wishes come true. *Journal of Management Studies, 51*(1), 143-174.

Class 2 - Reliability/Validity

Jan 19/22

Overview: Reliability/Validity

Class 2

Topic: Reliability/Validity

Assigned Readings

Bhattacharjee (2012), Chapter 7 (Reliability and Validity).

Cortina, J. (1993). What is coefficient alpha? An examination of theory and applications. *Journal of Applied Psychology, 78*, 98-104.

LeBreton, J. M., & Senter, J. L. 2008. Answers to 20 questions about interrater reliability and interrater agreement. *Organizational Research Methods, 11*, 815-852.

Colquitt, J. A., Sabey, T. B., Rodell, J. B., & Hill, E. T. (2019). Content validation guidelines: Evaluation criteria for definitional correspondence and definitional distinctiveness. *Journal of Applied Psychology, 104*(10), 1243-1265.

Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological Bulletin*, *56*, 81-105.

Podsakoff, Podsakoff, MacKenzie, & Klinger (2013). Are we really measuring what we say we're measuring? Using video techniques to supplement traditional construct validation procedures, *JAP*, *98*, 99-113.

Assigned Work

Class 3 - Measurement & Scale Development

Jan 26/22

Overview: Measurement & Scale Development

Class 3

Topic: Measurement & Scale Development

Assigned Readings

Bhattacharjee (2012), Chapter 6 (Scaling)

Edwards & Bagozzi (2000). On the nature and direction of the relationship between constructs and measures. *Psychological Methods*, *5*, 155-174.

Hinkin, T.R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. *Organizational Research Methods*, *1*(1), 104-121.

Brady, D. L., Brown, D. J., & Liang, L. H. (2017). Moving beyond assumptions of deviance: The reconceptualization and measurement of workplace gossip. *Journal of Applied Psychology*, *102*(1), 1-25. **(Example of scale development process)**

Boyd, B.K., Gove, S., & Hitt, M.A. (2005). Construct measurement in strategic management research: Illusion or reality? *Strategic Management Journal*, *26*(3), 239-257.

Koopman, J., Howe, M., Johnson, R. E., Tan, J. A., & Chang, C.-H. (2013). A framework for developing work fragment tasks. *Human Resource Management Review*, *23*(3), 242-253.

Assigned work due

Class 4 - Experimental Design

Feb 2/22

Overview: Experimental Design

Class 4

Topic: Experimental Design

Assigned Readings

Bhattacharjee (2012), Chapter 10 (Experimental Research)

Orne, M. (1962). On the social psychology of the psychological experiment: With particular reference to demand characteristics and their implication. *American Psychologist*, 17(11), 776-783.

Mook, D.G. (1983). In defense of external invalidity. *American Psychologist*, 38(4), 379.

Highhouse, S. (2009). Designing experiments that generalize. *Organizational Research Methods*, 12(3), 554-556.

Schwenk, C.R. (1982). Why sacrifice rigour for relevance? A proposal for combining laboratory and field research in strategic management. *Strategic Management Journal*, 3(3), 213-225.

Aguinis & Bradley (2014). Best practice recommendations for designing and implementing experimental vignette methodology studies. *Organizational Research Methods*, 17, 351-371.

Assigned work due

Class 5 - Quasi-Experiments & Field Experiments

Feb 9/22

Overview: Quasi-Experiments & Field Experiments

Class 5

Topic: Quasi-Experiments & Field Experiments

Assigned Readings

Grant, A. M., & Wall, T. D. (2009). The neglected science and art of quasi-experimentation. *Organizational Research Methods*, 12(4), 653-686.

Connelly, B. S., Sackett, P. R., & Waters, S. D. (2013). Balancing treatment and control groups in quasi-experiments. *Personnel Psychology*, 66(2), 407-442.

Greenberg, J. (2006). Losing sleep over organizational injustice: Attenuating insomniac reactions to underpayment inequity with supervisory training in interactional justice. *Journal of Applied Psychology*, 91, 58-69. **(Example of quasi-experiment)**

King, E. B., Hebl, M. R., Botsford Morgan, W., & Ahmad, A. S. (2013). Field experiments on sensitive organizational topics. *Organizational Research Methods*, 16(4), 501-521.

Hershcovis, M.S. & Bhatnagar, N. (2017). When fellow customers behave badly: Witness reactions to employee mistreatment by customers. *Journal of Applied Psychology*, 102, 1528-1544. **(Example of field experiment)**

Assigned work due

Class 6 - Correlational Survey Designs: Cross-Sectional

Feb 16/22

Overview: Correlational Survey Designs: Cross-Sectional

Class 6

Topic: Correlational Survey Designs - Cross-Sectional

Assigned Readings

Bhattacharjee (2012), Chapter 9 (Survey Research)

Schwarz, N. (1999). Self-reports: how the questions shape the answers. *American Psychologist*, 54(2), 95-105.

Spector, P. E. (2019). Do not cross me: Optimizing the use of cross-sectional designs. *Journal of Business & Psychology*, 34, 125-137.

Mitchell, T. R. (1985). An evaluation of the validity of correlational research conducted in organizations. *Academy of Management Journal*, 10(2), 192-205.

Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879-903.

Siemsen E, Roth A, Oliveira P. (2010). Common method bias in regression models with linear, quadratic, and interaction effects. *Organizational Research Methods*, 13, 456-476.

Class 7 - Correlational Survey Designs: Longitudinal

Mar 2/22

Overview: Correlational Survey Designs: Longitudinal

Class 7

Topic: Correlational Survey Designs - Longitudinal

Assigned Readings

Ployhart, R. E., & Vandenberg, R. J. (2010). Longitudinal research: The theory, design, and analysis of change. *Journal of Management*, 36(1), 94-120. **(For a complementary treatment, see Ployhart & Ward, 2011 in JBP).**

Wang, M., Beal, D. J., Chan, D., Newman, D. A., Vancouver, J. B., & Vandenberg, R. J. (2017). Longitudinal research: A panel discussion on conceptual issues, research design, and statistical techniques. *Work, Aging, and Retirement*, 1(1), 1-24.

Matthews, R. A., Wayne, J. H., & Ford, M. T. (2014). A work–family conflict/subjective well-being process model: A test of competing theories of longitudinal effects. *Journal of Applied Psychology, 99*(6), 1173–1187.

Takeuchi, R., Li, Y., & Wang, M. (2019). Expatriates' performance profiles: Examining the effects of work experiences on the longitudinal change patterns. *Journal of Management, 45*(2), 451–475.

Somaraju, A. V., Nye, C. D., & Olenick, J. (2021). A review of measurement equivalence in organizational research: What's old, what's new, what's next? *Organizational Research Methods, 1*–45.

Dormann, C., & Griffin, M. A. (2015). Optimal time lags in panel studies. *Psychological Methods, 20*, 489–505.

Class 8 - Mediation & Moderation

Mar 9/22

Overview: Mediation & Moderation

Class 8

Topic: Mediation & Moderation

Assigned Readings

Baron, R.M., & Kenny, D. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology, 51*(6): 1173-1182.

Spector, P. E., & Meier, L. L. (2014). Methodologies for the study of organizational behavior processes: How to find your keys in the dark. *Journal of Organizational Behavior, 35*, 1109-1119.

Stone-Romero, E. F., & Rosopa, P. J. (2008). The relative validity of inferences about mediation as a function of research design characteristics. *Organizational Research Methods, 11*, 326-352.

Spencer, S. J., Zanna, M. P., & Fong, G. T. (2005). Establishing a causal chain: Why experiments are often more effective than mediational analyses in examining psychological processes. *Journal of Personality and Social Psychology, 89*(6), 845–851.

Vancouver, J. B., & Carlson, B. W. (2015). All things in moderation, including tests of mediation (at least some of the time). *Organizational Research Methods, 18*(1), 70-91.

Holland, S. J., Shore, D.B., & Cortina, J. M. (2017). Review and recommendations for integrating mediation and moderation. *Organizational Research Methods, 20*(4), 686-720. **(For a more technical piece, see Edwards & Lambert, 2007 in Psych Methods).**

Class 9 - Multilevel & Aggregation

Mar 16/22

Overview: Multilevel & Aggregation

Class 9

Topic: Multilevel & Aggregation

Assigned Readings

Kozlowski, S. W. J., & Klein, K. J. (2000). A multilevel approach to theory and research in organizations: Contextual, temporal, and emergent processes. In K. J. Klein & S. W. J. Kozlowski (Eds.), *Multilevel theory, research, and methods in organizations: Foundations, extensions, and new directions* (pp. 3–90). Jossey-Bass. **(For a more implementation bent, can also read Klein & Kozlowski, 2000 in ORM).**

Kozlowski, S. W. J., Chao, G. T., Grand, J. A., Braun, M. T., & Kuljanin, G. (2013). Advancing multilevel research design: Capturing the dynamics of emergence. *Organizational Research Methods, 16*(4), 581-615.

Gabriel, A. S., Podsakoff, N. P., Beal, D. J., Scott, B. A., Sonnentag, S., Trougakos, J. P., & Butts, M. M. (2019). Experience sampling methods: A discussion of critical trends and considerations for scholarly advancement. *Organizational Research Methods, 22*(4), 969-1006.

Kessler, S. R. (2019). Are the costs worth the benefits? Shared perception and the aggregation of organizational climate ratings. *Journal of Organizational Behavior, 40*, 1046-1054.

Luria, G. (2019). Climate as a group level phenomenon: Theoretical assumptions and methodological considerations. *Journal of Organizational Behavior, 40*, 1055-1066.

Assigned work due

Class 10 - Sampling & Statistical Power

Mar 23/22

Overview: Sampling & Statistical Power

Class 10

Topic: Sampling & Statistical Power

Assigned Readings

Bhattacharjee (2012), Chapter 8 (Sampling)

Cohen J. (1992) A power primer. *Psychological Bulletin, 112*(1), 155-159.

Shen, W., Kiger, T. B., Davies, S. E., Rasch, R. L., Simon, K. M., & Ones, D. S. (2011). Samples in applied psychology: Over a decade of research in review. *Journal of Applied Psychology, 96*(5), 1055–1064.

Sackett, P. R., & Yang, H. (2000). Correction for range restriction: An expanded typology. *Journal of Applied Psychology, 85*(1), 112–118. **(Another helpful treatment that is more focused on explaining the problem, rather than a statistical solution, is Berk, 1983 in American Sociological Review).**

Aguinis, H., Villamor, I., & Ramani, R. S. (2021). MTurk Research: Review and recommendations. *Journal of Management*, 47(4), 823-837.

Landers & Behrend (2015). An inconvenient truth: Arbitrary distinctions between organizational, mechanical turk, and other convenience samples, *Industrial and Organizational Psychology*, 8, 142-164.

DeSimone, J. A., & Harms, P. D. (2018). Dirty data: The effects of screening respondents who provide low-quality data in survey research. *Journal of Business & Psychology*, 33, 559-577.

Class 11 - Misc. Topics

Mar 30/22

Overview: Misc. Topics

Class 11

Topic: Misc. Topics

Assigned Readings

Spector, P. E., & Brannick, M. T. (2011). Methodological urban legends: The misuse of statistical control variables. *Organizational Research Methods*, 14, 287-305. **(Another treatment is Becker, 2005 in ORM)**

Schmidt, F. L. (1992). What do data really mean? Research findings, meta-analysis, and cumulative knowledge in psychology. *American Psychologist*, 47(10), 1173-1181.

Vancouver, J. B., & Weinhardt, J. M. (2012). Modeling the mind and the milieu: Computational modeling for micro-level organizational researchers. *Organizational Research Methods*, 15(4), 602-623.

Brutus, S., Aguinis, H., & Wassmer, U. (2013). Self-reported limitations and future directions in scholarly reports: Analysis and recommendations. *Journal of Management*, 39(1), 48-75.

Hill, A. D., Johnson, S. G., Greco, L. M., O'Boyle, E. H., & Walter, S. L. (2021). Endogeneity: A review and research agenda for the methodology-practice divide affecting micro and macro research. *Journal of Management*, 47(1), 105-143.

Landers, R. N., Brusso, R. C., Cavanaugh, K. J., & Collmus, A. B. (2016). A primer on theory-driven web scraping: Automatic extraction of big data from the Internet for use in psychological research. *Psychological Methods*, 21(4), 475-492.

Assigned work due

Class 12 - Research Ethics & Open Science

Apr 6/22

Overview: Research Ethics & Open Science

Class 12

Topic: Research Ethics & Open Science

Assigned Readings

Simmons, J. P., Nelson, L. D., & Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant. *Psychological Science*, *22*, 1359-1366.

Bakker, M. van Dijk, A., & Wicherts, J.M. (2012). The rules of the game called psychological science, *Perspectives on Psychological Science*, *7*(6), 543-554.

Stanley, D. J., & Spence, J. R. (2014). Expectations for replication: Are yours realistic? *Perspectives on Psychological Science*, *9*(3), 305-318.

Murphy, K.R., Aguinis, H. (2017). HARKing: How badly can cherry-picking and question trolling produce bias in published results? *Journal of Business and Psychology*, *34*, 1-17. **(For an alternative perspective, see Hollenbeck & Wright, 2017 in JOM).**

Banks, G. C., Field, J. G., Oswald, F. L., O'Boyle, E. H., Landis, R. S., Rupp, D. E., & Rogelberg, S. G. (2019). Answer to 18 questions about open science practices. *Journal of Business & Psychology*, *34*, 257-270.

Toth, A. A., Banks, G. C., Mellor, D., O'Boyle, E. H., Dickson, A., Davis, D.J.,...Borns, J. (2021). Study preregistration: An evaluation of a method for transparent reporting. *Journal of Business and Psychology*, *36*, 553-571.

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Class participation is a very important part of the learning process (as well as an important part of your grade). Much of the value of the class comes from prepared, thoughtful, and informed dialogue between you and your classmates. You are expected to read all the assigned materials, and you should reflect upon and/or apply the material in those readings before class.

Class Participation (contribution)

There are two core contributing factors towards your class participation grade:

First, prior to each class (**due by 10:00 PM the Tuesday prior to class** – late submissions will not be accepted) each student will turn in a list of at least three discussion points. These points can cover material that was not clear, material that seemed misguided, or materials that can be used to spur review. In other words, the discussion points can be used to help further your own understanding and/or to reinforce your understanding. The most pertinent of these discussion points will be used to open class. Discussion points are not assigned for the first class session.

Second, you will be expected to actively participate in the class discussion in a thoughtful, productive and meaningful way. Examples of good contributions to class discussions include: raising relevant, insightful questions concerning the readings; sharing your own personal insights about the topics; providing feedback to your peers; and helping others with their ideas.

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.

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Schulich

School of Business

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DCAD7400|W2020 CREDITS: 3.00

DCAD 7400 F - QUALITATIVE RESEARCH METHODS

TUE 11:30 - 14:30

SSB S127

- [Materials & Outcomes](#)
- [Assignments](#)
- [Classes](#)
- [Expectations](#)
- [Schulich Policies](#)

BRIEF DESCRIPTION

Provides students with detailed exposure to the qualitative research methodologies that have begun to exert a major influence on management research over the last 10 years.

COURSE LEARNING OUTCOMES

Students who take this course will

- Better understand how to read and assess the contributions of qualitative research.
- Learn about the generic issues in conducting and communicating about research such as identifying research questions, integrating research with prior literature & demonstrating the quality of the work
- Develop *basic* skills in analyzing and building theory from qualitative data.
- Learn about different ways of building theory from qualitative data analysis

COURSE MATERIAL

Required reading for this course includes the following books. They are available for purchase from the York University Bookstore (<http://bookstore.blog.yorku.ca> ([Links to an external site.](#))):

- Belk, R., Fischer, E. and Kozinets R. 2013. *Qualitative Consumer and Marketing Research*, London, U.K: Sage(referred to in syllabus as QCMR).

- Elsbach, K. & Kramer, R. 2016. *Handbook of Qualitative Organizational Research* New York: Routledge

Course kits with reading not available through the library will be available during the first week of class.

ASSIGNMENT SUMMARY

Assignment Task	Total % of Final Grade	Due Date
Participation during class	10%	weekly
Analyze an existing data set	20%	February 11
Initial research topic identification and preliminary data collection	30%	April 9
Research topic refinement and follow up data collection	40%	April 30

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Analyze an existing data set

Due Date: Friday February 11, 2022

Assignment 1: Analyze an existing data set

Weight: 20%

- I will supply a data set which is part of a current research project
- In the third class, we will discuss research questions that we can explore that are linked to the readings provided and the interview data.
- Thereafter, students will analyze a portion of this data set with a view to answering one or more of the research questions
- Each student will write a 10 page paper that discusses their analysis and draws some tentative insights related to the research question, supported by data

Initial research topic identification and preliminary data collection

Due Date: Friday April 9, 2022 (NOTE: PRELIMINARY PLAN FOR ASSIGNMENT 2 is due FEBRUARY 15)

Assignment 2: Initial research topic identification and preliminary data collection

Weight: 30%

This assignment entails:

- Identifying a research topic that might be addressed drawing on qualitative data analysis.
- Identifying how this research question grows out of and is situated within an existing literature.
- Creating an interview guide and conducting two interviews related to the topic. OR Identifying archival data related to the topic and assembling a database of no fewer than 20 relevant texts or 60 to 90 pages of text.
- Analyzing the data collected using techniques learned from Assignment 1

- Creating a synopsis derived from these interviews or texts, including refinements to the research focus and preliminary insights about the topic.

Students should hand in a written submission so that I can provide feedback. What you hand in here NEED NOT be a formal paper. You should give me:

1. A synopsis of the research question, indicating the key literature in which it is situated, and the “gap” to which it corresponds.
2. An electronic copy of your interview guide and transcripts of your interviews or of your archival data
3. A summary of analytic insights derived from the interviews or archival data. Point form is acceptable. Charts, tables, figures or other means of organizing either/both the literature and the insights gained from the interviews are encouraged.

Research topic refinement and follow up data collection

Due Date: April 30 2023

Assignment 3: Research topic refinement and follow up data collection

April 30 *Weight: 40%*

This assignment builds on Assignment 2: it requires the investigation of the research question developed/refined in the first assignment. The objective is to conduct research that would form the preliminary work for a publishable paper. To complete this assignment you must:

- Collect and analyze additional qualitative data (see below) relevant to the research questions defined and revised in Assignment 2. Additional qualitative data may consist of:
- interviews with at least three more people

OR

- additional archival materials (e.g., corporate reports, blogs, You-Tube postings) relevant to your topic
- Write up your research in the form of a paper that would form the basis of a publication. You will probably need to go beyond the literature review done for Assignment 2, and it is possible that some additional literature will be added both before and during data collection/analysis.

DUE : April 30 , 2021

CLASS-BY-CLASS SYLLABUS

Class 1 - INTRODUCTION

Jan 11/21

Overview: Introductions to the course and to current practice in qualitative research

Topics

- Overview of the course
 - How should you read papers for this course?
 - What is “informed consent,” when do you need it and how do you go about getting it?
- You are expected to do ALL the readings and to come to class prepared to compare and contrast the “exemplar” papers (indicated by an *) in terms of aspects of their qualitative methodologies.

Readings :

- *Gilbert, C. (2021). Debt, accounting, and the transformation of individuals into financially responsible neoliberal subjects. *Critical Perspectives on Accounting*, 77, 102186.
- *Toubiana, M. (2021). Once in orange always in orange? Identity paralysis and the enduring influence of institutions on identity. *Academy of Management Journal*. 63(6), 1739-1774.
- *Smith, A. N., & Fischer, E. (2021). Pay attention, please! Person brand building in organized online attention economies. *Journal of the Academy of Marketing Science*, 49(2), 258-279
- Rynes, S.L., & Bartunek, J.M., 2016. Qualitative research: It just keeps getting more interesting! In Elsbach & Kramer (eds), *Handbook of Qualitative Organizational Research*, Routledge.
- Sandberg, J., & Alvesson, M. (2021). Meanings of theory: Clarifying theory through typification. *Journal of Management Studies*, 58(2), 487-516.

Class 2 – Research questions and opportunities for contribution through qualitative research

Jan 18/22

Overview: Formulating research questions relative to research contexts

Questions to be prepared to discuss based on readings:

- What makes a good research question in a study that’s based on qualitative data?
- How do you come up with good research questions?
- What roles can existing theory/ prior literature play in a new research project?
- What role does the field site/research context play in shaping research questions

Readings :

- QCMR Chapter 2.
- Pratt, M. 2016 Crafting and Selecting Research Questions and Contexts in Qualitative Research. In Elsbach & Kramer (eds), *Handbook of Qualitative Organizational Research*, Routledge.
- Locke, Karen D. and Karen Golden-Biddle (1997), Constructing Opportunities for Contribution. *Academy of Management Journal*. 40 (5) 1023- 1063.
- *Parmentier, M. A., & Fischer, E. (2021). Working It: Managing Professional Brands in Prestigious Posts. *Journal of Marketing, Journal of Marketing*, 85(2), 110-128
- * Phung, K., Buchanan, S., Toubiana, M., Ruebottom, T., & Turchick-Hakak, L. (2021). When Stigma Doesn’t Transfer: Stigma Deflection and Occupational Stratification in the Sharing Economy. *Journal of Management Studies*. 58(4), 1107-1139.

Be prepared to discuss how these exemplar articles relates to today’s “how to” readings. For example, how were the research questions formulated and justified? What is the link between the context and the research question, and the role of prior theory in the paper.

Class 3 – Coding qualitative data

Jan 25/22

Overview: Preliminary Steps in Data Analysis

Questions to be prepared to discuss based on readings:

- What are codes, and how do you generate them?
- What makes for a “good” coding scheme?
- How does coding progress over the course of a project?
- What tools can help with coding?: <https://www.youtube.com/watch?v=tLKfaCiHvic>

In class we will work on research questions and related codes based on readings

Readings :

1. QCMR Chapter 7
2. Grodal, S., Anteby, M., & Holm, A. L. (2021). Achieving Rigor in Qualitative Analysis: The Role of Active Categorization in Theory Building. *Academy of Management Review*, 46 (3).
3. Miles, M. , Huberman, M & Saldano. Fundamentals of Qualitative Data Analysis. Chapter 4 in *Qualitative data analysis : a methods sourcebook*. Thousand Oaks, California : SAGE Publications, Inc. pp 94-126.
4. Look over readings and data in DCAD 2022 Dropbox Folder

IF you are doing interviews for Assignment 2 & 3, hand in, on or before January 29, a preliminary version of your interview guide plus Form A (Plan for Human Research Protocol) and Form B (Informed Consent Document) and Form C (Student Confirmation From –Human Participants Research)

Class 4: Work on Assignment 1 and Preliminary Plan for Assignment 2.

FEBRUARY 1/22

- No formal class; schedule appointment as needed

Class 5 – Collecting Interviews as Data

Feb 8/22

Questions to be prepared to discuss based on readings:

- What factors influence the type of interview you will conduct?
- How do you prepare to create an interview guide?
- What are characteristics of good interview questions?
- What are some “do’s” and “don’ts” for conducting interviews?

How might Alvesson’s paper on interviews in organizational research affect how you prepare for or conduct (vs analyze) an interview?

Readings :

1. McCracken, Grant (1988), The Long Interview, Chapter 2, pp. 29-37 (CP)
2. Spradley, J.P. 1979. The ethnographic interview. Holt, Rinehart and Winston, New York., pp. 55-68. (CP)
3. Thomas, R.J. 1993. Interviewing important people in big companies. *Journal of Contemporary Ethnography* 22(1) 80-96.
4. Crawford, B., Chiles, T. H., & Elias, S. R. (2020). Long Interviews in Organizational Research: Unleashing the Power of “Show and Tell”. *Journal of Management Inquiry*, 1056492620930096.
5. Alvesson, M. 2003. [Beyond Neo positivists, romantics and localists: A reflexive approach to interviews in organizational research. \(Links to an external site.\)](#)*Academy of Management Review*, 28(1), 13-33.

Class 6: Collecting “Archival” Data

Feb 15/22 (Please submit your preliminary plan for assignment 2 prior to class)

Questions to be prepared to discuss based on readings:

- What factors influence the types of “archival data you use?
- How should you collect documents as data?
- How do you decide which sources of documents as data are complementary and which serve similar purposes?
- What are some “dos” and “don’ts” when it comes to gathering and using archival data?

Readings :

1. Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative research journal*, 9(2), 27-40.
2. Hodgetts, D.& Chamberlain, K. 2013. Analyzing news media in Flick, U. ed., *The SAGE handbook of qualitative data analysis*. Sage (available for download from ebook, York University Library).
3. Fischer, E.& Parmentier, M.A. – working paper to be distributed
4. *Humphreys, A. 2010. Megamarketing: The creation of markets as social process," *Journal of Marketing*, Vol. 74 (March), 1–19.
5. *Ansari S, Garud R, Kumaraswamy A. 2016. The disruptor’s dilemma: TiVo and the U.S. television ecosystem. *Strategic Management Journal* 37(9): 1829-1853.

Class 7 – Collecting Data from Participating and Observing Ethnographically

March 1/22

Questions to be prepared to discuss based on readings

- What’s the difference between ethnography and observational research?
- When is observational or participant data essential to a research project?
- What are the pragmatic steps you take when preparing to conduct an observational or ethnographic study?
- What are some do’s and don’t’s when “in the field” ?
 - What differentiates online observation from analysis of documents scraped from online sources?
 - And how is online ethnography different from offline?

Readings :

1. Emerson, R.M., R.I. Fretz, L.L. Shaw. 1995. Writing Ethnographic Fieldnotes. University of Chicago Press, Chicago. Chapter 1. (CP)
2. *Barley, S. (1986). “Technology as an Occasion for Structuring: Evidence from observations of CT scanners and the social order of radiology departments,” *Administrative Science Quarterly*, 29: 355-372.
3. QCMR pp 105-119
4. Online ethnography reflections: <https://www.ethnographyatelier.org/siobhan-omahony-podcast>
5. *Barley, S. (1990) Images of imaging: Notes on doing longitudinal field work. *Organization Science* (1)3: 220-247.
6. Scaraboto, D., & Fischer, E. (2013). Frustrated fatshionistas: An institutional theory perspective on consumer quests for greater choice in mainstream markets. *Journal of Consumer Research*, 39(6), 1234-1257.

Class 8 – Templates for Analyzing Qualitative Data and the Anti-template Turn

Mar. 8/22

Questions to be prepared to discuss based on readings

- How is Gioia different from Eisenhardt?
- How is process different from variance theorizing
- What are key differences in analytic strategies across the three “templates”?
- What are some best practices in the conduct of building process & variance theories? What should you NOT do?
- What’s wrong with templates?

Readings :

1. Eisenhardt, K. 1989. Building Theories from Case Study Research. *Academy of Management Review*, 14 (4): 532-550.
2. Gioia, Dennis, Kevin G. Corley and Aimee L. Hamilton (2013). Seeking Qualitative Rigor in Inductive Research: Notes on the Gioia Methodology. *Organizational Research Methods* 2013 16 (1) 15 – 31.
3. Langley, A. 1999. Strategies for Theorizing from Process Data. *Academy of Management Review*, 24 (4), p. 691-710
4. Gehman, Joel, Vern L. Glaser, Kathleen M. Eisenhardt, Denny Gioia, Ann Langley, and Kevin G. Corley. "Finding theory–method fit: A comparison of three qualitative approaches to theory building." *Journal of Management Inquiry* 27, no. 3 (2018): 284-300
5. Corley, K., Bansal, P., & Yu, H. (2021). An editorial perspective on judging the quality of inductive research when the methodological straightjacket is loosened. *Strategic Organization*, 19(1), 161-175.

READ EITHER OF THE FOLLOWING EXEMPLARS:

6. *Santos, F. and Eisenhardt, K. 2009. Constructing markets and shaping boundaries: Entrepreneurial power in nascent fields. *Academy of Management Journal* 52(4) 643–671.
7. *Smith, W.K. and Besharov, M.L., 2017. Bowing before dual gods: How structured flexibility sustains organizational hybridity. *Administrative Science Quarterly*, p.0001839217750826.

Class 9 - Building Theory: From Grounded to Enabled Theorizing

Mar 15/22

Questions to be prepared to discuss based on readings

- What does grounded theorizing mean, traditionally?
- How does “pure” grounded theorizing differ from the “tabula geminus” approach to building theory”?
- When prior theory is used as an enabling lens, how can it impact a research project?
- What are the dangers of introducing (an) enabling lens(es)?

Readings :

1. Kreiner, G.E. 2015. “*Tabula Geminus*”: A “both/and” approach to coding and theorizing. In Elsbach, K.D. & Kramer, R.M. (Eds.), *Handbook of Qualitative Organizational Research: Innovative Pathways and Methods*, pp. 350-361. New York: Routledge.

2. Dolbec, P. Y., Fischer, E., & Canniford, R. (2021). Something old, something new: Enabled theory building in qualitative marketing research. *Marketing Theory*, 14705931211032257.
3. *Zietsma, C. and Lawrence, T. (2010). Institutional work in the transformation of an organizational field: The interplay of boundary work and practice work. *Administrative Science Quarterly*, 55(2), 189-221
4. *Dolbec, P. Y., & Fischer, E. (2015). Refashioning a field? Connected consumers and institutional dynamics in markets. *Journal of Consumer Research*, 41(6), 1447-1468.
5. Please identify an exemplar reading and be prepared to discuss what type of theorizing it demonstrates (circulate in advance to the class)

Class 10 - Distinctive “traditions” of qualitative work

Mar 22/22

Questions to be prepared to discuss based on readings

Compare and contrast methodological practices implicit or explicit in f the four traditions highlighted today: (multi-level) discourse analysis, participatory action research, symbolic interactionism, and sociomateriality

Readings :

- Kahl,S. and Grodal, S. 2016 Multilevel discourse analysis: A structured approached to analyzing longitudinal data. In Elsbach, K.D. & Kramer, R.M. (Eds.), *Handbook of Qualitative Organizational Research: Innovative Pathways and Methods*, pp. 341-350. New York: Routledge.
- Ozanne, J.L. and Saatcioglu, B., 2008. Participatory action research. *Journal of consumer research*, 35(3), pp.423-439.
- Prasad, P. 2005. Symbolic interactionism: searching for self and meaning. In, P. Prasad *Crafting Qualitative Research: Working in the Postpositivist Traditions*. NY: Routledge, Chapter 2.
- Orlikowski, W.J. and Scott, S.V., 2008. Sociomateriality: challenging the separation of technology, work and organization. *The Academy of Management Annals*, 2(1), pp.433-474.
- **Please identify an exemplar reading and be prepared to discuss what research tradition it seems to be situated within (circulate in advance of class)**

Class 11 – Transparency and Trustworthiness in Qualitative Research

March 29/22

Questions to be prepared to discuss based on readings

- **Why is ensuring trustworthiness different than fostering replication**
- **Are all the tactics advocated for ensuring trustworthiness applicable in every tradition of qualitative research?**

Readings:

- Pratt, M. G., Kaplan, S., & Whittington, R. (2020). Editorial essay: The tumult over transparency: Decoupling transparency from replication in establishing trustworthy qualitative research. *Administrative Science Quarterly*, 65(1), 1-19.

- Cloutier, C., & Ravasi, D. (2021). Using tables to enhance trustworthiness in qualitative research. *Strategic Organization*, 19(1), 113-133.
- Harley, B., & Cornelissen, J. (2020). Rigor with or without templates? The pursuit of methodological rigor in qualitative research. *Organizational Research Methods*, 1094428120937786.
- DeCelles, K. A., Howard-Grenville, J., & Tihanyi, L. (2021). From the Editors—Improving the Transparency of Empirical Research Published in AMJ.
- *Ruebottom, T. & Toubiana, M. (2021). Constraints and opportunities of stigma: Entrepreneurial emancipation in the sex industry. *Academy of Management Journal* Vol. 64, No. 4, 1049–1077.

Class 12 - Presentations of Assignment 2

April 6/21

Presentations of Assignment 2

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Each class member will:

- attend all classes having completed all assigned readings;
- bring to class “exemplar articles” that relate to “how to” readings on assigned weeks
- participate regularly in class discussions
- respect the rights of other students and of informants
- hand in all assignments by the date specified
- adhere to York’s informed consent of human subjects policies

Course Outline Fall 2021

Instructor

Yuval Deutsch, PhD
N305A
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Assistant

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Brief Description

The rules, norms, and standards that surround the field of academics can seem ambiguous, confusing, and opaque to new Ph.D. students in the management disciplines. The purpose of this course is to provide a means of articulating central themes in this tacit process, and to provide a means of community-building among management-oriented PhD students.

Pre-requisite

Open to and required of first or second-year PhD students in Strategy/Policy and Organization Studies areas.

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Course Objectives

The rules, norms, and standards that surround the field of academics can seem ambiguous, confusing, and opaque to new Ph.D. students in the management disciplines (e.g. Strategy/Policy, Organization Studies). At the same time, building an understanding of the business of academics is vital for students' success on the job market and as new assistant professors. Unfortunately, the process of becoming an academic is a very tacit one, with vital conversations about topics such as the definition of good scholarship, journal reviewers' expectations, and job talk preparations happening on a chaotic, ad-hoc basis -- especially in a non-residential campus environment. The result can be a very uneven level of Ph.D. student preparation for academic careers.

The purpose of this course is to provide a means of articulating central themes in this tacit process, and to provide a means of community- building among management- oriented Ph.D. students. The course has three main learning objectives for first- and second- year PhD students:

- To develop an understanding of the PhD journey
- To understand what constitutes good scholarship and teaching through experiential learning
- To understand the processes and expectations facing Ph.D. students, academic job candidates, as well as new assistant professors

Organization of The Course

This course uses a variety of hands-on teaching methods to encourage intellectual understanding and a personal sense of the subject matter. Class sessions will focus on experiential learning where students will be involved in presentations and deep discussions. Some sessions may involve a presentation from guest speakers. Guest speakers may include members from the Schulich faculty, students preparing for conference presentations, members of nearby faculties, out-of-town academic visitors (including job candidates).

Deliverables at a Glance

The weight of each deliverable is indicated in the table below.

	Quantity	% Weight	Author
Teaching presentation	1	25%	Individual
Paper Presentation	1	25%	Individual
Discussion Lead	1	25%	Individual
Class participation	1	25%	Individual

Schedule of Topics

Class 1
Sep. 17 Journal Publication and Grant applications:
An Editor and Grant Adjudication Committee Member's Point of View.
Guest: Moren Lévesque

Class 2
Oct. 1 Dissertation, Job Market, and Early Career
Guests: Ramya Krishna Murthy & Tony (Jaehyun) Choi

Class 3
Oct. 15 Conducting Research Workshops
Second year students' lead research workshops (45min each).
Both content and form of workshop presentations will be addressed

Class 4
Oct. 29 Research Development Round Table Workshop
First year students will present a work in progress (45 minutes each)
Discussion will aim to understand the process of idea development.

Class 5
Nov. 12 Teaching Workshop.
Students will perform a 15-minute teaching session
Comments and discussion will follow.

Class 6
Nov. 26 The Professional and Personal Challenges of being a PhD Student
Students will lead a 25 - minute discussion each about their experience
as PhD students.

Evaluation of Student Performance

The final grade of the course will be a pass/fail grade.

The pass or fail grade determination is made for each student at the end of his or her second year and will be based on the student's attendance, participation, and presentations.

To receive a pass grade students are required to fulfill ALL of the following:

- (1) Participate in all sessions (Approved absences will be accompanied by makeup assignments)
- (2) Add value to class discussions (as determined by the instructor)
- (3) Perform all required presentations.

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

For 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_lnd_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_lnd_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/>.



DCAD7610 F2020 CREDITS: 1.50

DCAD 7610 A - GRADUATE COLLOQUIUM IN MANAGEMENT

🕒 N/A N/A 🏠 N/A

INSTRUCTOR

Winy Shen

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📞 416.736.2100 Ext. 33610

🏠 N330 SSB

🕒 By email

ADMIN

Tammy Tam

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🏠 N303B SSB

Meeting Frequency

First and second year PhD students in Organization Studies and Strategy/Policy must enroll in and attend this course each semester. Course meetings will take place once per month unless otherwise noted.

WINNY SHEN BIOGRAPHY

Dr. Shen conducts high-impact research and is devoted to teaching in an effort to promote inclusive, productive, and healthy work organizations.

BRIEF DESCRIPTION

The rules, norms, and standards that surround the field of academics can seem ambiguous, confusing, and opaque to new Ph.D. students in the management disciplines. The purpose of this course is to provide a means of articulating central themes in this tacit process, and to provide a means of community-building among management-oriented Ph.D. students. Prerequisite: Open to and required of first- or second-year Ph.D. students in Strategy/Policy and Organization Studies areas.

COURSE LEARNING OUTCOMES

The course has three main learning objectives for first and second year PhD students:

- To build understanding of good scholarship through deep discussion of key management-oriented literature
- To better understand the processes and expectations facing academic job candidates as well as new assistant professors
- To practice key academic skills through deep discussion, friendly debate, and presentation settings (i.e. both giving presentations and participating as audience members during guest speaker presentations)

Most class meetings will also be open to faculty and all PhD students from both areas in order to facilitate Community building across the areas.

Organization of the Course

This course uses a variety of teaching methods to encourage intellectual understanding and a personal sense of the subject matter. Class sessions may involve a deep discussion about the management literature assigned to read for instance, a discussion about what makes a journal article interesting. Other sessions may involve a presentation from a guest speaker an academic presenting his or her own work and actively engaging in discussion based on that presentation. Guest speakers may include members from the Schulich faculty, students preparing for conference presentations, members of nearby faculties, out-of-town academic visitors (include job candidates). Some sessions will involve presentations by second-year PhD students of their original work. Finally, the course participants will also provide a critical audience for PhD students to rehearse their job market presentations.

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

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.

COURSE MATERIAL

Links to and citations for course readings are listed in the course outline and can be accessed via the York University Library web site. Unless otherwise specified, reading assignments should be completed before the day of class for which the assignment is listed. It will be assumed that students have read and thought about the issues explored in the readings.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
[Deliverable Group] 0%			
Research Presentation		0%	
[Deliverable Group] 0%			
[Deliverable]		0%	
[Deliverable Group] 0%			
[Deliverable]		0%	
[Deliverable Group] 0%			
[Deliverable]		0%	

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Research Presentation

Presentations will be 15-20 minutes long with time for discussion, so as to approximate conference presentation formats.

Students will present an original, research-oriented presentation in the course. The paper can be a theoretical or empirical exploration of a management topic chosen by the student and approved by the instructor.

Presentations should not be previously presented course papers.

[Deliverable]

[Deliverable]

[Deliverable]

WRITTEN ASSIGNMENTS: EVALUATION

Students who

- (1) are absent fewer than two times per year (or who are absent more than two times with approved absences accompanied by makeup assignments as indicated earlier),
- (2) add value to class discussions (as determined by the instructor), and who
- (3) submit and present an original research paper in the second year will earn a grade of pass.

Attendance

Attendance for enrolled students for every class meeting is mandatory. However, students will have one “free” absence per semester if they need to miss class. For approved absences after the free absence (i.e. accompanied by a physician’s note, etc.), students will receive an assignment (e.g., journal article analysis write-up) with a one week deadline as a makeup assignment for the absence.

Meeting Frequency

CALCULATING COURSE GRADE

The final grade for the course will be a pass/fail grade.

The pass or fail grade determination made for each student at the end of his or her second year will be based on the student’s attendance, participation, and presentations.

CLASS-BY-CLASS SYLLABUS

Class 1 - PhD Life (September)

Overview: PhD Life - Introductions and Open discussion

Class 1

Topic: PhD Life - Introductions and Open discussion

Assigned Readings

1. Mitchell, T.R. (2007). The academic life: Realistic changes needed for business school students and faculty. *Academy of Management Learning & Education*, 6, 236-251.
2. Austin, A. E. (2002). Preparing the next generation of faculty: Graduate school as socialization to the academic career. *Journal of Higher Education*, 73, 94-122.

Resources:

http://depts.washington.edu/envision/phd/obtaining_phd/surviving.html
(http://depts.washington.edu/envision/phd/obtaining_phd/surviving.html)

Class 2 - Managing & Interpreting Interactions with Advisors and Co-Authors (October)

Overview: Managing & Interpreting Interactions with Advisors and Co-Authors

Class 2

Topic: Managing & Interpreting Interactions with Advisors and Co-Authors

Assigned Readings:

1. Grenville, H., & Ciuffetelli Parker, D. (2013). From research assistant to researcher: Being wakeful in a mentorship journey about methodology, poverty, and deficit thinking. *Journal of Research Practice*, 9, 25.
2. Huwe, J. M., & Johnson, W. B. (2003). On being an excellent protégé: What graduate students need to know. *Journal of College Student Psychotherapy*, 17, 41-57.
3. Lee, T. W., & Mitchell, T. R. (2011). Working in research teams: Lessons from personal experiences. *Management and Organization Review*, 7, 461-469.

Class 3 - Generating Research Questions (i.e. Theses and Dissertations) (November)

Overview: Generating Research Questions (i.e. Theses and Dissertations)

Class 3

Topic: Generating Research Questions (i.e. Theses and Dissertations)

Assigned Readings:

1. Barley, S.R. (2006). When I write my masterpiece: Thoughts on what makes a paper interesting. *Academy of Management Journal*, 49, 16-20.
2. Colquitt, J. A., & George, G. (2011). Publishing in AMJ – Part 1: Topic Choice. *Academy of Management Journal*, 54, 432-435.
3. Corley, K.G., & Gioia, D.A. (2011). Building theory about theory: What constitutes a theoretical contribution? *Academy of Management Review*, 36, 12-32.

Class 4 - The Review Process, Conferences and Publishing (January)

Overview: The Review Process, Conferences and Publishing

Class 4

Topic: Conference paper submissions OR review assignment (I will assign a paper to be reviewed)

Assigned Readings:

1. Feldman, D.C. (2004). The devil is in the details: Converting good research into publishable articles. *Journal of Management*, 30, 1-6
2. Pollock, T. G., & Bono, J. E. 2013. Being Scheherazade: The importance of storytelling in academic writing. *Academy of Management Journal*, 56, 629-634.
3. Colquitt, J. A., & Ireland, R. D. (2009). From the Editors: Taking the mystery out of AMJ's Reviewer Evaluation Form. *Academy of Management Journal*, 52, 224-228.
4. Ragins, B. R. (2015). Editor's Comments: Developing our authors. *Academy of Management Review*, 40, 1-8.

Class 5 - On the Horizon: Comprehensive Exams, Teaching, and Job Market Issues (February)

Overview: On the Horizon: Comprehensive Exams, Teaching, and Job Market Issues

Class 5

Topic: On the Horizon: Comprehensive Exams, Teaching, and Job Market Issues

Please bring (1) a current version of your CV and (2) a job ad for an academic position.

Assigned Readings:

1. Dantzig, Landing an Academic Job: <http://dantzig.mechanical.illinois.edu/ACAJOB/>
(<http://dantzig.mechanical.illinois.edu/ACAJOB/>)
2. Uzzi, B., & Dunlap, S. (December, 2005). How to build your network. *Harvard Business Review*, 53-60.

Resources:

<https://www.utm.utoronto.ca/careers/resources-for-graduate-students/academic-careers/conduct-effective-academic-job-search> (<https://www.utm.utoronto.ca/careers/resources-for-graduate-students/academic-careers/conduct-effective-academic-job-search>)

Class 6 - Student Presentations (March)

Overview: Student Presentations

Class 6**Topic: Student Presentations**

Powerpoint slides will be available on Canvas one week before presentations.

Research Presentation

Presentations will be 15-20 minutes long with time for discussion, so as to approximate conference presentation formats.

Students will present an original, research-oriented presentation in the course. The paper can be a theoretical or empirical exploration of a management topic chosen by the student and approved by the instructor. Presentations should not be previously presented course papers.

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Reading assignments should be completed before the day of class for which the assignment is listed. It will be assumed that you have read and thought deeply about the issues explored in the readings.

The final grade for the course will be a pass/fail grade.

The pass or fail grade determination made for each student at the end of his or her second year will be based on the student's attendance, participation, and presentations.

Students who

- (1) are absent fewer than two times per year (or who are absent more than two times with approved absences accompanied by makeup assignments as indicated earlier),
- (2) add value to class discussions (as determined by the instructor), and who
- (3) submit and present an original research paper in the second year will earn a grade of pass.

Class Participation (contribution)

Student attendance and a high level of participation will be expected.

Attendance

Attendance for enrolled students for every class meeting is mandatory. However, students will have one "free" absence per semester if they need to miss class. For approved absences after the free absence (i.e. accompanied by a physician's note, etc.), students will receive an assignment (e.g., journal article analysis write-up) with a one week deadline as a makeup assignment for the absence.

GENERAL SCHULICH ACADEMIC POLICIES/H2>

Grading

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

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

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

Academic Honesty

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

Accommodations

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

Exams (Absence from)

Midterm

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

Final

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

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

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

Student Rights and Responsibilities

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

The Schulich School of Business strongly supports and adheres to the **Code of Student Rights and Responsibilities** (<https://secure.students.yorku.ca/pdf/CodeofRightsandResponsibilities.pdf>) . All students have rights and responsibilities as

outlined in this document and are expected to uphold the identified values for the benefit of the entire community.

Violations of community standards are taken seriously and investigated by the Office of Student Community Relations and other appropriate parties (<http://oscr.students.yorku.ca/> (<http://oscr.students.yorku.ca/>)). For details on how to handle a breach of community standards, visit the Office of Student Community Relations website at:

<https://oscr.students.yorku.ca/student-conduct> (<https://oscr.students.yorku.ca/student-conduct>). Every student agrees by the act of registration and enrolment to be bound by the regulations and policies of York University and of the Schulich School of Business.

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

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

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



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.

ORGS 7020 3.0F Advanced Topics in Organization Theory



Course Outline Winter 2019

Friday, 8:30-11:30am, beginning January 7, 2020
Online

Instructor

Dr. Mike Valente

Room N328, Seymour Schulich Building
mvalente@schulich.yorku.ca
Office hours: by appointment

Assistant

Tammy Tam
N303B, SSB
416.736.5096
ttam@schulich.yorku.ca

**Throw in these two and make sure the theory discussion is later in the semester – maybe halfway mark
Should probably insert the blank table for them to fill out for the summaries.
Don't bother with dropbox...just use canvas**

- Barney, J. 2018. Editor's comments: Positioning a theory paper for publication. *Academy of Management Review*, 43(3): 345-348.
- Lange, D., & Pfarrer, M. D. 2017. Editor's comments: Sense and structure – the core building blocks of an AMR article. *Academy of Management Review*, 42(3): 407-416

Use student's template. See under competition topic.

More of the below details should be in here:

I found these weeks the most fun because the students seemed to feel such ownership over the articles, and especially because I moved into the background. I started the class with about a 15 minute overview of the topics for that week and a handout overview which I posted beforehand (always brought a few hard copies in case someone didn't read the overview beforehand!). **I think you have a copy of those overviews. Then I asked each student in turn who was covering an article to tell the class what they saw as the key topic for that article (i.e. the "dependent variable") of the paper, its main overarching premise or argument, a summary of its more detailed argument, hypotheses or underlying assumptions, the results, if applicable, and why the paper or its contribution was significant.** They did this as a monologue and then turned to the questions they posed and read two questions out, one at a time (the students had a copy of the questions because the student leading the discussion was supposed to put their questions at the end of their written handout about the article.) I tried not to say anything because I wanted them to truly take the lead and to orient themselves to the other students and not look at me when posing and discussing their questions. I only jumped in if there was a point of clarification or they were getting bogged down or misled in an argument or assumption. When they finished discussing possible answers to their two questions with the class, I would add any insights I saw that they missed and point out any strengths or weaknesses of the article. I often didn't say much.

I didn't tie the articles together and I didn't relate an article back to the theories from the first part of the course. (Students on their own sometimes used one of the theories as part of their question, such as, how do culture and institutional theory relate to one another). So I had no specific tactics really. I found that we almost always ran out of time. If we didn't, I would simply ask, "given what you have learned today about X topic, what would you suggest as a future research question or direction for the literature on this topic?" It was very easy to use up a lot of time on this question so there was never a worry of not filling the three hours. It was always the opposite.

Brief Course Description

This course introduces students to leading paradigms and current topics in organization theory. Students obtain an intensive overview of "macro" theories in organizational behaviour and develop an ability to assess organization theory and research critically and comprehensively. Class discussions focus on the strengths, weaknesses and contributions of leading-edge theories and topics; and students are encouraged to think creatively about future directions that various topics and theories might take to advance the field's understanding of organizations. By the conclusion of the course, students: (a) are familiar with important sources and references on prevailing issues in organization theory; (b) have a solid grasp of advanced theory and research on a breadth of topics in macro organizational behaviour; (c) have a better understanding of the process of writing theoretical articles; and (d) possess the ability to evaluate critically the contributions of various research streams to the field of organization theory.

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Course Learning Outcomes

At the conclusion of this course, the student will possess an in depth understanding of material relevant to the core theories and topics in organization theory. Students will possess enhanced skills in analysing academic material and the strengths and limitations of different perspectives and topics.

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
Paper	1	80	80	Individual
Presentation of paper	1	20	20	Individual
			100%	

For details, see “Paper & Presentation: Descriptions” and “Evaluation of Written Assignments/Projects” on page 25.

Course Material

Required reading for this course includes all articles in listed below. These readings are all accessible via York Libraries accessible [here](#). It is your responsibility to search, find and download these articles to read for class. To do this, click on the “eresources” tab on the York Libraries website and insert the name of the journal. Once you find the journal, go to the appropriate volume and issue to find the article. If you have any trouble finding them, please don’t hesitate to contact me or someone from the Bronfman library for assistance..

Supplementary Readings

The outline provides supplementary readings for each topic covered in the course. You will not be expected to have read these for class. Additional readings are also suggested in this outline for those students wanting more information on a particular topic or theory. In addition, two supplementary textbooks are suggested for your use in the future but these are not ordered for class:

1. Scott, R. (2008). Organizations: Rational, Natural and Open Systems, Englewood Cliffs, NJ: Prentice Hall, 5th Edition.
2. Clegg, S.R., Hardy, C., Lawrence, T. B., & Nord, W. R. (2006). The Sage Handbook of Organization Studies, London: Sage.

Student Preparation for Class and Class Participation: Expectations

Students are expected to come to class having read all required material thoroughly and to be prepared to discuss this material thoroughly and identify its strengths and weaknesses.

This course is an advanced research seminar based on class discussion. Students will be expected to participate actively in the seminar.

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 made via to the students' Schulich email accounts, notifying them of the change.

Jan 7 Introduction**Class 1**

- (1) Course overview
- (2) Expectations for upcoming seminars
- (3) Introduction to journals and conferences
- (4) Research interests (yours and ours)
- (5) Writing papers

Readings

1. Sutton, R. I. & Staw, B. M. (1995). What theory is not. *Administrative Science Quarterly*, 40, 371-384.
2. Whetten, D. A. (1989). What constitutes a theoretical contribution? *Academy of Management Review*, 14, 490-495.
3. Byron, K. & Thatcher, S. M. B. (2016). Editors Comments: What I know now that I wish I knew then - Teaching Theory and Theory Building. *Academy of Management Review*, 41, 1-8.

Supplementary Readings

4. Bacharach, S. B. (1989). Organizational theories: Some criteria for evaluation. *Academy of Management Review*, 14, 496-515.
5. Weick, K. E. (1989). Theory construction as disciplined imagination. *Academy of Management Review*, 14, 516-531.
6. Whetten, D. A. (2001). 2000 Presidential Address: What Matters Most. *Academy of Management Review*, 26, 175-178.

Additional Suggested Sources

1. Davis, G. F. (2006). Mechanisms and the theory of organizations. *Journal of Management Inquiry*, 15, 114-118.
2. McKelvey, B. (1997). Quasi-natural organization science. *Organization Science*, 8, 352-380.
3. Weick, K. E. (1992). Agenda setting in organizational behavior: A theory-focused approach. *Journal of Management Inquiry*, 1, 171-182.
4. Pfeffer, J. (1993). Barriers to the advance of organizational science: Paradigm development as a dependent variable. *Academy of Management Review*, 18, 599-620.

Jan 14
Class 2

Structural Contingency Approach

Readings

1. Pfeffer, J. (1982). Organization-Level Rational Action. *Organizations and Organization Theory*. Boston, MA: Pitman. 147-163.
2. Mintzberg, H. (1981). Organization design: Fashion or fit? *Harvard Business Review*. 103-116.
3. Van de Ven, A. H., Ganco, M. & Hinings, C. R. (2013). Returning to the frontier of contingency theory of organizational and institutional designs. *Academy of Management Annals*, 7(1), 393-440
4. Dorobantu, S., Kaul, A., & Zelner, B. (2017). Nonmarket strategy research through the lens of new institutional economics. An integrative review and future directions. *Strategic Management Journal*, 38(1): 114-140.

Supplementary Readings

1. Hambrick, D. C. & Cannella, A. A. (2004). CEOs who have COOs: Contingency analysis of an unexplored structural form. *Strategic Management Journal*, 25, 959-979
2. Jarley, P., Fiorito, J. & Delaney, J. T. (1997). A structural contingency approach to bureaucracy and democracy in U.S. national unions. *Academy of Management Journal*, Vol. 40. 831-861.
3. Filatotchev, I. & Allcock, D. (2010). Corporate governance and executive remuneration: A contingency perspective. *Academy of Management Perspective*, 24(1), 20-33.
1. Meznar, M. M. & Johnson, J. H. (2005). Business-government relations within a contingency theory framework: Strategy, structure, fit and performance. *Business and Society*, 44(2), 119-143.
2. Meyer, A. D., Tsui, A. S. & Hinings, C. R. (1993). Configurational approaches to organizational analysis. *Academy of Management Journal*, 36, 1175-1195.
3. Pennings, J. M. (1992). Structural contingency theory: A reappraisal. In B.M. Staw and L.L. Cummings *Research in Organizational Behavior*, Vol. 14, 267-309. Greenwich, CT: JAI Press, 1992.
4. Van de Ven, A. H. & Drazin, R. (1985). The concept of fit in contingency theory. In L.L. Cummings and B.M. Staw (eds.) *Research in Organizational Behavior*, Vol. 7, 333-365.
5. Gresov, C. (1989). Exploring fit and misfit with multiple contingencies. *Administrative Science Quarterly*, 34, 431-453.
6. Schoonhoven, C. B. (1981). Problems with contingency theory: Testing assumptions

hidden within the language of contingency theory. *Administrative Science Quarterly*, 26, 349-377.

Additional Suggested Sources

1. La, V., Patterson, P. & Styles, C. (2009). Client-perceived performance and value in professional B2B services: An international perspective. *Journal of International Business Studies*, 40, 0047-2506.
2. Siggelkow, N. (2001). Change in the Presence of Fit: The Rise, Fall and the Renaissance of Liz Claiborne. *Academy of Management Journal*, 44, 838-857.
3. Husted, B. (2000). A contingency theory of corporate social performance." *Business and Society*, 39(1), 24-48.
4. Gresov, C. & Drazin, R. (1997). Equifinality: Functional equivalence in organization design. *Academy of Management Review*, 22, 403-428.
5. Doty, D. H. & Glick, W. H. (1994). Typologies as a unique form of theory building: Toward improved understanding and modelling. *Academy of Management Review*, 19, 230-251.
6. Doty, D. H., Glick, W. H. & Huber, G. P. (1993). Fit, effectiveness, and equifinality: A test of two configurational theories. *Academy of Management Journal*, 36, 1196-1250.
7. Donaldson, L. (2001). *The Contingency Theory of Organizations*, Thousand Oaks, CA: Sage.
8. Child, J. (1972). Organizational Structure, Environment and Performance: The Role of Strategic Choice. *Sociology*, 6, 1-22.
9. Mintzberg, H. (1979). *The Structuring of Organizations*, Englewood Cliffs, NJ: Prentice Hall.
10. Miller, D. & Friesen, P. (1984). *Organizations: A Quantum View*, Englewood Cliffs, NJ: Prentice Hall.

Jan 21 Class 3

Resource Dependence Theory

Readings

1. Pfeffer, J. & Salancik, G. R. (2003). *The External Control of Organizations. Chapters 1, 2, 3, 4.* Stanford University Press.
2. Wry, T., Cobb, I. A. & Aldrich, H. E. (2013). More than a metaphor: Assessing the historical legacy of resource dependence and its contemporary promise as a theory of environmental complexity. *Academy of Management Annals*, 7(1), 441-488.
3. Hillman, A.J., Withers, M. C. & Collins, B. J. (2009). Resource dependence theory: A review. *Journal of Management*, 35(6), 1404-1427.

Supplementary Readings

4. Casciaro, T. & Piskorski, M. J. (2005). Power Imbalance, Mutual Dependence, and Constraint Absorption: A Closer Look at Resource Dependence Theory. *Administrative Science Quarterly*, 50, 167-199.
5. Prechel, H. & Morris, T. (2010). The effects of organizational and political embeddedness on financial malfeasance in the largest US corporations: Dependence, incentives, and opportunities. *American Sociological Review*, 75, 331-352.
6. Davis, G. & Cobb, J. A. (2010). Resource dependence theory: Past and Future. *Research in the Sociology of Organizations*, 28, 21-42.
7. Finkelstein, S. (1997). Interindustry merger patterns and resource dependence: A replication and extension of Pfeffer (1972). *Strategic Management Journal*, 18, 787-810.
8. Mizruchi, M. & Yoo, M. (2002). Interorganizational power and dependence. *The Blackwell Companion to Organizations*, J. Baum (ed.), 599-620
9. Ingram, P. & Simons, T. (1995). Institutional and resource dependence determinants of responsiveness to work-family issues. *Academy of Management Journal*, 38, 1466-1482.
10. Boyd, B. (1990). Corporate linkages and organizational environment: A test of the resource dependence model. *Strategic Management Journal*, 11, 419-430.
11. Provan K. et al. (1980). Environmental linkages and power in resource-dependence relations between organizations. *Administrative Science Quarterly*, 25, 200-225.

Additional Suggested Sources

12. Pfeffer, J. & Salancik, G. R. (2003). *The External Control of Organizations*, Chapters 5-7.
13. Hallen, L., Johanson, J. & Seyed-Mohamed, N. (1991). Interfirm adaptation in business relationships. *Journal of Marketing*, 55, 29-37.
14. Saidel, J. R. (1991). Resource interdependence: The relationship between state agencies and nonprofit organizations. *Public Administration Review*, 51, 543-553.

Jan 28
Class 4

Economic Theories of Organizations

Readings

1. Williamson, O. (1975). Towards a New Institutional Economics. In *Markets and Hierarchies: Analysis and Antitrust Implications* (Chapter 1, pp.1-19). New York, NY: Free Press.
2. Ouchi, W. (1977). Review of markets and hierarchies. *Administrative Science Quarterly*,

540-544.

3. Eisenhardt, K. (1989). Agency theory: An assessment and review. *Academy of Management Review*, 14(1), 57-74.
4. Lubatkin, M. H. (2005). A theory of the firm only a microeconomist could love. *Journal of Management Inquiry*, 14, 213-216.
5. Lange, T. (2005). A microeconomist's reply to Lubatkin's critique of agency theory. *Journal of Management Inquiry*, 14(4), 404-406.
6. Granovetter, M. (1985). Economic action and social structure: The problem of embeddedness. *American Journal of Sociology*, 91(3), 481-510.
7. Perrow, C. (1985). Economic theories of organization. *Theory and Society*. 15 (1-2): p. 11-45

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Supplementary Readings

1. Swedberg, R. (2003). Economic versus sociological approaches to organization theory. In H. Tsoukas & C. Knudson (Eds.), *The Oxford Handbook of Organization Theory* (pp. 373-391). Oxford University Press: Oxford.
2. Eccles, R. (1987). Review of the economic institutions of capitalism: Firms, Markets, Relational Contracting. *Administrative Science Quarterly*, 4, 602-605.
3. Ghoshal, S., & Moran, P. (1996). Bad for practice: A critique of the transaction cost theory. *Academy of management Review*, 21(1), 13-47.
- 4.
5. Bylun, P. L. (2015). Signifying Williamson's contribution to the transaction cost approach: An agent-based simulation of Coasean transaction costs and specialization. *Journal of Management Studies*, 52(1), 148-174.
6. O'Brien, J. P., Barthiban, D. & Yoshikawa, T. et al. (2014). How capital structure influences diversification performance: A transaction cost perspective. *Strategic Management Journal*, 35(7), 1013-1031.
7. Chen, S. F. S. (2010). Transaction cost implication of private branding and empirical evidence. *Strategic Management Journal*, 31(4), 371-389.
8. David, R. J. & Han, S. (2004). A systematic assessment of the empirical support for transaction cost economics. *Strategic Management Journal*, 25, 39-58.
9. Nickerson, J. A. & Silverman, B. S. (2003). Why firms want to organize efficiently and what keeps them from doing so: Inappropriate governance, performance, and adaptation in a deregulated industry. *Administrative Science Quarterly*, 48, 433-465.
10. Madhok, A. (1996). The organization of economic activity: Transaction costs, firm capabilities, and the nature of governance. *Organization Science*, 7, 577-590.

11. Hennart, J. (1993). Explaining the swollen middle: Why most transactions are a mix of "market" and "hierarchy". *Organization Science*, 4, 529-547.
12. Hesterly, W. S., Liebeskind, J., & Zenger, T. R. (1990). Organizational economics: An impending revolution in organization theory? *Academy of Management Review*, 15, 402-420.
13. Davis, G. F. (1991). Agents without principles? The spread of the poison pill through the intercorporate network. *Administrative Science Quarterly*, 36, 583-613.
14. Williamson, O. & Ouchi, W. (1981). The markets and hierarchies program of research: Origins, implications, prospects. In A. H. Van de Ven & W. F. Joyce (Eds.), *Perspectives on Organization Design and Behavior* (pp. 347-406). New York, NY: Wiley.

Additional Suggested Sources

15. Jacobides, M. D. & Winter, S. G. (2005). The co-evolution of capabilities and transaction costs: Explaining the institutional structure of production. *Strategic Management Journal*, 26, 395-413.
16. Geyskens, I., Steenkamp, J., & Kumar, N. (2006). Make, buy or ally: A transaction cost theory meta-analysis. *Academy of Management Journal*, 49, 519-540.
17. Williamson, O. (1999). Strategy research: Governance and competitive perspectives. *Strategic Management Journal*, 20, 1087-1108.
18. Williamson, O. (1975). *Markets and Hierarchies: Analysis and Antitrust Implications*, New York, NY: Free Press.
19. Williamson, O. (1985). *The Economic Institutions of Capitalism: Firms, Markets, Relational Contracting*, New York, NY: Free Press.
20. Williamson, O. E. (1993). Calculativeness, trust and economic organization. *Journal of Law and Economics*, Vol. XXXVI, 453-502.
21. Williamson, O. E. (1991). Strategizing, economizing, and economic organization. *Strategic Management Journal*, 12, 75-94.
22. Hennart, J. (1991). The transaction costs theory of joint ventures: An empirical study of Japanese subsidiaries in the United States. *Management Science*, 37, 483-497.
23. Hennart, J. (1988). A transaction costs theory of equity joint ventures. *Strategic Management Journal*, 9, 361-374.
24. Ghoshal, S. & Moran, P. (1996). Bad for practice: A critique of the transaction cost theory. *Academy of Management Review*, 21, 13-47.
25. Williamson, O. E. (1996). *The Mechanisms of Governance*, New York, NY: Oxford University Press.

Feb 4
Class 5 **Ecology Theory**

Readings

1. Hannan, M. & Freeman, J. (1977). The Population Ecology of Organizations. *American Journal of Sociology*, 82(5), 929-964. NOTE: Read pages 929-940 only.
2. Hannan, M. & Freeman, J. (1984). Structural inertia and organizational change. *American Sociological Review*, 49, 149-164.
3. Carroll, G. R. & Hannan, M. T. (1989). Density dependence in the evolution of populations of newspaper organizations. *American Sociological Review*, 54, 524-548.
4. Baum, J. & Amburgey, T. L. (2005). Organizational ecology. In Baum J. (ed.) *Companion to Organizations*, Blackwell, Oxford: 304-326.
5. Simons, T. & Ingram, P. (2003). Enemies of the state: The interdependence of institutional forms and the ecology of the Kibbutz, 1910-1997. *Administrative Science Quarterly*, 48, 592-621.

Supplementary Readings

1. Yu, D., Lu, J. W. & Gu, Q. (2014). Organizational forms and multi-population dynamics: Economic transition in China. *Administrative Science Quarterly*, 59, 517-547.
2. Amezcua, A. S., Grimes, M. G., Bradley, S. & Wiklund, J. (2013). Organizational sponsorship and founding environments: A contingency view on the survival of business-incubated firms, 1994-2007. *Academy of Management Journal*, 56, 1628-1654.
3. Mezas, S. J. & Boyle, E. (2005). Blind trust: Market control, legal environments, and the dynamics of competitive intensity in the early American film industry", *Administrative Science Quarterly*, 50, 1-34.
4. Freeman, J. H. & Audia, P. G. (2006). Community Ecology and the Sociology of Organizations. *Annual Review of Sociology*, 32, 145-169.
5. Barron, D. N. (1999). The structuring of organizational populations. *American Sociological Review*, 64, 421-445.
6. Hannan, M. T. & Carroll, G. R. (2000). The Demography of Corporations and Industries, Princeton, N.J. *Princeton University Press*, Chapters 1-3.
7. Baum, J. (1996). Organizational Ecology in S.R. Clegg, C. Hardy and W. Nord (Eds.), *Handbook of Organizational Studies*, London, Sage, 77-114.
8. Haveman, H. A. (1993). Follow the leader: Mimetic isomorphism and entry into new markets. *Administrative Science Quarterly*, 38, 593-627.
9. Baum, J.A.C. & Oliver, C. (1992). Institutional embeddedness and the dynamics of

organizational populations. *American Sociological Review*, 57, 540-559.

Additional Suggested Sources

1. Ang, S., Benischke, M. H. & Doh, J. P. (2015). The interactions of institutions on foreign market entry mode. *Strategic Management Journal*, 36(10), 1536-1553.
2. Popielarz, P. A. & Neal, Z. P. (August 2007). The Niche as a Theoretical Tool. *Annual Review of Sociology*, 33, 65-84
3. Dobrev, S. D., Kim, T., & Carroll, G. R. (2003). Shifting gears, shifting niches: Organizational inertia and change in the evolution of the U.S. automobile industry, 1885-1981. *Organization Science*, 14, 264-282.
4. Amburgey, T. L. & Singh, J. V. (2002). Organizational evolution. In Baum, J. (Ed.), *Companion to Organizations* (pp. 327-343). Blackwell, Oxford.
5. Lewin, A. Y. & Volberda, H. W. (2003). The future of organization studies: Beyond the selection-adaptation debate. In H. Tsoukas & C. Knudson (Eds.), *The Oxford Handbook of Organization Theory*, (pp.568-595). Oxford University Press: Oxford.
6. Hannan, M. T. & Freeman J. (1989). *Organizational Ecology*. Cambridge, MA: Harvard University Press.
7. Baum, J. A. C. & Singh, J. V. (1994). *Evolutionary Dynamics of Organizations*, New York, NY: Oxford University Press.
8. Baum, J. A. C. & Haveman, H. A. (1997). Love thy neighbor? Differentiation and agglomeration in the Manhattan hotel industry, 1898-1990. *Administrative Science Quarterly*, 42, 304-338.
9. Greve, H. R. (1996). Patterns of competition: The diffusion of a market position in radio broadcasting. *Administrative Science Quarterly*, 41, 29-60.
10. Hannan, M. T. & Carroll, G. R. (1992). *Dynamics of Organizational Populations: Density, Competition and Legitimation*. New York, NY: Oxford University Press.
11. Barnett, W. P. (1997). The dynamics of competitive intensity. *Administrative Science Quarterly*, 42, 128-160.
12. Amburgey, T. L. & Rao, H. (1996). Organizational ecology: Past, present, and future directions. *Academy of Management Journal*, 39, 1265-1286.

Feb 11
Class 6 **Institutional Theory**

Readings

1. Scott, W.R. (2001). Constructing an Analytic Framework I: Three Pillars of Institutions: In *Institutions and Organizations*, Thousand Oaks, CA: Sage, 47-70.
2. Meyer, J. W. & Rowan, B. (1977). Institutionalized organizations: Formal structure as myth and ceremony. *American Journal of Sociology*, 83, 340-363.
3. DiMaggio, P. & Powell, W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review*, 48, 147-160.
4. Greenwood, R & Suddaby, R. (2006). Institutional entrepreneurship in mature fields: The big five accounting firms. *Academy of Management Journal*, 49(1), 27-48.
5. Thornton, P. H. (2002). The rise of the corporation in a craft industry: Conflict and conformity in institutional logics. *Academy of Management Journal*, 45(1), 81-101.

Supplementary Readings

1. Ocasio, W., Loewenstein, J. & Nigam, A. (2015). How streams of communication reproduce and change institutional logics: The role of categories. *Academy of Management Review*, 40(1), 28-48.
2. Helms, W., Oliver, C. & Webb, K. (2012). Antecedents of settlement on a new institutional practice: Negotiation of the ISO 26000 standard on corporate social responsibility. *Academy of Management Journal*, 55(5), 1120-1145.
3. Lawrence, T. B., Leca, B. & Zilber, T. B. (2013). Institutional Work: Current research, New directions and overlooked issues. *Organization Studies*, 34, 1023-1033.
4. Greenwood, R. et al. (2011). Institutional Complexity and Organizational Responses. *The Academy of Management Annals*, 5, 317-337.
5. Murray, F. (2010). The oncomouse that roared: Hybrid exchange strategies as a source of distinction at the boundary of overlapping institutions. *American Journal of Sociology*, 116(2), 341-388.
6. Battilana, J., Leca, B. & Boxenbaum, E. (2009). How actors change institutions: Towards an theory of institutional entrepreneurship. *Academy of Management Annals*, 3, 65-107.
7. Battilana, J. & D'Aunno, T. (2009). Institutional work and the paradox of embedded agency. In T. B. Lawrence, R. Suddaby, & B. Leca (Eds.), *Institutional work: Actors and agency in institutional studies of organizations*. Cambridge, MA: Cambridge University Press.

8. Greenwood, R., Suddaby, R. & Hinings, C. R. (2002). Theorizing change: The role of professional associations in the transformation of institutionalized fields. *Academy of Management Journal*, 45, 58-80.
9. Hargrave, T. & Van de Ven, A. (2006). A collective action model of institutional innovation. *Academy of Management Review*, 31, 864-889.
10. Farjourn, M. (2002). The dialectics of institutional development in emerging and turbulent fields: The history of pricing conventions in the on-line database industry. *Academy of Management Journal*, 45, 348-874.
11. Kraatz, M. S. & Moore, J. H. (2002). Executive migration and institutional change. *Academy of Management Journal*, 45, 120-143.
12. Barley, S. R. & Tolbert, P. S. (1997). Institutionalization and structuration: Studying the links between action and institution. *Organization Studies*, 18, 93-117.
13. Oliver, C. (1991). Strategic responses to institutional processes. *Academy of Management Review*, 16, 145-179.

Additional Suggested Sources

1. Tracey, P., Phillips, N. & Jarvis, O. (2011). Bridging institutional entrepreneurship and the creation of new organizational forms: A multilevel model. *Organization Science*, 22(1).
2. Lok, J. (2010). Institutional logics as identity projects. *Academy of Management Journal*, 53(6), 1305-1335.
3. Dunn, M. B., & Jones, C. (2010). Institutional logics and institutional pluralism: The contestation of care and science logics in medical education, 1967--2005. *Administrative Science Quarterly*, 55(1), 114-149.
4. Greenwood, R., Oliver, C., Suddaby, R., & Sablin, K. (2008). *The Sage Handbook of Organizational Institutionalism*, Los Angeles: Sage.
5. Deephouse, D. & Carter, S. (2005). An examination of differences between organizational legitimacy and organizational reputation. *Journal of Management Studies*, 42, 329-360.
6. Maguire, S., Hardy, C., & Lawrence, T. B. (2004). Institutional entrepreneurship in emerging fields: HIV/AIDS treatment advocacy in Canada. *Academy of Management Journal*, 47, 657-679.
7. Rao, H., Monin, P. & Durard R. (2003). Institutional change in Toque Ville: Nouvelle cuisine as an identity movement in French gastronomy. *American Journal of Sociology*, 108, 795-843.

8. Zilber, T. B. (2002). Institutionalization as an interplay between actions, meanings, and actors: The case of a rape crisis center in Israel. *Academy of Management Journal*, 45, 234-254.
9. Greve, H. R. & Taylor, A. (2000). Innovations as catalysts for organizational change: Shifts in organizational cognition and search. *Administrative Science Quarterly*, 45, 54-80.
10. Scott, W. R. (2001). *Institutions and Organizations*, Thousand Oaks, CA: Sage.
11. Mizruchi, M. M. & Fenn, L. C. (1999). The social construction of organizational knowledge: A study of the uses of coercive, mimetic and normative isomorphism. *Administrative Science Quarterly*, 44, 653-683.
12. Powell, W. W. & DiMaggio, P. J. (eds.) *The New Institutionalism in Organizational Analysis*, Chicago: University of Chicago Press, 1991.
13. Hirsch, P. M. & Lounsbury, M. (1997). Ending the family quarrel: Toward a reconciliation of "old" and "new" institutionalisms. *American Behavioral Scientist*, 40, 406-418.
14. Westphal, J. D., Gulati, R. & Shortell, S. M. (1997). Customization or conformity? An institutional and network perspective on the content and consequences of TQM adoption", *Administrative Science Quarterly*, 42, 366-394.
15. Dacin, M. T. (1997). Isomorphism in context: The power and prescription of institutional norms. *Academy of Management Journal*, 40, 46-81.
16. Scott, W. R. & Meyer, J. W. (Eds.) (1994). *Institutional Environments and Organizations*, Thousand Oaks, CA: Sage.

February
18th

NO CLASS

**Feb 25th Social Movement Theory
Class 7**

Readings

1. McCarthy, J. & Zald, M. (1977). Resource Mobilization and Social Movements: A Partial Theory. *American Journal of Sociology*, 82 (6): 1212-1241.
2. Benford, R. & Snow, D. (2000). Framing Processes and Social Movements: An Overview and Assessment. *Annual Review of Sociology*, 26: 611-639.
3. Ashforth, B. & Mael, F. (1989). Social identity theory and the organization. *Academy of Management Review*. 14 (1): 20-39.
4. Davis, G. Morill, C. Rao, H., Soule, S. (2008). Introduction: Social Movements in Organizations and Markets. *Administrative Science Quarterly*, 53: 389-394.
5. Hensmans, Manuel. (2003). "Social movement organizations: A metaphor for strategic actors in institutional fields." *Organization studies*. 24 (3): 355-381.
6. Benford, Robert D. (1997). "An insider's critique of the social movement framing perspective." *Sociological inquiry*. 67 (4): 409-430.

Supplementary Readings

1. Weber, K. & Heinze, K. (2008). Forage of thought: Mobilizing codes in the movement for grass-fed meat and dairy products. *Administrative Science Quarterly*, 53 (3): 529-567.
2. O'Mahony, S. & Behky, B. (2008). Boundary Organizations: Enabling Collaboration among Unexpected Allies. *Administrative Science Quarterly*, 53(3): 422-459.
3. Sine, W. & Hiatt, S. (2008). From the Ground Up: Grassroots Organizations Making Social Change. *Administrative Science Quarterly*, 53 (3): 578-582.
4. Weber, Klaus, and Brayden G. King. (2014). Social movement theory and organization studies. *Oxford handbook of sociology, social theory and organization studies* 487: 509.
5. Buechler, Steven M. (1995). New social movement theories. *Sociological Quarterly*. 36 (3): 441-464.
6. King, Brayden G. (2008). A political mediation model of corporate response to social movement activism. *Administrative Science Quarterly*. 53 (3): 395-421.
7. Buechler, Steven M. (1993). Beyond resource mobilization? Emerging trends in social movement theory. *The Sociological Quarterly*. 34 (2): 217-235.
8. Briscoe, F. & Safford, S. (2008). The Nixon-in-China effect: Activism, imitation, and the institutionalization of contentious practices. *Administrative Science Quarterly*. 53 (3): 460-491.

Additional Suggested Sources

1. King, B (2008). A political mediation model of corporate response to social movement activism. *Administrative Science Quarterly*. 53 (3): 395-421.
2. King, Marissa D., and Heather A. Haveman. (2008). Antislavery in America: The press, the pulpit, and the rise of antislavery societies. *Administrative Science Quarterly*. 53(3): 492-528.
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11. Carroll, William K., and Robert A. Hackett. (2006). Democratic media activism through the lens of social movement theory. *Media, culture & society* 28 (1): 83-104.

**Mar 4
Class 8**

The Context of Competition: Embeddedness and Social Capital

Readings

1. Adler, P. S. & Kwon, S. (2002). Social capital: Prospects for a new concept. *Academy of Management Review*, 27(1), 17-40.
2. Acquaah, M. (2007). Managerial social capital, strategic orientation, and organizational performance in an emerging economy. *Strategic Management Journal*, 28, 1235-1255.
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industry model of Scottish knitwear producers. *Administrative Science Quarterly*, 40, 203-227.

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Supplementary Readings

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2. Kwon, S. & Adler, P. S. (2014). Social capital: Maturation of a field of research. *Academy of Management Review*, 39(4), 412-422.
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setting. *Sociological Review*, 61, 41-68.

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Mar 11 Interorganizational Relations

Class 9

Readings

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Mar 18 Macro Perspectives on Organizational Culture, Learning and Identity
Class 10

Readings

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6. Tan, J. & Tan, D. (2005). Environment-strategy co-evolution and co-alignment: A staged model of Chinese SOEs under transition. *Strategic Management Journal*, 26, 141-157.
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12. Brickson, S. L. (2005). Organizational identity orientation: Forging a link between organizational identity and organizations' relations with stakeholders. *Administrative Science Quarterly*, 50, 576-609.
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2. Gendron, Y., & Spira, L. F. (2010). Identity narratives under threat: A study of former members of Arthur Andersen. *Accounting, Organizations & Society*, 35(3), 275-300.
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18. Gioia, D. A. & Thomas, J. B. (1996). Identity, image and issue interpretation: Sense making during strategic chance in academia. *Administrative Science Quarterly*, *41*, 370-403.
19. Whetten, D. & Mackey, A. (2002). A social actor conception of organizational identity and its implications for the study of organizational reputation. *Business and Society*, *41*, 393-414.
20. Dukerich, J., Golden, B. R., & Shortell, S. M. (2002). Beauty is in the eye of the beholder: The impact of organizational identification, identity and image on the cooperative behaviours of physicians. *Administrative Science Quarterly*, *47*, 507-533.
21. Ashkanasy, N., Wilderom, C., & Peterson, M. (Eds.) (2000). *The Handbook of Organizational Culture and Climate*, Thousand Oaks, CA: Sage.
22. Martin, J. (2002). *Organizational Culture: Mapping The Terrain*, Thousand Oaks, CA: Sage.
23. Golden-Biddle, K., & Rao, H. (1997). Breaches in the boardroom: Organizational identity and conflicts of commitment in a nonprofit organization. *Organization Science*, *8*, 593-623.

Mar 25
Class 11 **Corporate Social Responsibility and Corporate Sustainability**

Readings

1. Donaldson, J., & Preston, L. (1995). The Stakeholder Theory of the Corporation. *Academy of Management Review*, 20: 65-91.
2. Campbell, John L. (2007). Why would corporations behave in socially responsible ways? An institutional theory of corporate social responsibility. *Academy of Management Review* 32 (3): 946-967.
3. Matten, Dirk, and Jeremy Moon. (2008) "Implicit" and "explicit" CSR: A conceptual framework for a comparative understanding of corporate social responsibility. *Academy of Management Review* 33 (2): 404-424.
4. Mitchell, Ronald K., Bradley R. Agle, and Donna J. Wood. (1997). Toward a theory of stakeholder identification and salience: Defining the principle of who and what really counts. *Academy of Management Review* 22 (4): 853-886.
5. Salimath, Manjula S., and Raymond Jones III. (2011). Population ecology theory: implications for sustainability. *Management Decision* 49 (6): 874-910.
6. Den Hond, F. & De Bakker, F. (2007). Ideologically motivated activism: How activist groups influence corporate social change activities. *Academy of Management Review*. 32 (3) 901-924.

Supplementary Readings

1. Jennings, P. D., & Zandbergen, P. A. (1995). Ecologically Sustainable Organizations. *Academy of Management Review*, 20 (4): 1015-1052.
2. McWilliams, Abigail, and Donald Siegel. (2001). Corporate social responsibility: A theory of the firm perspective. *Academy of Management Review* 26 (1): 117-127.
3. Brammer, Stephen, Gregory Jackson, and Dirk Matten (2012). Corporate social responsibility and institutional theory: New perspectives on private governance. *Socio-Economic Review* 10 (1): 3-28.
4. McDonnell, Mary-Hunter, and Brayden King (2013). Keeping up appearances: Reputational threat and impression management after social movement boycotts. *Administrative Science Quarterly* 58 (3): 387-419.
5. Jamali, Dima. (2008). A stakeholder approach to corporate social responsibility: A fresh perspective into theory and practice. *Journal of business ethics* 82 (1): 213-231.
6. Wood, Donna J. (1991). Corporate social performance revisited. *Academy of Management Review* 16 (4): 691-718.

7. Hahn, Tobias, et al. (2014). Cognitive frames in corporate sustainability: Managerial sensemaking with paradoxical and business case frames. *Academy of Management Review* 39 (4): 463-487.
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9. Slawinski, Natalie, and Pratima Bansal. (2015). Short on time: Intertemporal tensions in business sustainability. *Organization Science* 26 (2): 531-549.
10. Marquis, Christopher, Mary Ann Glynn, and Gerald F. Davis. (2007). Community isomorphism and corporate social action." *Academy of Management Review* 32 (3): 925-945
11. Delmas, Magali, and Michael W. Toffel. (2004). Stakeholders and environmental management practices: an institutional framework. *Business strategy and the Environment* 13 (4): 209-222.

Additional Suggested Sources

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2. Hart, Stuart L. (1995). A natural-resource-based view of the firm. *Academy of Management Review* 20 (4): 986-1014.
3. Scherer, Andreas Georg, and Guido Palazzo. (2011). The new political role of business in a globalized world: A review of a new perspective on CSR and its implications for the firm, governance, and democracy. *Journal of Management Studies* 48 (4): 899-931.
4. Rowley, Timothy I., and Mihnea Moldoveanu. (2003). When will stakeholder groups act? An interest-and identity-based model of stakeholder group mobilization. *Academy of Management Review* 28 (2): 204-219.
5. Aguilera, Ruth V., et al. (2007). Putting the S back in corporate social responsibility: A multilevel theory of social change in organizations. *Academy of Management Review* 32 (3): 836-863.
6. De Bakker, Frank GA, et al. (2013) Social movements, civil society and corporations: Taking stock and looking ahead. *Organization Studies* 34 (5-6): 573-593
7. King, Brayden. (2008). A social movement perspective of stakeholder collective action and influence." *Business & Society* 47(1): 21-49.

**Apr 1
Class 12**

Course Wrap-Up

Student Presentations

Paper & Presentation: Descriptions

Due Date

Feb 25 Proposed Paper Topic

Class 7 Students will advise me verbally or in writing of their proposed paper topic and the journal to which the paper is potentially targeted by the seventh week of class.

Apr 1 Presentation

Class 12 *Value: 20%*

In the last class, students will make a presentation of the rough draft of their paper for the course. The presentation style will follow a conference presentation format to permit feedback on how to present at academic conferences.

Apr 15 Paper

2 weeks *Value: 80%*

after

Class 12 The completed paper is due two weeks after the last class, and should be in a “journal-ready” format (no typos please). Based on feedback on the paper, students will have four weeks from the date of receipt of feedback to submit a revised paper. The grade for the paper will be based on the revised version.

Evaluation of Written Assignments/Projects

Student grades will be based on the quality of the submitted paper and presentation. Presentations will be based on the first draft of the paper. Criteria for their assessment will be how closely they follow a presentation that a student would be expected to give at an academic conference. The paper will be based on the novelty of the paper's proposed contribution, the eloquence and clarity of the writing, the logic of the academic arguments, and the capacity to adhere to the criteria of writing academic papers that is circulated in the first class.

Calculation of Course Grade

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

Grades	A+	A	A-	B+	B	B-	C+	C	C-	F
Grade Points	9	8	7	6	5	4	3	2	1	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, 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/>.



PhD in Business Administration (Major in Sustainability)
Library Statement of Support

February 2022

This statement of library support for the proposed Sustainability major in Schulich's PhD in Business Administration has been prepared in accordance with the guidelines outlined in the Quality Assurance Framework as set out by the Ontario Universities Council on Quality Assurance. It describes some of the services and levels of support that York University Libraries (YUL) will be able to provide to students and faculty. YUL supports all programs through immersive spaces, diverse collections, instructional services, research assistance, access to knowledge resources, expertise with research dissemination and adaptive services.

This new Sustainability major is anchored in the existing Business Administration PhD program, but its holistic focus on sustainability invites dialogue with management theory, history, economics, sociology, political economy, and philosophy. In addition to collections-oriented interactions with York University Libraries' databases, electronic and print materials, the program's doctoral students are well-supported by services tailored to their experience. Our expertise in research data management, data services, digitally-informed research methods, scholarly communications, and open scholarship (including open science) help catalyze successful graduate studies and are forming an increasingly-integral component of research and dissertation work across campus. From a rich and diverse collection of print and electronic resources and tools, to one-on-one consultation services, instructional sessions, co-curricular offerings and group study spaces, the Libraries are well-positioned to support student success in what promises to be a rich, intensive program of study.

Most of the courses selected for the Sustainability major are drawn from existing curriculum. One new course (SUST 7010: Advanced Topics in Responsible Business) is being created, and while this support statement is intended to apply to the program as a whole, specific areas of support for SUST 7010 will be noted.

An overview of relevant York University Libraries services and resources for students and faculty is provided in subsequent sections.

Library Curriculum Integration

Information Literacy (IL) encompasses the skills to find, retrieve, evaluate, use and produce academic and creative work. It enables students to participate fully in a university environment and a disciplinary culture. IL integration strengthens alignment with Degree Level Expectations and the seven defined categories of broad knowledge and skills integral to Ontario's Quality Assurance Framework.

Scaffolding IL instruction is most effective when organized at the program level as it eliminates duplication, improves assignment outcomes, and enables students to apply their learning. IL instruction spans many areas including research strategy creation, research data management, scholarly communications, research impact metrics, digital methods, digital tools, data visualization, copyright, privacy and security. Based on [ACRL's Framework for IL for Higher Education](#), and years of experience, we suggest integrating library instruction into the introduction to the program orientation, graduate colloquium courses (DCAD 7600 and 7610), and research-oriented courses such as Logics of Research (DCAD 7100 – especially the unit on research impact), Research Design (DCAD 7250) and Qualitative Research Methods (DCAD 7400).

Students may benefit from dedicated, in-class workshops related to developing and implementing search strategies, tracking and correctly citing data sources, building research data management plans, and managing collections of reference materials and citations. A wide range of instructional modes is available, including blended learning modules, co-curricular programming, open educational resources and student seminars. In-class sessions should be organized and booked in advance of each semester's offerings, and requests can be submitted at <https://classrequests.library.yorku.ca/>

Digital Scholarship Centre and Specialized Programming

To discuss curriculum integration in the areas of scholarly publishing, data management, digital cultures and pedagogy, open education, or digital scholarship, YUL welcomes faculty to contact the [Digital Scholarship Centre](#). The Digital Scholarship Centre (DSC) at York University Libraries houses knowledge in a range of digital tools and methods for web crawling and scraping, data cleaning, data curation, text processing and analytics, social graph analysis, data visualization, and linked open data applications, with an emphasis on sustainable, low-barrier approaches and open-source tools. The Digital Scholarship Centre draws expertise from a variety of departments within York University Libraries. The Digital Scholarship Infrastructure (DSI) supports students and faculty seeking assistance with [digital scholarship and digital humanities projects](#), open repositories, [digitization best practices](#), digital preservation, [research project design](#), eLearning, and [Open Educational Resources](#). The department also hosts [scholar-led journals](#) and can also consult on the development of course assignments working with unique digital collections stewarded by the Libraries. The Open Scholarship department (OS) supports student and faculty needs around [open access publishing](#), retaining author rights, [improving research visibility](#), [research data management](#), and adopting open science workflows. The department also hosts a [data services team](#) that can provide guidance on how to find and evaluate aggregated data and microdata sources for research projects as well as on how to document, publish, and preserve research data objects.

Library Resources

York University Libraries have robust and multidisciplinary collections that are responsive to emerging curriculum and research needs. We have adopted an “e-preferred” approach for new content, meaning that any requests for new titles will be fulfilled with e-book purchases whenever available or affordable, and with as few access restrictions as publishers will allow. YUL also participates in consortia such as the Canadian Research Knowledge Network (CRKN) and the Ontario Council of University Libraries (OCUL) Scholars Portal, both of which provide access to a growing collection of electronic content that can be discovered through OMNI, our primary search interface.

Print materials relevant to the programs can also be found via OMNI, and York community members can arrange to have materials held at any of our libraries. Aside from York’s collection, our partnership with the OMNI network provides students and faculty members with access to print materials housed at any of our 16 partner institutions across Ontario.

Interlibrary Loans (RACER) Interlibrary loan and document delivery options are available through RACER for any additional information needs that may come up. There is no limit to the number of articles that a graduate student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge. Registration and requesting is available from: <http://www.library.yorku.ca/cms/resource-sharing/services-for-york-faculty-and-students/illrequestform/>.

Apart from more than 4300 books and ebooks related to business administration, York University Libraries has subscriptions to key journals that are referenced throughout the PhD in Sustainability’s course descriptions. These titles include *Academy of Management Review*, *Business Ethics Quarterly*, *Administrative Science Quarterly*, *Business & Society*, *Journal of Management* and *Journal of Global Ethics*. Access to these and many other publications directly related to Sustainability and Business Administration is provided through key databases like *EBSCO Business Source Complete*, *ProQuest Business*, and *APA PsycINFO*.

The new SUST 7010 course’s journal article readings are all accessible through these databases. The course description also includes readings from two books, both of which are available in physical and electronic form in the library’s catalogue. The York University Library collection includes another 250 books on the topic of stakeholder theory, which students may use for further reading and research.

Open Content

As part of its commitment to Open Access and Open Education, York University Libraries is placing increased emphasis on openly licensed and public domain materials for teaching and learning, including sources of open data. In addition, an increasingly wide range of Open Educational Resources (OER) are available through York University Libraries, and we have a guide to finding and evaluating these resources at <https://researchguides.library.yorku.ca/OER>.

The Libraries is also pleased to provide support for faculty members interested in creating OER for the benefit of the Sustainability PhD programs. Complementing our own Pressbooks publishing platform for

open textbooks, we encourage faculty members to explore and use eCampusOntario's OER tools, including their Pressbooks platform and their H5P platform for creating open, interactive course content. Learn more about eCampusOntario's commitment to open education at <https://www.ecampusontario.ca/open-education-resources/>.

Relevant Databases, Indexes, and Data Sources

As noted previously, many of the courses in the program will explore aspects of sustainability that touch on management theory, history, economics, sociology, political economy, and philosophy. The interdisciplinary nature of this approach can be addressed with many elements of the York University Libraries collections.

The Libraries provide access to hundreds of thousands of journals, the vast majority of which are accessible online. Articles are discoverable through the Omni library catalogue or through the Libraries' extensive set of article databases such as *Business Source Complete*. Our collection also features several sustainability- and ethics-focused resources including the *Sustainalytics* platform's ESG reports for more than 13,000 public companies and the Canadian Business Ethics Research Networks' E-Library of governance and sustainability materials.

Program-Related Research Guides

York University Libraries publishes research guides related to disciplines and topics addressed by York programs. Existing guides of interest to this program are:

- [Organizational Behaviour](#)
- [Corporate Governance](#)
- [Business Ethics](#)
- [Data & Statistics](#)
- [Data Visualization](#)
- [Digital Scholarship and Digital Humanities](#)

Email, Chat, and Consultation Services

In-person assistance with research, citation and other information is readily available from York University Libraries. Currently, online support is available through text messaging, email or through our online chat or drop-in zoom service. Chat and reference support services are accessible every day, with some reduced availability in the quieter Spring and Summer terms. Post-pandemic, librarians and staff will be available onsite at all branches, to provide tailored support for graduate students.

Students in this program may also take advantage of our consultation service, where individuals or groups meet with a subject specialist or data services librarian to discuss specific, assignment- or

research-related questions about information sources, search strategies, data storage and preservation questions, data analysis and visualization tools, and more. These consultations are available at regular hours throughout the week, and can be booked online at <https://www.library.yorku.ca/web/ask-services/book-a-consultation-with-a-librarian/>

Conclusion

York University Libraries welcome the opportunity to support the curricular and research needs of students and faculty in the proposed PhD in Business Administration's new Sustainability major. Our external partnerships program-integrated offerings of technology, space and expertise, and collaborative, multi-institutional collection building and the many programs and services mentioned above will contribute to the success of the [insert program name here] in the years to come.

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: PhD

2. Responsible Unit: Sustainability (SUST)

3. Subject Code (Rubric) and Course Number: SUST 7010

4. Credit Value: 3.0

5. Long Course Title: ADVANCED TOPICS IN RESPONSIBLE BUSINESS

6. Short Course Title: ADVANCED TOPICS IN RESPONSIBLE BUSINESS

7. Effective Term/Calendar Year: Fall 2023

8. Language of Instruction: English

9. Calendar (Short) Course Description:

This seminar examines novel approaches to responsible business at depth. Students will examine key legacy works that are the foundation of these novel approaches as well as more recent scholarly advances. During the seminar, students will develop a deep appreciation for these works as well a critical basis for making their own contributions to these deepening conversations.

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

10. Expanded Course Description:

The scholarly discourse on responsible business draws on a myriad of legacy fields of study including, but not limited to, strategic management, organizational behavior, political economy, philosophy, history, economics, etc. While this broad

approach matches the complexity of the activities and structures endemic to responsible business, recent decades have witnessed the emergence of novel, integrative, theoretical approaches indigenous to the study of business's role in broader society. This seminar examines these novel approaches to responsible business at depth. Students will examine key legacy works that are the foundation of these novel approaches as well as more recent scholarly advances. During the seminar, students will develop a deep appreciation for these works as well as a critical basis for making their own contributions to these deepening conversations.

Specifically, by the end of this course you should be able to:

- Understand, recall, and explain core texts in the field of responsible business;
- Evaluate and critique research in the field;
- Recognize and contribute to leading edge theory and research in the field.

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

11. Course Learning Outcomes: Upon completion of the course, students will be able to display a deep understanding of the state of the art in scholarship on responsible business and will have demonstrated an ability to make novel contributions to same. (Necessary for Quality Assurance approval and cyclical program reviews)
What will students be able to do upon completion of this course specifically?

12. Rationale: This will be one of the required core courses for students wishing to earn a PhD specializing in the sustainability area. The course lays the necessary groundwork for students wishing to claim mastery of - and the ability to contribute to - the distinctive body of knowledge regarding the social, moral, and environmental responsibilities of business. The course will be taken together with the other required and elective courses in the extant Schulich PhD program where students learn the less specialized elements of broader business scholarship.
Please indicate how the proposed course will contribute to the academic objectives of the program. Please provide a description of the learning outcomes/objectives for the course. As well, please indicate the relationship of the proposed course to other existing options, particularly with respect to focus/content/approach. If overlap with other existing courses exists, please indicate the nature and extent of consultation that has taken place. Additionally, please append the program's existing learning outcomes as a separate document.

13. Evaluation:

1. Participation and class discussion:

Students will be expected to come to class having read the assigned readings and be prepared to discuss them. In addition, students will be assigned as discussion leaders for one or two papers for each session. The discussion of the article should relate the reading to the other readings for the session, evaluate the reading's main strengths and weaknesses, and highlight new directions for future research.

2. Article evaluations

Each week students will be expected to provide one paper summary of a selected reading. The summary should document the main contribution of the reading and suggest three main strengths and three main weaknesses of the article. The summaries should be no more than 4 pages double-spaced.

3. Term paper

Students will write an original and publishable paper based on one of the course topics. The paper may take the form of either a theoretical piece or the front-end of an empirical study. The paper should include a thorough review and critique of the literature up to this point and development of a conceptual framework. The paper should attempt to provide a contribution to the existing literature and propose a novel research idea or conceptual insight. If an empirical study is contemplated, students should review the data sources available for the study of the topic and the methods that will be employed to carry out the study. The length should be 25-30 double-spaced pages. Students should work closely with the instructor to develop their ideas, finding references and any other issues that arise.

Evaluation

Class participation	20%
Article evaluations	20%
Term paper	60%

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

14. Integrated Courses: none

Graduate courses may be integrated only with undergraduate courses at the 4000-level, where it is understood that 4000-level indicates an advanced level. Graduate students will

be expected to do work at a higher level than undergraduates. If the proposed course is to be integrated, please provide a grading scheme that clearly differentiates between the work that undergraduate and graduate students perform, including a description of how the work performed by graduate students is at a higher level. As well, please indicate the course information for the undergraduate/graduate course (i.e., Faculty/unit/course number/credit value) and include a statement from the relevant undergraduate/graduate chair or undergraduate/graduate director indicating agreement to the integration.

15. Cross-listed Courses: none

Cross-listed courses are offered between two or more programs. For cross-listed courses, please include a statement of agreement from the director of the other program(s).

16. Enrolment Notes: Students not accepted into a York University PhD program will require faculty permission.

Is the course limited to a specific group of students; closed to a specific group of students; and/or if there is any additional information necessary for the student to know before enrolling.

17. Faculty Resources:

Robert Phillips
Dirk Matten
Burkard Eberlein
Maxim Voronov

The course is expected to run in alternate years making the impact on faculty resources minimal

Provide the names of faculty members in your program qualified to teach this course.

Stipulate the frequency with which you expect this course to be offered, including the impact that this course will have on faculty resources.

18. Physical Resources: No additional resources required.

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

19. Bibliography and Library Statement:

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

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

20. Instructors and Faculty Coordinator

Initial instructor: Robert Phillips

Indicate who will be the first instructor for this course.

Alternative instructors: None

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

Course coordinator: Robert Phillips

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

21. Specializations

Primary area or specialization: SUST

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

Secondary areas or specializations: none

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

22. Student Contact and Enrolment

Contact hours: 39

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

Maximum enrolment: 55

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

Expected enrolment: 5

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

Evidence for enrolment expectations: some combination of expected 2 SUST specializers + 3 from other specializations (e.g., ORGS, SGMT)
Provide evidence or a rational argument for your enrolment expectations.

23. Human Participants Research N/A

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

24. Conditions for Approval

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

- a) The Area is deleting courses with at least the same total number of credits. Specify the course or courses being deleted.
- b) Provide a convincing case for the proposed course.
State the reason the program needs this new course and provide evidence that the Area has no elective with student enrolments low enough to warrant deletion.
Approval from the ADA will be required.

Originator:

Robert Phillips	17 February 2022
Signature	Date

Robert Phillips	SUST
Name	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.

Ruodan Shao, ORGS

Burkard Eberlein, SUST

Yuval Deutsch, PLCY

Mike Valente, SUST

Luke Zhu, ORGS

Charles Cho, SUST

Avis Devine, SUST

Maxim Voronov, SUST

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.

Geoffrey Kistruck
Signature

February 17, 2022
Date

Geoffrey Kistruck
Name of Coordinator or Director

Sustainability
Area or Specialization

Degree Program:

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

Eileen Fischer
Signature

February 17, 2022
Date

Eileen Fischer
Name of Program Director

PhD
Program

V. July 2021

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.

Eileen Fischer
Signature

February 17, 2022
Date

Eileen Fischer
Name of Committee Chair

PhD Committee
Committee

**SCHULICH SCHOOL OF BUSINESS
YORK UNIVERSITY**

SUST 7010 - ADVANCED TOPICS IN RESPONSIBLE BUSINESS

**Fall Term, 2023 [*red indicates placeholder*]
Tuesdays 2.30-5.30pm
Room: SSB S127**

Professor: Robert Phillips
Email: rphillips@schulich.yorku.ca
Office: SSB G326

PhD Secretary: Stephanie Allen
Office: N305
Email: sallen@schulich.yorku.ca

Aims and objectives

The scholarly discourse on responsible business draws on a myriad of legacy fields of study including, but not limited to, strategic management, organizational behavior, political economy, philosophy, history, economics, etc. While this broad approach matches the complexity of the activities and structures endemic to responsible business, recent decades have witnessed the emergence of novel, integrative, theoretical approaches indigenous to the study of business's role in broader society. This seminar examines these novel approaches to responsible business at depth. Students will examine key legacy works that are the foundation of these novel approaches as well as more recent scholarly advances. During the seminar, students will develop a deep appreciation for these works as well a critical basis for making their own contributions to these deepening conversations.

Specifically, by the end of this course you should be able to:

- Understand, recall, and explain core texts in the field of responsible business;
- Evaluate and critique research in the field;
- Recognize and contribute to leading edge theory and research in the field.

Course meetings

The course meets once weekly for three hours.

Session	Topic	Date	Session Leader
1	Introduction to Research on Responsible Business		
2	Responsible Business - Early Thought		
3	Corporate Social Responsibility		

4	Corporate Social Responsibility		
5	Stakeholder Theory		
6	Stakeholder Theory & Law		
7	Normative Stakeholder Theory		
8	Stakeholder Theory & Strategic Management		
9	Behavioral Stakeholder Theory		
10	Stakeholder Theory – Critical Perspectives		
11	Student Papers		
12	Student Papers		

Course Requirements

1. Participation and class discussion:

Students will be expected to come to class having read the assigned readings and be prepared to discuss them. In addition, students will be assigned as discussion leaders for one or two papers for each session. The discussion of the article should relate the reading to the other readings for the session, evaluate the reading's main strengths and weaknesses, and highlight new directions for future research.

2. Article evaluations

Each week students will be expected to provide one paper summary of a selected reading. The summary should document the main contribution of the reading and suggest three main strengths and three main weaknesses of the article. The summaries should be no more than 4 pages double-spaced.

3. Term paper

Students will write an original and publishable paper based on one of the course topics. The paper may take the form of either a theoretical piece or the front-end of an empirical study. The paper should include a thorough review and critique of the literature up to this point and development of a conceptual framework. The paper should attempt to provide a

contribution to the existing literature and propose a novel research idea or conceptual insight. If an empirical study is contemplated, students should review the data sources available for the study of the topic and the methods that will be employed to carry out the study. The length should be 25-30 double-spaced pages. Students should work closely with the instructor to develop their ideas, finding references and any other issues that arise.

Due dates:

- Feb 24 One-page outline of your paper topic and proposed contribution
- Mar 23 First draft of the paper
- Apr 23 Due date for the final, completed paper

Evaluation

Class participation	20%
Article evaluations	20%
Term paper	60%

Readings:

1. **Introduction to Research on Responsible Business**
 - Khurana, R. (2010). *From Higher Aims to Hired Hands*. Princeton University Press.

2. **Responsible Business - Early Thought**
 - Khurana, R. (2010). *From Higher Aims to Hired Hands*. Princeton University Press.

3. **Corporate Social Responsibility**
 - Walsh, J. P., Weber, K., & Margolis, J. D. 2003. Social issues and management: Our lost cause found. *Journal of Management*, 29(6): 859-881.
 - Moon, J. 2008. “Implicit” and “Explicit” CSR: A conceptual framework for a comparative understanding of corporate social responsibility. *Academy of Management Review*, 33 (2): 404-424.

4. **Corporate Social Responsibility**
 - Scherer, A. G., & Palazzo, G. 2011. The new political role of business in a globalized world – a review of a new perspective on CSR and its implications for the firm, governance, and democracy. *Journal of Management Studies*, 48(4): 899-931.
 - Scherer, A. G., & Palazzo, G. 2007. Toward a political conception of corporate responsibility: business and society seen from a Habermasian perspective.

- Schrempf-Stirling, J., Palazzo, G. and Phillips, R.A., 2016. Historic corporate social responsibility. *Academy of Management Review*, 41(4), pp. 700-719.
5. **Stakeholder Theory**
 - Freeman, R. E. (1984/2010). *Strategic Management: A Stakeholder Approach*. Cambridge university press.
 - Phillips, R., Freeman, R. E., & Wicks, A. C. (2003). What stakeholder theory is not. *Business Ethics Quarterly*, 13(4), 479-502.
 6. **Stakeholder Theory & Law**
 - Heminway, J.M., 2017. Shareholder Wealth Maximization as a Function of Statutes, Decisional Law, and Organic Documents. *Wash. & Lee L. Rev.*, 74: 939.
 - Stout, L. A. (2012). *The Shareholder Value Myth: How Putting Shareholders First Harms Investors, Corporations, and the Public*. Berrett-Koehler Publishers.
 7. **Normative Stakeholder Theory**
 - Phillips, R. (2003). *Stakeholder Theory and Organizational Ethics*. Berrett-Koehler Publishers.
 8. **Stakeholder Theory & Strategic Management**
 - Barney, J.B., 2018. Why resource-based theory's model of profit appropriation must incorporate a stakeholder perspective. *Strategic Management Journal*.
 - Stout, L.A. and Blair, M.M., 2017. A team production theory of corporate law. In *Corporate Governance* (pp. 169-250). Gower.
 9. **Behavioral Stakeholder Theory**
 - Rowley, T.J. and Moldoveanu, M., 2003. When Will Stakeholder Groups Act? An Interest-and Identity-based Model of Stakeholder Group Mobilization. *Academy of Management Review*. 28(2): 204-219.
 - Bridoux, F. and Stoelhorst, J.W., 2016. Stakeholder relationships and social welfare: behavioral theory of contributions to joint value creation. *Academy of Management Review*, 41(2), pp. 229-251.
 - Bridoux, F. and Stoelhorst, J.W., 2014. Microfoundations for stakeholder theory: Managing stakeholders with heterogeneous motives. *Strategic Management Journal*, 35(1), pp. 107-125.
 10. **Stakeholder Theory – Critical Perspectives**
 - Banerjee, S. B. (2008). Corporate social responsibility: The good, the bad and the ugly. *Critical sociology*, 34(1), 51-79.
 - Bebhuk, L. A., & Tallarita, R. (2020). The illusory promise of stakeholder governance. *Cornell L. Rev.*, 106, 91.
 11. **Student Papers**
 12. **Student Papers**



Memorandum

YORK UNIVERSITY
LIBRARIES

Office of the Dean

516 Scott Library
4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5601
F 416 736 5451
www.library.yorku.ca

To: **Professor Maxim Voronov**

From: Joy Kirchner, Dean of Libraries

Date: February 28, 2022

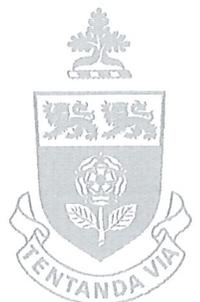
Subject: Library Support for the PhD in Business Administration (Major in Sustainability) Program

A handwritten signature in blue ink, appearing to read "Joy Kirchner", written over a horizontal line.

York University Libraries (YUL) is strongly positioned to support the curriculum and research needs of students and faculty in the PhD in Business Administration (Major in Sustainability) program. As noted in the Statement of Library Support, YUL provides access to an extensive array of resources and services that support the academic engagement of students and faculty in this program, inclusive of experiential education opportunities.

We look forward to contributing to the success of students and faculty in the PhD in Business Administration (Major in Sustainability) program.

cc: Patti Ryan, Director, Content Development and Analysis,
Andrea Kosavic, Associate Dean, Digital Engagement and Strategy
Jack Leong, Associate Dean of Libraries, Research and Open Scholarship
Kris Joseph, Digital Scholarship Librarian





PhD in Business Administration (Major in Sustainability)
Library Statement of Support

February 2022

This statement of library support for the proposed Sustainability major in Schulich's PhD in Business Administration has been prepared in accordance with the guidelines outlined in the Quality Assurance Framework as set out by the Ontario Universities Council on Quality Assurance. It describes some of the services and levels of support that York University Libraries (YUL) will be able to provide to students and faculty. YUL supports all programs through immersive spaces, diverse collections, instructional services, research assistance, access to knowledge resources, expertise with research dissemination and adaptive services.

This new Sustainability major is anchored in the existing Business Administration PhD program, but its holistic focus on sustainability invites dialogue with management theory, history, economics, sociology, political economy, and philosophy. In addition to collections-oriented interactions with York University Libraries' databases, electronic and print materials, the program's doctoral students are well-supported by services tailored to their experience. Our expertise in research data management, data services, digitally-informed research methods, scholarly communications, and open scholarship (including open science) help catalyze successful graduate studies and are forming an increasingly-integral component of research and dissertation work across campus. From a rich and diverse collection of print and electronic resources and tools, to one-on-one consultation services, instructional sessions, co-curricular offerings and group study spaces, the Libraries are well-positioned to support student success in what promises to be a rich, intensive program of study.

Most of the courses selected for the Sustainability major are drawn from existing curriculum. One new course (SUST 7010: Advanced Topics in Responsible Business) is being created, and while this support statement is intended to apply to the program as a whole, specific areas of support for SUST 7010 will be noted.

An overview of relevant York University Libraries services and resources for students and faculty is provided in subsequent sections.

Library Curriculum Integration

Information Literacy (IL) encompasses the skills to find, retrieve, evaluate, use and produce academic and creative work. It enables students to participate fully in a university environment and a disciplinary culture. IL integration strengthens alignment with Degree Level Expectations and the seven defined categories of broad knowledge and skills integral to Ontario's Quality Assurance Framework.

Scaffolding IL instruction is most effective when organized at the program level as it eliminates duplication, improves assignment outcomes, and enables students to apply their learning. IL instruction spans many areas including research strategy creation, research data management, scholarly communications, research impact metrics, digital methods, digital tools, data visualization, copyright, privacy and security. Based on [ACRL's Framework for IL for Higher Education](#), and years of experience, we suggest integrating library instruction into the introduction to the program orientation, graduate colloquium courses (DCAD 7600 and 7610), and research-oriented courses such as Logics of Research (DCAD 7100 – especially the unit on research impact), Research Design (DCAD 7250) and Qualitative Research Methods (DCAD 7400).

Students may benefit from dedicated, in-class workshops related to developing and implementing search strategies, tracking and correctly citing data sources, building research data management plans, and managing collections of reference materials and citations. A wide range of instructional modes is available, including blended learning modules, co-curricular programming, open educational resources and student seminars. In-class sessions should be organized and booked in advance of each semester's offerings, and requests can be submitted at <https://classrequests.library.yorku.ca/>

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To discuss curriculum integration in the areas of scholarly publishing, data management, digital cultures and pedagogy, open education, or digital scholarship, YUL welcomes faculty to contact the [Digital Scholarship Centre](#). The Digital Scholarship Centre (DSC) at York University Libraries houses knowledge in a range of digital tools and methods for web crawling and scraping, data cleaning, data curation, text processing and analytics, social graph analysis, data visualization, and linked open data applications, with an emphasis on sustainable, low-barrier approaches and open-source tools. The Digital Scholarship Centre draws expertise from a variety of departments within York University Libraries. The Digital Scholarship Infrastructure (DSI) supports students and faculty seeking assistance with [digital scholarship and digital humanities projects](#), open repositories, [digitization best practices](#), digital preservation, [research project design](#), eLearning, and [Open Educational Resources](#). The department also hosts [scholar-led journals](#) and can also consult on the development of course assignments working with unique digital collections stewarded by the Libraries. The Open Scholarship department (OS) supports student and faculty needs around [open access publishing](#), retaining author rights, [improving research visibility](#), [research data management](#), and adopting open science workflows. The department also hosts a [data services team](#) that can provide guidance on how to find and evaluate aggregated data and microdata sources for research projects as well as on how to document, publish, and preserve research data objects.

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Print materials relevant to the programs can also be found via OMNI, and York community members can arrange to have materials held at any of our libraries. Aside from York’s collection, our partnership with the OMNI network provides students and faculty members with access to print materials housed at any of our 16 partner institutions across Ontario.

Interlibrary Loans (RACER) Interlibrary loan and document delivery options are available through RACER for any additional information needs that may come up. There is no limit to the number of articles that a graduate student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge. Registration and requesting is available from: <http://www.library.yorku.ca/cms/resource-sharing/services-for-york-faculty-and-students/illrequestform/>.

Apart from more than 4300 books and ebooks related to business administration, York University Libraries has subscriptions to key journals that are referenced throughout the PhD in Sustainability’s course descriptions. These titles include *Academy of Management Review*, *Business Ethics Quarterly*, *Administrative Science Quarterly*, *Business & Society*, *Journal of Management* and *Journal of Global Ethics*. Access to these and many other publications directly related to Sustainability and Business Administration is provided through key databases like *EBSCO Business Source Complete*, *ProQuest Business*, and *APA PsycINFO*.

The new SUST 7010 course’s journal article readings are all accessible through these databases. The course description also includes readings from two books, both of which are available in physical and electronic form in the library’s catalogue. The York University Library collection includes another 250 books on the topic of stakeholder theory, which students may use for further reading and research.

Open Content

As part of its commitment to Open Access and Open Education, York University Libraries is placing increased emphasis on openly licensed and public domain materials for teaching and learning, including sources of open data. In addition, an increasingly wide range of Open Educational Resources (OER) are available through York University Libraries, and we have a guide to finding and evaluating these resources at <https://researchguides.library.yorku.ca/OER>.

The Libraries is also pleased to provide support for faculty members interested in creating OER for the benefit of the Sustainability PhD programs. Complementing our own Pressbooks publishing platform for

open textbooks, we encourage faculty members to explore and use eCampusOntario's OER tools, including their Pressbooks platform and their H5P platform for creating open, interactive course content. Learn more about eCampusOntario's commitment to open education at <https://www.ecampusontario.ca/open-education-resources/>.

Relevant Databases, Indexes, and Data Sources

As noted previously, many of the courses in the program will explore aspects of sustainability that touch on management theory, history, economics, sociology, political economy, and philosophy. The interdisciplinary nature of this approach can be addressed with many elements of the York University Libraries collections.

The Libraries provide access to hundreds of thousands of journals, the vast majority of which are accessible online. Articles are discoverable through the Omni library catalogue or through the Libraries' extensive set of article databases such as *Business Source Complete*. Our collection also features several sustainability- and ethics-focused resources including the *Sustainalytics* platform's ESG reports for more than 13,000 public companies and the Canadian Business Ethics Research Networks' E-Library of governance and sustainability materials.

Program-Related Research Guides

York University Libraries publishes research guides related to disciplines and topics addressed by York programs. Existing guides of interest to this program are:

- [Organizational Behaviour](#)
- [Corporate Governance](#)
- [Business Ethics](#)
- [Data & Statistics](#)
- [Data Visualization](#)
- [Digital Scholarship and Digital Humanities](#)

Email, Chat, and Consultation Services

In-person assistance with research, citation and other information is readily available from York University Libraries. Currently, online support is available through text messaging, email or through our online chat or drop-in zoom service. Chat and reference support services are accessible every day, with some reduced availability in the quieter Spring and Summer terms. Post-pandemic, librarians and staff will be available onsite at all branches, to provide tailored support for graduate students.

Students in this program may also take advantage of our consultation service, where individuals or groups meet with a subject specialist or data services librarian to discuss specific, assignment- or

research-related questions about information sources, search strategies, data storage and preservation questions, data analysis and visualization tools, and more. These consultations are available at regular hours throughout the week, and can be booked online at <https://www.library.yorku.ca/web/ask-services/book-a-consultation-with-a-librarian/>

Conclusion

York University Libraries welcome the opportunity to support the curricular and research needs of students and faculty in the proposed PhD in Business Administration's new Sustainability major. Our external partnerships program-integrated offerings of technology, space and expertise, and collaborative, multi-institutional collection building and the many programs and services mentioned above will contribute to the success of this PhD program in the years to come.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Richard Ross, Program Director Global Metals and Minerals Management

Date: February 4, 2022

Re: Creation of two new Post-Graduate Diplomas in Global Metals and Minerals Management

Motion: Approve the creation of a Post-Graduate Diploma Type 2 and a Post-Graduate Diploma Type 3 in Global Metals and Minerals Management.

Rationale: Metals and minerals play 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. The Canadian government is thus prioritizing the metals and minerals 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. The proposed diplomas will provide future leaders for the industry that will ensure the responsible development and use of metals and minerals to an industry that is experiencing significant changes. They will ensure access for a global audience, including current professionals in the metals and minerals industry, through an integrated, blended-learning format.

York University

Expedited Review

**Schulich School of Business
Graduate Diplomas (Types 2 and 3)
in
Global Metals and Minerals Management**

**Submitted to the
Ontario Universities Council on Quality Assurance**

February 2022

1. INTRODUCTION

Include a brief description of the proposed program. You may also choose to include additional information, such as a description of the consultation process undertaken and/or an analysis of demand for the program. Additionally, you may identify unique curriculum or program innovations, creative components, or significant high impact practices. Where appropriate, include additional elements, for example, consideration of equity, diversity and inclusion, special missions and mandates, and student populations that are being encouraged by governments, institutions, and others.

The proposed graduate diplomas in the field of Global Metals and Minerals Management (GMM) address an unfilled need for highly capable, responsible leaders in the global metals and minerals industry. Combining the Schulich School of Business's strength of high-quality management education and industry-specific expertise, the two proposed new graduate diplomas offer courses for a changing metals and minerals industry. This proposal refers to the proposed introduction of one type 2 (concurrent) diploma and one type 3 (standalone) diploma.

The GMM Diplomas were developed by faculty and instructors of the Global Metals and Minerals Management MBA program, which has been developing and delivering curricula for the unique Global Metals and Minerals Management MBA specialization since its foundation in 2012. This program has been at the forefront of business education in the metals and minerals sector through its unique blend of academic education, applied learning and industry collaboration. Additionally, other faculty at the Schulich School of Business and York University, industry professionals, alumni, and current students in the GMM MBA Specialization have been consulted and provided valuable feedback into the program development process. This approach of collaborative development has been utilized in the development of existing GMM courses and will be used going forward to ensure that a continuous improvement path will be followed in future. The result has been a unique program; based on a recent academic review of existing metals, minerals and mining business programs around the globe, no comparable offerings have been identified. That makes both the existing MBA specialization as well the proposed GMM Diplomas unique programs. With the introduction of the proposed innovative, integrative, and blended program structure, these programs ensure that the GMM area and the School are at the cutting-edge of metals and minerals business education. The vision of the diplomas is to provide a world-class global business education to current and future leaders in the global metals and minerals industry who will ensure the responsible development and use of metals and minerals.

These innovative programs will utilize an integrated, blended learning approach to develop leadership skills, global perspectives, and responsible behaviours in graduates. The GMM Diplomas consists of 16.5 credits and span a one-year period which includes a combination of online education and two in-person residences. The first residence will be held offsite near an active mining region, for example Sudbury, Canada or Atacama, Chile. Holding a residence in such a location will allow for applied and experiential learning by incorporating mine site visits and engagements with local stakeholders, governments, and related downstream businesses. The second residence will be held in Toronto at the Schulich School of Business (the "School"), York University (the "University") Keele Campus. Interactions with executives and professionals from corporate offices, financial institutions, consulting firms and other relevant businesses from the metals and minerals industry will be incorporated into the curriculum, thus providing for additional experiential learning opportunities. This new innovative program structure, aligned with the School's and the University's strategic goals,

opens the Diplomas up for global participants and fosters the development of cross-cultural skills important for work in the global metals and minerals industry.

The GMM Diplomas will serve two sets of potential students. The proposed Graduate Diploma type 2 in Global Metals and Minerals Management (“GMM Diploma type 2”) will serve existing MBA program students who seek to further strengthen their knowledge in the metals and minerals value chain and enhance their leadership skills by offering a concurrent diploma. Students enrolled in the School’s MBA program will have the opportunity to obtain a diploma by adding one additional 3- credit course and either a 10-week internship in the metals and minerals industry or a metals and minerals industry focused MBA strategy field study to the GMM MBA specialization requirements. These additional requirements allow students to apply the learnings from GMM courses in an applied way. The GMM Diploma type 2 students will join courses that have been developed for MBA students at the School specializing in Global Metals and Minerals Management as well as students taking the GMM Diploma type 3 outlined below.

The Graduate Diploma type 3 in Global Metals and Minerals Management (“GMM Diploma type 3”) is a business program for individuals currently working at entry to mid-level management positions in companies where metals and minerals play an important role. This could be a company involved in the exploration, development, or production of metals and minerals as well as end-consumer companies that rely on metals and minerals as critical raw materials. Individuals working in consulting, financial services, government, supply chain or other businesses that interact with the metals and minerals Industry will also benefit greatly from this GMM Diploma. It focuses on strengthening their knowledge of the metals and minerals value chain and to further develop their leadership skills. The GMM Diploma type 3 students will take courses that have been developed for MBA students at the School specializing in Global Metals and Minerals Management and GMM Diploma type 2 students. GMM Diploma type 3 students will participate in the same classes with MBA and Diploma type 2 students, without the requirement of taking a full MBA degree.

Demand for the Program

Metals and minerals play 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. 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. 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 global demand for their battery technology. The Canadian government is also prioritizing the metals and minerals 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. It is thus an opportune time to develop new career paths into the metals and minerals industry through program offerings such as the GMM Diplomas. These offerings will provide future leaders that will ensure the responsible development and use of metals and minerals to an industry that is experiencing significant changes.

These global changes can also be seen in the potential student pool of the existing GMM specialization. In recent years, the program has received an increased number of inquiries about opportunities to take existing GMM specialization courses a) outside of the MBA degree

program and, b) in flexible delivery formats, either online or in blended format. An analysis of email inquiries directed to the general GMM email account between 2018 to 2021 shows that between 20 to 35% of questions were focused on either online/blended learning offerings or study options outside the MBA program or both. Additionally, direct inquiries were made to the Program Director and Associate Director, as well as through the Schulich Executive Education Center. Engagement with industry, for example with search firms specializing in mining, strengthened this impression as well. The area is therefore confident, that with additional promotional and marketing efforts, a steady cohort size of around 25 to 30 students consisting of GMM Diploma type 2, GMM Diploma type 3 and MBA specialization students can be achieved.

The GMM Diplomas will share the same course requirements and are based on two key curriculum innovations, inspired by the School's and University's strategic goals: 1) a blended-learning format and 2) an integrated, experiential teaching approach. The blended-learning format includes two 1-week residences, one at the beginning of the fall semester and one at the end of the fall semester. These residences will bring students from around the globe together at an off-site location (first residence) or at the School's Keele Campus (second residence). Both weeks include a mix of mini-lectures, workshop-style classes, seminars, group work, group coaching, guest speakers, engagement with local businesses and stakeholders, site visits, and social activities. This enables students to fully immerse themselves in the metal and minerals value chain while forming relationships with colleagues, industry professionals, stakeholders, and instructors. For the duration of the program the students are engaged in weekly online activities such as asynchronous work based on pre-recorded lectures, videos, readings, and presentations. Additionally, weekly online classes allow for application, analysis, and evaluation exercises. Offering four of the required courses in a blended format in one semester allows for an integrated teaching approach. This allows instructors to teach the curriculum through interconnected weekly themes, spanning across the traditional, individual courses and thus linking key learning objectives much more closely than via independent courses. The innovative program structure will ensure that the program is accessible and attractive to the targeted program audience.

To ensure a diverse student base and the accessibility of the program globally, it is the goal of the area to ensure that financial, academic, administrative and industry support will be available to students.

Throughout the development of the GMM Diplomas, engagement with industry professionals has highlighted the importance of a combination of hard and soft skills for leaders in the metals and minerals industry. Managers and leaders must make day-to-day business decisions that address the major challenges the global metals and minerals industry is experiencing. This includes an understanding of the global metals and minerals value chain supported by collaborative leadership, responsible business behaviour, and a global perspective. Interviews with industry professionals, current students and GMM alumni have further highlighted that these skills are indeed much needed career boosters in the metals and minerals industry. Support letters from industry representatives and GMM alumni can be found in Appendix A.

2. EVALUATION CRITERIA

2.1 Objectives of the program (QAF 2.1.2.1)

Clearly describe:

- *The program's objectives (see Definition and Guidance);*
- *The degree nomenclature given the program's objectives; and*
- *The consistency of the program with the institution's mission and academic plans.*

The objective of the GMM Diplomas is to develop leaders who will ensure the responsible development and use of metals and minerals globally.

We will achieve this by providing 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 evaluation of the critical role that the metals and minerals industry play in the global economy. This includes the entire value chain from the responsible extraction of metals and minerals to the sustainable end use of these materials.
- The development of leadership skills that empower our students to make responsible choices to create superior wealth while ensuring the responsible development and use of metals and minerals for the benefit of all stakeholders.

York University outlines its six priorities for action in its 2020 -2025 University Academic Plan (UAP). These areas include: 21st century learning, knowledge for the future, from access to success, advancing global engagement, working in partnership, and living well together. The GMM Diploma will address and enhance most of these priorities.

- 21st century learning: The GMM Diplomas are focused on developing valuable leadership skills for its graduates. While these skills are applied within the context of the metals and minerals industry during the program, many of the key learnings will be applicable in other industries and contexts as well. The program contributes to a better understanding of the role metals and minerals play in a low carbon future. It uses 21st century technology to bring its learnings to life in a blended learning format.
- Knowledge for the future: The GMM program is partnering with faculty from across Schulich, York and other educational institutions to produce research that is relevant to industry and education alike. This will include the further development of the underpinning GMM frameworks and models that form the basis of the GMM program.
- From access to success: The GMM Diplomas will offer students from around the globe the ability to access education using a blended learning format. The structure of the program furthermore enables flexibility in the curriculum and includes individual coaching to ensure student success. Various perspectives are covered in all courses of the program, with special attention to indigenous worldviews and diverse cultures. Speakers from indigenous and diverse backgrounds are invited to participate throughout the curriculum of the program.

- **Advancing global engagement:** The GMM Diplomas give students a chance to learn in team settings where they will encounter colleagues from different diverse backgrounds. Cultural aspects are included in the program curriculum and provide the opportunity to improve cross-cultural skill sets. Furthermore, the program residences are held in various locations, many of them internationally. This provides students with real opportunities to experience diverse cultures and learn how to collaborate with people from diverse backgrounds.
- **Working in partnerships:** The GMM area will seek partners from industry to support the experiential learning components of the program. Furthermore, for the delivery of the residences, local educational institutions will be sought out to increase academic collaboration. Indications of interest have already been received from potential partners in South America.
- **Living well together:** The GMM Diplomas take a personal approach to education. All faculty members, instructors, and guest speakers welcome student interactions and personal coaching provides for a sense of connection between students and instructors. Furthermore, the inclusion of social activities during the residences fosters strong cohort relationships and a sense of connection. The program will increase its efforts to create a strong alumni club that mirrors the sense of belonging the specialization has been creating for students since its inception.

The title of Graduate Diplomas in Global Metals and Minerals Management has been chosen to indicate that the program curriculum is aligned with the recent developments in the metals and minerals industry: a focus on minerals and metals products, their value chains and uses rather than on the mining operations and processing. This has also been infused into the program learning objectives, which highlight collaboration within the metals and minerals industry and along its global value chain; responsible development and use of metals and minerals; and global perspectives on the importance of metals and minerals in the world economy.

2.2 Program Requirements (QAF 2.1.2.2)

Describe:

How the program's structure and requirements meet the program objectives and program-level learning outcomes

How the program's structure, requirements and program-level learning outcomes ensure students meet the institution's Undergraduate or Graduate Degree Level Expectations

How the proposed mode(s) of delivery facilitate the students' successful completion of the program-level learning outcomes; and

The ways in which the curriculum addresses the current state of the discipline or area of study.

NOTE: Ensure that the proposal makes a clear distinction between program objectives and program-level learning outcomes. Guidance on program objectives and program-level learning outcomes, including examples, is available [here](#). It may be helpful to include a table that maps program requirements (i.e., courses, experiential education requirements, theses or major research projects) to program objectives and program-level learning outcomes.

Overview of Program Structure

The curriculum of the Diplomas is designed to provide the in-depth knowledge and skills necessary to lead the responsible development and use of metals and minerals throughout their global value chain. The metals and minerals industry is a highly complex field driven by increased government and legal scrutiny, changing consumer expectations, increasing stakeholder pressures, and emerging societal needs related to a sustainable, low carbon future. Students are exposed to technical basics to understand the foundational business drivers in the metals and minerals industry through guest lectures and asynchronous course material. However, the focus of the program is on the strategic, leadership and managerial skill sets necessary to lead companies in the metals and minerals industry, including those organizations that rely on metals and minerals in their own value or supply chains. Thus, the majority of the course work reflects these key skills in the core required courses of the program. These include GMMM6100 Strategies for Wealth Creation in the Metals and Minerals Industry; GMMM6200 Financing Mineral Development; GMMM6300 Stakeholder Collaboration for Responsible Mineral Development and Use; and GMMM6400 Organizational Excellence in the Metals and Minerals Industry. An experiential research study course, GMMM6500, in the final term will also help in the further development of a mixture of technical and leadership skills as students integrate their learning in an industry-involved project on the metals and minerals industry. A brief description of the program structure and the programs key features can be found in Appendix B.

The course load in each term has been kept to a manageable level so that students will be able to complete the program while employed full-time. This also allows for students to focus on interactions with industry and potential employers (with opportunities facilitated by the program).

The proposed Diplomas span all sectors of the broad metals and minerals industry. These include junior and major mining companies, investors, shareholders, financial institutions, EPC/EPCMs, refineries, smelters, transportation and logistics companies, suppliers, manufacturers of semi-products and consumer products. There are many stakeholder groups in metals and minerals companies, and they all interact with one another in a complex manner. The interests and objectives of these stakeholders may not always be goal congruent, requiring complex trade-offs in the way companies engage with each of them. In addition, organizations in each subsector of the metals and minerals industry are also highly interdependent which means that decisions made at one end of the value chain can have significant impacts on the other actors involved. Capital spent on exploration by juniors to increase the supply of lithium for example may lead to decreasing prices of batteries for electric vehicle producers. On the other hand, increased societal and government pressures will push companies to adjust the operations and processing plants, thus effecting changes in the profitability of the companies. Such a complex setting requires innovative use of financial and non-financial goals and measures to lead companies in the metals and minerals value chain.

Program Learning Outcomes

The learning outcomes for the program are detailed below. They have been mapped against the program's courses in Appendix C. The program structure ensures that students achieve the program objectives and program-level learning outcomes in an integrated, engaged, and meaningful manner. The residences, course work and individual research study (GMMM6500) support the application, analysis, and evaluation of real-life problems and support the development of leadership and collaboration skills (program level learning outcome 1, program objective 1). The close collaboration with colleagues, industry, a variety of stakeholders from around the world during the residences, and group and individual project work contributes to the development of a global mindset (program level learning outcome 2, program objective 2).

The program objectives:

- A) To develop leaders who will ensure the responsible development and use of metals and minerals globally.
- B) To provide a world-class global business education to current and future leaders in companies where metals and minerals play an important role.

The Program Learning Outcomes are:

- 1) Graduates demonstrate excellent leadership skills, including the ability to:
 - 1.1 Communicate: create engaging reports and presentations for diverse audiences
 - 1.2 Collaborate: identify, develop, and enable collaboration opportunities
 - 1.3 Develop Self-Awareness: use reflection and other feedback to continuously learn and improve their skills
 - 1.4 Make Decisions make sound decisions based on reliable information, analysis, and evaluation
- 2) Graduates behave as responsible business leaders, including the ability to:
 - 2.1 Make Responsible Choices: create strategies for superior wealth creation in the metals & minerals industry
 - 2.2 Create Superior Wealth: support the responsible development and use of metals & minerals
 - 2.3 Ensure Equitable Distribution to Stakeholders: collaborate with stakeholders to ensure benefits are shared by all
 - 2.4 Foster Organizational Excellence: assess, develop, and enable organizational excellence models for successful strategy implementation
- 3) Graduates of the program achieve global perspectives, including the ability to:
 - 3.1 Analyse the critical role of metals & minerals in the global economy
 - 3.2 Distinguish and connect the various elements of the global metals & minerals value chain, from mine to end-consumers
 - 3.3 Relate to and work with people from diverse backgrounds and in diverse business environments

The Schulich Master Programs Committee, Faculty Council, and the GMM Advisory Council will be charged with reviewing these objectives on a periodic basis under the guidance of the associate program director.

Course Work

The program will require students to complete 16.5 credits over three terms. The core curriculum comprises one 1.5- credit course and five 3- credit courses (and no electives). The first term (winter semester) includes one 1.5- credit course. The second term (fall semester) consists of four 3- credit courses. The third term (winter semester) concludes the program with a 3- credit research study course. These courses are existing courses offered in the MBA specialization. One new 3- credit course has been added in the third term. The figure below shows the timing and sequency of courses in both GMM Diplomas.

Term 1 (Winter Term, January to April)	Term 2 (Fall Term, from September to December)	Term 3 (Between January and August of the following year)
<p><i>GMMM5100 1.5</i> Metals & Minerals in the Global Economy</p> <ul style="list-style-type: none"> • Half credit course • Fully online • Mix of asynchronous work based on pre-recorded lectures, videos, readings, and presentations, and online classes • Introduces foundations of program 	<p><i>GMMM6100 1.5</i> Strategies for Wealth Creation in the Metals & Minerals Industry</p> <p><i>GMMM6200 3.0</i> Financing Mineral Development</p> <p><i>GMMM6300 3.0</i> Stakeholder Collaboration for Responsible Mineral Development & Use</p> <p><i>GMMM6400 1.5</i> Organizational Excellence in the Metals & Minerals Industry</p> <ul style="list-style-type: none"> • All four courses taught integrated into weekly topics • Online • Mix of asynchronous work based on pre-recorded lectures, videos, readings, and presentations; and online classes 	<p><i>GMMM6500 3.0</i> Applying Strategy in Metals & Minerals</p> <ul style="list-style-type: none"> • Full credit course • Fully remote • Individual research study with weekly individual coaching by instructor • In-depth application of concepts and learnings from other GMMM courses • Allows students to apply learnings to their own organizations
<p>Please note: The above GMM program structure applies to both diplomas (type 2 and 3)</p>		

The short descriptions of all the courses in the program can be viewed in Appendix D. The full set of course outlines can be found in Appendix E.

Course sequencing was carefully considered in the design of the program. The 1.5-credit course in the first semester will create a foundational understanding of the metals and minerals value chain and the key concepts taught in the program. The courses in the second semester will then offer students an opportunity to deepen their skills and knowledge while the last term allows for application in an experiential setting.

Mode of delivery

The program outcomes will be achieved via an integrated, theme-based, and blended delivery format. The nature of the coursework varies, depending on the expected learning outcomes for each course. This is supported through the blended-learning delivery of the program courses.

The 1.5-credit course in the first semester will be taught online using a mix of synchronous teaching formats such as virtual classes, virtual group work, virtual guest lectures as well as asynchronous formats such as readings, recorded lectures, external and internal videos.

A special part of this course are the online videos in the Metals and Minerals Fundamentals video series. This video series consists of two sections of pre-recorded videos that focus on some of the key technical fundamentals of the metals and minerals industry. The first section, which forms an important part of this course, is focused on the mining life cycle, and includes topics such as exploration, mine development, mining methods, processing, and reclamation. The topics in this video series are part of the weekly assigned material and are aligned with the weekly objectives of the course. Each video is between 30 to 90 minutes in length, and this has been considered in the weekly allocation of other preparation, homework, or assignments.

In the second term, a variety of different teaching modes will be utilized. A part of each course will be taught over the course of two in-person residences. The first residence will be held in the beginning of the semester at an off-site location with a focus on integrated, experiential learning using a combination of in-person mini-lectures, workshop-style classes, seminars, group work, group coaching, guest lectures, and site visits. This gives students the opportunity to be immersed in real-life industry experiences. A substantial part of the content of all four second term courses will be covered in an integrated, theme-based manner over the course of one-week; this allows for the workload during the remainder of the semester to be reduced. Weekly class times will thus be reduced for the majority of the semester. A mix of synchronous, online classes and asynchronous activities via pre-recorded lectures, videos, readings, or presentations will be utilized for the duration of the semester (weeks 2 to 11 in the regular academic calendar). These different modalities offer students alternative ways to interact with the course content, ensuring that different types of learning styles are addressed in the program delivery. Students are enabled to learn in different ways and at different speeds, giving them the flexibility to adjust parts of the curriculum to their individual needs. At the end of the semester, students attend a second, one-week residence. This residence will be held at the School's Keele Campus and will include a mix of in-person mini-lectures, workshop-style classes, seminars, group work, group coaching, guest lectures, and site visits. This second week of residence provides students with the renewed opportunity to experience first-hand industry interactions with industry professionals from the Greater Toronto Area. They also contain another substantial part of the course content, which contributes to the lighter course work for the duration of the semester. The second section of the Metals and Minerals Fundamentals video series will be assigned to students over the course of the second semester. The focus of this second section is on the products of the metals and minerals industry, with topics such as base metals, precious metals, battery metals and energy generation metals. These topics are aligned with the themes and case studies covered during the semester and are part of the weekly assigned preparation for students. The tables below represent the integrative teaching mode of the second term.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Theme 1	Theme 2		Theme 3		
GMMM 6100	<i>5-7 Day Residency</i> <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 Products</i>		Base Metals	Precious Metals and Gemstones	Steel Making Metals	Agriculture & Industrial Minerals	

	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Theme 4		Theme 5		Theme 6	
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>	Agriculture & Industrial Minerals (continued)	Battery & Rare Earth Metals		Energy Generation Metals		

The third term 3.0-credit course will be taught full online. Students will independently work on this research study, supported by ongoing (weekly) coaching from the course instructor.

Experiential Education

The program learning outcomes will also be achieved via several experiential learning opportunities, which are an integral part of the proposed new programs. Experiential activities are embedded in most courses via learning activities such as case analyses and discussion, guest lectures from industry, and industry- focused projects. Additionally, these opportunities also exist during the two residences, which will expose students to a range of different stakeholders from government representatives and community leaders to executives and investors.

Every student will also take the 3- credit research study course in term 3, which requires students to engage with real-world organizations. In this course, students have 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 will vary widely in scope, nature, and topic depending on students' backgrounds and career ambitions. However, all students will identify an organization in the metals and minerals industry to work with; create a project plan; identify the organization's key challenges and opportunities; collect and analyse data; and present their recommendations to the instructor, their peers, and the organization. This will provide students with key insights on how to manage a project, how to conduct industry analysis and how to communicate their insights to a variety of audiences, including executives. For students who are already working in the metals and minerals industry can apply the learnings from the program to their work environment. For others, this will also build essential connections with employers and develop wide-reaching networks that will help boost career prospects at the end of their studies. The program will rely on the strength of the School's metals and minerals-focused professional networks as well as the alumni pool in the sourcing of projects for the course.

2.3 Program Requirements for graduate programs only (QAF 2.1.2.3)

Provide a clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time period.

Provide evidence that each graduate student is required to take a minimum of two-thirds of the course requirements from among graduate-level courses.

For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion.

The program consists of 16.5 credits in total and is designed to be completed within 12 months. Students complete between 1.5 to 12 credits per term which is a course load that allows students to complete all requirements within a one-year period; additionally, this is also attainable for students who are working part- or full-time while enrolled in the program. Students in the type 2 diploma, who are pursuing their MBA simultaneously, will be able to accommodate MBA program requirements and GMM Diploma (type 2) program requirements. The first term of the diploma only requires students to take one 1.5-credit course, which can be taken as an elective within the first year, second term of the MBA

program. During the second term of the diploma, students will be able to partake in the MBA 601 Strategy Field Study while also fulfilling the diploma program requirements. This can be achieved through the incorporation of residences which allow for significant parts of the course content to be shifted to the beginning and end of the semester, thus reducing the weekly workload for the remainder of the semester.

The table below compares the student pathway through the three different study options available for the GMM program. Note that the distinguishing difference between the requirements for the two diplomas is that students in the concurrent diploma (type 2) can choose between conducting the MBA 601 Field Study in the metals and minerals sector or completing a 10-week residence. The option of conducting an MBA 601 Field Study is not available to standalone diploma (type 3) students.

Study Option	Total Credits	Program Requirements
Concurrent Diploma (Type 2)	16.5	<p><i>Term 1 (Winter Semester)</i></p> <ul style="list-style-type: none"> • GMMM5100 1.5 Metals & Minerals in the Global Economy * <p><i>Term 2 (Fall Semester)</i></p> <ul style="list-style-type: none"> • GMMM6100 3.0 Strategies for Wealth Creation in the Metals & Minerals Industry * • GMMM6200 3.0 Financing Mineral Development * • GMMM6300 3.0 Stakeholder Collaboration for Responsible Mineral Development & Use * • GMMM6400 3.0 Organizational Excellence in the Metals & Minerals Industry * <p><i>Term 3 (Winter Semester)</i></p> <ul style="list-style-type: none"> • GMMM6500 3.0 Applying Strategy in Metals & Minerals (Term 3) <p><i>Additional</i></p> <ul style="list-style-type: none"> • 601 Strategy Field Study <u>OR</u> a 10-week internship in the Metals & Minerals or related Industry. Upon approval, prior work experience and/or prior internships in the Metals & Minerals Industry may be considered as a substitute for the 10-week internship requirement.
Standalone Diploma (Type 3)	16.5	<p><i>Term 1 (Winter Semester)</i></p> <ul style="list-style-type: none"> • GMMM5100 1.5 Metals & Minerals in the Global Economy * <p><i>Term 2 (Fall Semester)</i></p> <ul style="list-style-type: none"> • GMMM6100 3.0 Strategies for Wealth Creation in the Metals & Minerals Industry * • GMMM6200 3.0 Financing Mineral Development * • GMMM6300 3.0 Stakeholder Collaboration for Responsible Mineral Development & Use * • GMMM6400 3.0 Organizational Excellence in the Metals & Minerals Industry * <p><i>Term 3 (Winter Semester)</i></p> <ul style="list-style-type: none"> • GMMM6500 3.0 Applying Strategy in Metals & Minerals (Term 3)

		<p><i>Additional</i></p> <ul style="list-style-type: none"> • 10-week internship in the Metals & Minerals or related Industry. Upon approval, prior work experience and/or prior internships in the Metals & Minerals Industry may be considered as a substitute for the 10-week internship requirement.
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*Note: All course marked with an asterisk * are courses that are part of the MBA specialization.*

All courses taken in the program are graduate level courses. The program requirements mirror the innovative and integrative nature of the program structure and contribute to the School and University-level strategic calls for increased accessibility, experiential learning, and integration of applied learning.

As a program that aims to attract global students and working professionals from the metals and minerals industry, the GMM Diploma type 3 (standalone) needs to provide enough flexibility to allow for a continuation of work for the duration of the program. While the program spans a one-year period the combination of online education and in-person residences as outlined above allows students to complete the program while also working. The first term of the program only contains a 1.5- credit course, which is taught fully online. It allows students to get familiarized with the Schulich School of Business, the GMM program and the online teaching system (Canvas). In the second term, the two residences require students to attend in person, either at an off-site location (Residence 1) or at the Schulich School of Business Keele Campus (Residence 2). By covering a substantial part of content during the residences, the weekly classes and workload can be decreased to give students the flexibility to balance their workload and the program. That means that the workload for the duration of the Fall semester is comparable to that in a MBA program, however with a substantial part of the work and learning occurring during the two residences. The area will strive to work with industry to encourage employer support in providing accommodations for employees enrolled in the program.

The last semester with one full credit course rounds out the program requirements with an individual research study, which students may apply to their current role and/or organization. This course allows for flexibility in its project plan but requires weekly online coaching meetings with the instructor. It is the area's hope and believe that industry will be supportive of such a program and will enable students to participate. This has been strengthened through conversations with industry professionals (also refer to the Industry Support Letters).

As an industry-focused program, the courses focus on professional perspectives and use industry projects and case studies in lieu of traditional academic research.

2.4 Assessment of teaching and learning (QAF 2.1.2.4)

Describe the methods for assessing student achievement of the program-level learning outcomes and degree level expectations and the appropriateness of these methods.

Describe the program's plans to monitor and assess:

- i. The overall quality of the program;*
- ii. Whether the program is achieving in practice its proposed objectives;*
- iii. Whether its students are achieving the program-level learning outcomes; and*
- iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.*

NOTE: In this section, the proposal should again make a clear distinction between program-level learning outcomes, program objectives, and degree-level expectations. Additionally, programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled as well as post-graduation metrics. Please see [Guidance on Assessment of Teaching and Learning](#) for advice from the Appraisal Committee on how to satisfy these criteria.

The grading and assessment process will be that used in other Schulich graduate programs. Overall course grades will be based on the student's performance on the various assessments of the courses, including written assignments, case analyses, teamwork, presentations, and the Personal Values Assessment. All of these will be used to assess the achievement of the learning outcomes.

The Personal Value Assessment is unique feature of the GMM program, which has been used to assess student's class contribution, self-awareness, and leadership skills in the GMM MBA specialization for over five years. This assignment combines self-reflection exercises with peer feedback and coaching sessions to provide students with guidance on a journey to improving their personal and professional decision making and their interactions with others. This feature will be used in both Diploma programs to assess the learning outcome 1. leadership skills, including 1.1 communication, 1.2 collaboration, 1.3 self-awareness, and 1.4 decision-making.

Please see the program's curriculum map included in the program objectives and learning outcomes presented in Appendix C for courses in which learning outcomes will be assessed.

The assessment of students' performance levels vis-a-vis learning outcomes will be supported by Schulich's learning management system, Canvas. This system offers learning outcome functionality in which outcomes can be set and aligned at both the course and program levels, and assessments can be aligned to outcomes through the use of course-specific or program-wide grading rubrics. The grading of student work in Canvas results in the automatic collection and compilation of data on student progress and allows for the tracking and reporting of performance levels to support the enhancement of curriculum and teaching, the identification of at-risk students, and reporting requirements for accreditation processes.

The performance data will serve as the basis of the program's continual improvement process, enabling evidence-based decision-making with regards to the identification of gaps in student performance in relation to the expected learning outcomes, and the 'closing of

the loop’ on its curricular improvement initiatives (course or program level modifications) undertaken to address these gaps. The student performance data from Canvas will be used to prepare reports for the program director to review after the completion of each academic year. These reports will indicate student performance data on the assessments tied to each outcome, and when compared against the program’s benchmarks for achievement, are intended to serve as a guide for the program director in determining whether any course and program modifications may be needed to better enable students to achieve the learning outcomes of the program

Furthermore, regular review with industry professionals, faculty members, alumni, and eLearning specialists will ensure the quality of the program and will provide insights on whether program objectives remain relevant to industry as well as whether the objectives are achieved. The metrics used for the review will be developed in collaboration with the ADA’s Office at the School by using the data outlined above; they may additionally include student exit interviews, student feedback, instructor feedback, alumni surveys and tracking, graduation percentages, grades, and grade progresses. The information will be documented in excel which allows ongoing monitoring of student progress and program success.

2.5 Admission Requirements (QAF 2.1.2.5)

Describe the program’s admission requirements and their appropriateness, given the program objectives and program-level learning outcomes.

Provide an explanation of any applicable alternative admission requirements, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

For the GMM Diploma type 2, the admissions requirements are the same as MBA admissions requirements plus the requirement to submit a current CV and a cover letter. The cover letter should outline the student’s interest in the metals and minerals industry and present sound reasoning on why the student should be admitted into the GMM Diploma type 2 program. Upon review of the application package, students will meet with a GMM faculty member for an interview.

Given that Diploma students and MBA specialization students will be in the same classes, the program will need to ensure that all students bring a minimum knowledge in business-related areas with them. This is achieved through the following admissions requirements:

Study Option	Total Credits	Admissions Requirements
Concurrent Diploma (Type 2)	16.5	<ul style="list-style-type: none"> • Enrolled in MBA program • Application package including CV and cover letter outlining interest in the metals and minerals industry as well as providing reasons why students should be admitted • Interview with a GMM faculty member

Standalone Diploma (Type 3)	16.5	<ul style="list-style-type: none"> • Undergraduate Degree • MBA or other business focused master's degree • 5 to 10 years of full-time work experience • English language proficiency (IELTS or TOEFL) <p style="text-align: center;"><u>OR</u></p> <p style="text-align: center;">For applicants with a master's degree in non-business-related fields, 5 to 10 years of full-time work experience plus an additional 3+ years of managerial, full-time work experience may be counted.</p> <p style="text-align: center;"><u>OR</u></p> <p style="text-align: center;">For applicants without a master's degree, 3+ years of full-time work experience plus an additional 7+ years of managerial, full-time work experience may be counted.</p>
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Exceptions may be made on an individual basis and may require an interview with a GMM faculty member.

2.6 Resources (QAF 2.1.2.6)

Given the program's planned / anticipated class sizes and cohorts as well as its program-level learning outcomes:

- a) *Provide evidence of participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;*

NOTE: It may be helpful to create a table or map detailing faculty teaching assignments.

As applicable, discuss and/or explain the role and approximate percentage of adjunct/part-time faculty/limited term appointments used in the delivery of the program, including plans to ensure the sustainability of the program and the quality of the student experience;

NOTE: For programs in which sessional/adjunct faculty have a large role: provide evidence of a long-term plan to ensure that a sustainable, quality program will be delivered when a large proportion of the courses are to be taught by sessional instructors/adjunct faculty. This should include a rationale for the use of a large number of sessional faculty for program delivery, how and from where sessional instructors will be recruited, concrete plans for how a stable and consistent approach to teaching the program's learning outcomes will be ensured, and information regarding how a consistent assessment of the students' achievement of these learning outcomes will be maintained under these circumstances.

Enrolment Projections & Class Sizes

The School plans to launch the programs in the Fall of 2023 with an initial class size of approximately 15 to 25 students, drawn from all three study options (existing MBA specialization, Diploma type 2, Diploma type 3). Enrolment will be capped at 35 students per cohort. The expected steady-state maximum program enrolment target is one full class of 25 to 30 students per academic year. Class sizes will be capped at 35 students. This lower than usual maximum is due to the additional logistics and challenges in the delivery of the off-site residences.

Full-Time Format

The Diplomas will be launched as full-time programs. As the courses will be scheduled in the evenings, online and as intensives (residences), the format will also likely be attractive to working professionals who want to progress to higher or broader organizational leadership roles but prefer not to opt out of their current employment situation to complete the program.

Housing of Courses within the School

All courses with the GMMM program rubric will be housed within the GMM area. In addition to its other initiatives, the area will be responsible for the scheduling and staffing of courses as well as curriculum development and administration of course and program related matters. The current area administrative staff will be assisting with the administration of the program.

Teaching Resources

The resources for this program will largely be drawn from the resource base of the School, with all four instructors coming from the GMM MBA specialization.

The table below represents the teaching assignments for the GMMM courses. As the list indicates, the program will be taught by a mix of full-time Schulich instructors and part-time GMM instructors who are professionals from the metals and minerals industry. Please see Appendix F for the CVs of the instructors in the GMM program.

Instructor	Course(s)	Duration with GMM
Richard Ross Program Director	GMMM6100 Strategies for Wealth Creation in the Metals and Minerals Industry GMMM6200 Financing Mineral Development	2011
Claudia Mueller Associate Director	GMMM5100 Metals and Minerals in the Global Economy GMMM6400 Organizational Excellence in the Metals and Minerals Industry	2012
Carolyn Burns Part-time Instructor	GMMM6300 Stakeholder Collaboration for Responsible Mineral Development and Use	2018
Larry Smith Part-time Instructor	GMMM6200 Financing Mineral Development (partial) GMMM5100 Metals and Minerals in the Global Economy (partial)	2012

Ran Maoz	GMMM6200 Financing Mineral Development (partial) GMMM5100 Metals and Minerals in the Global Economy (partial)	2020
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Any additional part-time instructors will be hired on a as-needed basis from the pool of qualified instructors already teaching at Schulich as well as through the networks of the Program Director and the Associate Director of the GMM. Schulich part-time instructors play an important role in the success of the School’s programs; they bring real-world experience into the classroom to enrich lectures, case analyses, assignments, projects, presentations, and students’ performance in the “real world” of management. As experts in their fields of specialization, contract instructors are very good at imparting practice-rich knowledge, which is in line with the goals of these programs. The part-time instructors teaching in the GMM have been selected because they are highly experienced professionals and are recognized experts in their respective fields of practice. The Associate Director will work closely with the instructors to ensure that they understand, amongst other matters, the important role of the learning outcomes of the program and will guide them and provide resources to ensure a consistent approach to assessment of achievement of the outcomes. Ongoing collaboration with faculty at Schulich will be ensured and will provide for a balanced curriculum that uses academic insights to support industry application.

b) Describe the provision of supervision of experiential learning opportunities, if applicable;

In the GMM Diplomas, experiential learning occurs in several ways:

- During residences through the engagement with various actors in the metals and minerals value chain and with diverse stakeholders
- During weekly classes through the incorporation of guest speakers from relevant backgrounds
- During GMMM6500 through the collaboration with industry professionals

Each of these different opportunities can be supervised by any of the GMM faculty and instructors. However, the teaching assignments for the experiential learning opportunities will be as follows initially:

- Residences: Richard Ross, Program Director; Claudia Mueller, Associate Director
- Weekly Interactions: Instructor for each course.
- GMMM6500: Any GMM instructor depending on the key themes of the study.

All the instructors involved in the programs have significant experience in guiding students in experiential learning projects and are familiar with the issues and challenges that often arise in these settings as well as the support needed to ensure the successful achievement of learning outcomes.

- c) *Describe the administrative unit's planned use of existing human, physical and financial resources, including implications for other existing programs at the university;*

Physical Space

Given the nature of the blended delivery format as well as the expected class sizes in the program, space constraints are not an issue. The program will be housed in the newly constructed Rob and Cheryl McEwen Graduate Study & Research Building, which added 3 large classrooms (one with hyflex technology) and 4 seminar rooms to the number of existing classrooms already available. Adjacent to these classrooms are 8 small group breakout rooms where teams can prepare their group assignments. This space will suffice for the in-person portion of the first term 1.5- credit course (GMMM5100 Metals and Minerals in the Global Economy); furthermore, the combination of different room modalities will also enable us to utilize the new building for the second residence. Thus, space will not be a concern for the program for the foreseeable future.

For the in-person delivery of the first residence off-site, local partners will be sought to facility with the logistics of the program delivery. The area has already connected with several education institutions as potential partners. Therefore, the availability of physical space for the first residence will not be a challenge.

Staff Resources

The primary support services will be the library, information technology, career services and student and enrolment services, all of which are already in existence at Schulich and serve its other degree programs.

The area will work closely with the School's Career Development Centre (CDC) to ensure that students are provided with support in their career aspirations. Furthermore, the area will also work with the CDC to develop additional resources were needed and to organize career focused sessions in collaboration with the GMM-focused student club (Schulich Canadian Institute for Metals, Minerals and Petroleum CIM Student Chapter). GMM Instructors and program guest speakers will continue to offer support through advising, mentoring, and coaching of students throughout their career path.

- d) *Provide evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access; and*

The currently available resources, such as S&P Global Market Intelligence offer excellent opportunities for students to use current industry data in their research. Other generally available databases at the library, such as Bloomberg, and academic databases provide the necessary access to information to add to industry-specifics. No additional resources are required at this time. A library statement in this regard is attached to this package in Appendix G.

The area intends to collaborate with the library in creating engaging, asynchronous support material to assist students in their learning journey. This will include videos and presentations that guide students through the research process and available resources associated with assignments and projects in this program.

- e) *If necessary, provide evidence of additional institutional resource commitments to support the program in step with its ongoing implementation.*

It is expected that some additional administrative work will arise from the implementation of this program. For example, the application and admissions process as well as the logistics and management of residences. These will be covered by existing area staff; however additional resources may be required with growing application and enrolment numbers.

2.7 Resources for graduate programs only (QAF 2.1.2.7)

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

Provide evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;

Where appropriate to the program, provide evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students; and

Where appropriate to the program, explain how supervisory loads will be distributed in light of qualifications and appointment status of faculty who will provide supervision.

As this is not a research-based program, no special financial support will be provided other than the financial aid and scholarships that are generally available to graduate -level students. Similarly, there is no need for research supervisors.

The area is working with industry to ensure that additional financial support in the forms of stipends, awards, and scholarships will be available to GMM students, especially those from diverse backgrounds or less-developed nations.

2.8 Quality and other indicators (QAF 2.1.2.8)

Provide evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring); and

Provide any other evidence that the program and faculty will ensure the intellectual quality of the student experience.

NOTE: This section is distinguished from Section 2.6 (QAF 2.1.2.6 a)) in its focus on the quality of the faculty and their capacity to ensure the intellectual quality of the student experience, whereas Section 2.6 (QAF 2.1.2.6 a)) addresses whether sufficient numbers of core faculty are available to cover the program's teaching/supervision duties.

The GMM Diplomas are focused on experiential, industry-focused education that allows current and future leaders to apply their learnings in their roles in companies where metals and minerals play an important role. With this focus in mind, the GMM faculty consists of experts in various fields of business within the metals and minerals industry. The area prides itself in its ability to provide student mentoring and coaching and it is expected that this will grow further as a result of the program structure.

The development of the program was undertaken in close collaboration with faculty members from the School, York University, and other educational institutions to ensure academic integrity. Amongst the GMM instructors, the area can count a former CEO and Chairman of a global copper mining company; an experienced strategy and leadership advisor with executive and academic teaching and research experience, who is currently pursuing a PhD at the cross-section of Mining Engineering and Business at Queen's University; a recognized leader in responsible mining with expertise across stakeholder groups, including mining companies, the non-profit sector and communities with global teaching and facilitating experience; a former executive in the metals and minerals sector with over 40 years of experience in global mining firms in project evaluations, and project engineering with 20 years of teaching experience; and an economist and capital markets expert with expertise in mineral finance, policy analysis government regulations, and ESG, and international teaching experience.

Regular program reviews of the program structure, program objectives and curriculum with faculty, industry, alumni, eLearning specialists and Schulich Executive Education Centre (SEEC) representatives will ensure that the program remains relevant to industry while providing students with insights from current research. Increased research within the GMM group will provide additional support throughout the program offerings.

APPENDICES:

- Appendix A Support Letters
- Appendix B Program Structure Description
- Appendix C Program Objectives and Learning Outcomes
- Appendix D Short Descriptions GMMM Courses
- Appendix E Course Outlines GMMM Courses
- Appendix F Instructor CVs
- Appendix G Library Statement

lundin mining

February 2, 2022

Ms. Claudia Mueller

Associate Director, Global Metals and Minerals Management, Schulich School of Business, York University

RE: Letter of support for the Post-Graduate Diplomas in Metals and Minerals Management at the Schulich School of Business, York University

Dear Claudia,

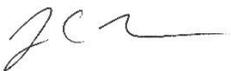
I am pleased, on behalf of Lundin Mining, to support the new one-year Post-Graduate Diplomas in Metals and Minerals Management (GMM) at the Schulich School of Business. The development of a new generation of leaders, focused on the responsible development, processing and use of metals and minerals is an important aspect in meeting the required leadership skills in the mining industry. With the changes and emerging trends that the industry is experiencing, a shift in mindsets to include the broader uses and end-consumers of metals and minerals serves to create a pool of well-prepared future leaders.

These changes have also underscored the importance of greater collaboration among stakeholders along the metals and minerals value chain. The program can prepare graduates to serve as important change agents to develop and execute successful business models for metals and minerals companies of the future.

The COVID-19 pandemic, along with learning trends in the past number of years, has also further highlighted the need to deliver educational programs in more flexible, accessible, and experiential formats to ensure that applied learning is possible for global audiences. The proposed program structure will provide these opportunities to professionals in the industry without compromising their work responsibilities and will offer ways to break down silos between functional areas prevalent in many organizations in the mining industry. Given the global nature of our industry, the ability to complete the program in a blended format is an important step in the further development of our talent and the advancement of our industry.

I look forward to the launch of this program and I hope to see its graduates make transformational impacts in the mining industry. We fully expect to leverage this opportunity with our current and future leaders.

Regards,



Jean-Claude (JC) Lalumiere

Corporate Office

150 King Street West, Suite 2200, P.O. Box 38, Toronto, ON M5H 1J9
Phone: +1 416 342 5560 Fax: +1 416 348 0303
lundinmining.com

From: Don Ewing <Don.Ewing@fqml.com>
Date: February 3, 2022 at 5:49:52 AM MST
To: Richard Ross <rrross57@me.com>
Subject: RE: Schulich GMM Diploma

Hi Richard

Re: Schulich GMM Diploma

Many thanks for your time and conversations regarding the above program. The proposed course described is certainly one First Quantum would be very interested to recommend to our leadership workforce. The offering of remote study with webinars/classes alongside full-time MBA students is a very attractive proposition, providing an 'MBA quality experience' whilst students remain in situ putting theory into practice. The course content discussed including mine financials/valuations/sustainable practices is very relevant to the level of manager we would look to propose, and providing them with tailored industry/company appropriate content is key to our/their/your success.

I would hope that when the Diploma commences in March 2023 we will recommend a number of our global management team to be part of your first intake but fully understand there will rightly be a rigorous approval process to ensure we are setting up our recommendations for success.

Once you have approval for the course to commence I would appreciate a call to discuss the application process for First Quantum candidates

Regards
Don Ewing

Business Partner
First Quantum Minerals

February 2, 2022

Ms. Claudia Mueller

Associate Director, Global Metals and Minerals Management, Schulich School of Business, York University

RE: Letter of support for the Post-Graduate Diplomas in Metals and Minerals Management at the Schulich School of Business, York University

Dear Claudia,

I am pleased to support the new one-year Post-Graduate Diplomas in Metals and Minerals Management (GMM) at the Schulich School of Business. The development of a new generation of leaders, focused on the responsible development and use of metals and minerals is an important aspect in filling the existing leadership skill in the mining industry. With the changes that the industry is experiencing, a shift in mindsets to include the uses and end-consumers of metals and minerals serves to create a pool of well-prepared future leaders.

These changes have also underscored the importance of greater collaboration among stakeholders along the metals and minerals value chain. The program can provide graduates that are well prepared to serve as important change agents to develop successful business models for metals and minerals companies of the future.

The COVID-19 pandemic has also further highlighted the need to deliver educational programs in more flexible, accessible, and experiential formats to ensure that applied learning is possible for global audiences. The proposed program structure will provide these opportunities to professionals in the industry without compromising their work responsibilities and will offer ways to break down silos between functional areas prevalent in many organizations in the mining industry. Given the global nature of our industry, the ability to complete the program in a blended format is an important step in the further advancement of our industry.

I look forward to the launch of this program and I hope to see its graduates make transformational impacts in the mining industry.

Regards,



Amanda Abballe
VP, Human Resources
Anaconda Mining Inc.
aabballe@anacondamining.com
416-995-5523

Hi Richard,

I think your idea to make a more condensed diploma format for the mining management program is a great idea. As a graduate of the inaugural Global Mining Management MBA and having a finance background, I think it would add a lot of value for professionals working in industry looking to enhance their skillset and marketability both within their organization and outside of it too. I took a look at other mining diploma programs and it doesn't look like there is much available. It is a very unique offering and allowing potential students to circumvent an entire MBA I think brings in a different set of students that could complement those doing the program in the MBA format.

I'd be happy to discuss my views on the program further with you or anyone else from Schulich if interested.

All the best and happy holidays to you and the family,

John

John Sclodnick

Vice President, Mining & Metals

C : 647-206-1542

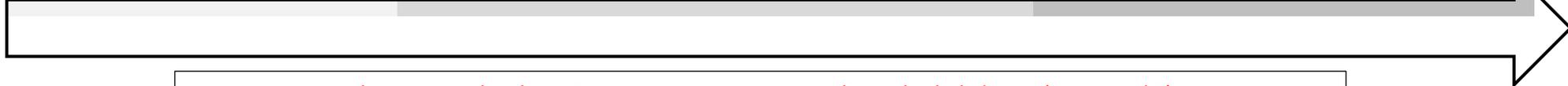
Research Equity Group

Capital Markets

Desjardins Securities Inc.

Desjardins Group

Term 1 (Winter Term, January to April)	Term 2 (Fall Term, from September to December)	Term 3 (Between January and August of the following year)
<p><i>GMMM5100 1.5</i> Metals & Minerals in the Global Economy</p> <ul style="list-style-type: none"> • Half credit course • Fully online • Introduces foundations of program • Mix of asynchronous work based on pre-recorded lectures, videos, readings, and presentations, and online classes • Asynchronous video material includes Section I: Mining Life Cycle of the GMM Metals and Minerals Fundamentals Video Series 	<p><i>GMMM6100 1.5</i> Strategies for Wealth Creation in the Metals & Minerals Industry</p> <p><i>GMMM6200 3.0</i> Financing Mineral Development</p> <p><i>GMMM6300 3.0</i> Stakeholder Collaboration for Responsible Mineral Development & Use</p> <p><i>GMMM6400 1.5</i> Organizational Excellence in the Metals & Minerals Industry</p> <ul style="list-style-type: none"> • All four courses taught integrated into weekly topics • Online and in-person • Mix of asynchronous work based on pre-recorded lectures, videos, readings, and presentations, and online classes • Asynchronous video material includes Section II: Products of the GMM Metals and Minerals Fundamentals Video Series • In-person components for all classes integrated into two residences • Residence I held off-site at the beginning of the term • Residence II held on Keele Campus at the end of the term 	<p><i>GMMM6500 3.0</i> Applying Strategy in Metals & Minerals</p> <ul style="list-style-type: none"> • Full credit course • Fully remote • Individual research study with weekly individual coaching by instructor • In-depth application of concepts and learnings from other GMMM courses • Allows students to apply learnings to their own organizations or other companies



Please note: The above GMM program structure applies to both diplomas (type 2 and 3)

		GMMM 5100	GMMM 6100	GMMM 6200	GMMM 6300	GMMM 6400	GMMM 6500
		Integrated Fall Semester					
<p>Program Objectives</p> <ul style="list-style-type: none"> To develop leaders who will ensure the responsible development and use of metals and minerals globally. To provide a world-class global business education to current and future leaders in companies where metals and minerals play an important role. 	<p>Program-level Learning Outcomes 1 Graduates demonstrate excellent leadership skills, including the ability to:</p>						
	<p><u>Communicate</u> create engaging reports and presentations for diverse audiences.</p>	X			X		X
	<p><u>Collaborate</u> identify, develop and enable collaboration opportunities.</p>	X			X		X
	<p><u>Develop Self-Awareness</u> use reflection and other feedback to continuously learn and improve their skills.</p>	X			X		
	<p><u>Make Decisions</u> make sound decisions based on reliable information, analysis, and evaluation.</p>	X			X		X
	<p>Program-level Learning Outcomes 2 Graduates behave as responsible business leaders, including the ability to:</p>						
	<p><u>Make Responsible Choices</u> create strategies for superior wealth creation in the metals & minerals industry.</p>				X		X
	<p><u>Create Superior Wealth</u> support the responsible development and use of metals & minerals.</p>				X		X

	<p><u>Ensure Equitable Distribution to Stakeholders</u> collaborate with stakeholders to ensure benefits are shared by all.</p>	X	X	X
	<p><u>Foster Organizational Excellence</u> The ability to assess, develop and enable organizational excellence models for successful strategy implementation.</p>	X	X	X
	<p>Program-level Learning 3 Graduates of the program achieve global perspectives, including the ability to:</p>			
	<p>Analyze the critical role of metals & minerals in the global economy</p>	X	X	X
	<p>Distinguish and connect the various elements of the global metals & minerals value chain, from mine to end-consumers.</p>	X	X	X
	<p>Relate to and work with people from diverse backgrounds and in diverse business environments.</p>	X	X	

GMMM5100 1.5 Metals and Minerals in the Global Economy

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.

GMMM6100 1.5 Strategies for Wealth Creation in the Metals and Minerals Industry

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.

GMMM6200 3.0 Financing Mineral Development

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.

GMMM6300 3.0 Stakeholder Collaboration for Responsible Mineral Development and Use

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.

GMMM6400 1.5 Organizational Excellence in the Metals and Minerals Industry

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.

GMMM6500 3.0 Applying Strategy in the Metals and Minerals Industry

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.

GMMM5100 1.50: Metals and Minerals in the Global Economy



Instructor

Claudia Mueller
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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.

Leadership

Communication, Collaboration, Self-Awareness and Decision Making

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 and collaboration between team members to achieve team goals. The practice how to make decisions between different alternatives and how to present and validate their choices to team members and leaders. As part of the participation mark, students keep a diary with observations on class topics and exercises. This exercise starts building a reflective process that prepares students for the more in-depth self-reflection processes in the remaining courses in the program.

Responsible Business Behaviors

Superior Wealth Creation and Equitable Distribution to Stakeholders

Students gain an understanding of the wealth creation potential of the metals and minerals industry through an assessment of the relationship between the production and use of metals and their interdependencies with 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 thus building an understanding of the foundations for equitable distribution.

Global Perspectives

Metals and Minerals Analysis and Metals and Minerals Value Chains

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”). This will enable students to identify key business drivers that arise from the mining and materials life cycles and to use the Defining Characteristics as a tool for understanding industry contexts. They use this knowledge to analyze the role of metals and minerals in the global value chain and the relationships between metals and minerals producers and end-users.

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

Learning Outcomes:

- Communication
- Self-Awareness
- The Role of Metals and Minerals
- Elements of the Metals and Minerals Value Chain

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.

This class is delivered online and includes asynchronous and synchronous online activities. The different delivery modes are represented below as follows:

Asynch – On (Online)

Synch – On (Online) – at scheduled weekly class time

Date	Topic	Homework	Assignments
<p>Class 1:</p> <p>Synch – On (2 hours) Asynch – On (2 hours)</p>	<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>	<p>None</p>
<p>Class 2:</p> <p>Synch – On (1 hours) Asynch – On (3 hours)</p>	<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. 	<p>Pre-recorded lectures on the Mining Life Cycle</p> <p>“The Defining Characteristics of the Metals and Minerals Industry”.</p>	<p>None</p>

	<ul style="list-style-type: none"> • 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 downstream integration and/or collaboration with end users of metals. 	Richard Ross, 2020	
<p>Class 3:</p> <p>Synch – On (3 hours) Asynch – On (1 hours)</p>	<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
<p>Class 4:</p> <p>Synch – On (2 hours) Asynch – On (2 hours)</p>	<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
<p>Class 5:</p> <p>Synch – On (3 hours) Asynch – On (1 hours)</p>	<p><u>Relationships in the Materials Value Chain</u></p> <p>We assess the current level of collaboration and integration of</p>		None

	<p>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	
<p>Class 6:</p> <p>Synch – On (3 hours)</p>	<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%

Learning Outcomes:

- Communication
- Decision Making
- Superior Wealth Creation
- The Role of Metals and Minerals
- Elements of the Metals and Minerals Value Chain

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%

Learning Outcomes:

- Communication
- Collaboration
- Decision Making
- Equitable Distribution
- The Role of Metals and Minerals
- Elements of the Metals and Minerals Value Chain

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:

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/>.

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

Course Outline v. January 28, 2022

Instructor

Richard Ross
rross57@me.com

Office hours: By appointment

Richard Ross is the Program Director of the Global Mining Management MBA Specialization at Schulich (“GMM”) and the former Chairman and CEO of Inmet Mining Corporation. He has worked in the resource industry in senior leadership roles for 40 years.

Brief Description

Using the GMM Strategy Framework, students analyse, assess and develop strategies that metals and mining companies employ to create wealth over the long term for stakeholders.

Prerequisites

All 5000-series Required Foundations of Management Core Courses.
GMMM 5100 1.5

Corequisites

GMMM 6200 3.0, GMMM 6300 3.0, GMMM 6400 3.0

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Learning Outcomes

Students will demonstrate strategic leadership decision-making skills and abilities in the context of the global metals and minerals value chain. Students will apply their knowledge and understanding of the GMM Strategy Framework and the Defining Characteristics of the Metals & Minerals Industry to the strategic choices they make.

The strategic leadership decision-making skill and abilities include:

- Communicate effectively in a manner that establishes credibility and trust.
- Collaborate collegially with fellow students through teamwork.
- Develop self-awareness particularly in relation to how personal values impact the choices they and others make.
- Make responsible and innovative choices in the context of metals and minerals strategies that create superior wealth and ensure the equitable distribution of wealth for all stakeholders through organizational excellence.

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, August 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, course material and assignments for each class are listed below. Any changes are communicated during class and posted on Canvass.

Date	#	Class Topics	Course Material	Assignments
Sep 15	1	<p><u>THE GMM STRATEGY FRAMEWORK</u></p> <ul style="list-style-type: none"> • The four pillars of the GMM Strategy Framework: <ol 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, 2021</p>	None
Sep 22	2	<p><u>1st Pillar – CHOICES – PART 1</u></p> <ul style="list-style-type: none"> • The Defining Characteristics of the Metals & Mining 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, 2021</p>	None
Sep 29	3	<p><u>1st Pillar – CHOICES - PART 2</u></p> <ul style="list-style-type: none"> • An examination of the strategic choices for metals & mining companies 	<p><u>Readings</u> “Defining Characteristics of the Metals & Minerals Industry”, R. Ross, 2021</p>	None
Oct 6	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

Oct 13	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 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 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
Oct 20	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
Oct 27	No Class - Reading Week			
Nov 3	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</p>	Strategy Paper – Part 1.
Nov 10	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>	
Nov 17	9	<u>APPLYING THE GMM FRAMEWORK – INMET CASE STUDY PART 2</u>		

Schulich School of Business

		<ul style="list-style-type: none"> The GMM Strategy Framework will be applied to the Inmet Case Study. 	<u>Readings</u> Extracts from Inmet Mining Corporation's Regulatory Filings and Press Releases	
Nov 24	10	<p><u>COMMUNICATING STRATEGY – PART 1</u></p> <ul style="list-style-type: none"> Role-play meeting between a metals & mining company and key institutional investors. Analyzing effective communication. 	None	Team Project - Investor Role Play
Dec 1	11	<p><u>COMMUNICATING STRATEGY – PART 2</u></p> <ul style="list-style-type: none"> A roundtable discussion with a panel of metals & mining investors exchanging ideas on effective communication strategies. <p>Guests - Dave Thomas, Ernie Lalonde, Steve Bonnyman, John Sclodnick</p>	None	Team Project – Roundtable Discussion
Dec 8	12	<p><u>TEAM PROJECT FINAL PRESENTATION</u></p> <p>Teams final presentations.</p>	None	Team Project Final Presentation – The Future Strategy Paper - Part 2 Due December 13th

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:

- Make responsible and innovative choices in the context of metals and minerals strategies that create superior wealth and ensure the equitable distribution of wealth for all stakeholders through organizational excellence. This is accomplished through the analyzes and assessment of strategies for global metals & minerals company and the application of the GMM Strategy Framework and Defining Characteristics of the Metals & Mineral Industry.
- Collaborate collegially with fellow students through teamwork.
- Communicate effectively in a manner that establishes credibility and trust.

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 or not 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 & Mining 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 & mining 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 & mining 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:

- Make responsible and innovative choices in the context of metals and minerals strategies that create superior wealth and ensure the equitable distribution of wealth for all stakeholders through organizational excellence. This is accomplished through the analyzes and assessment of strategies for global metals & minerals company and the application of the GMM Strategy Framework and Defining Characteristics of the Metals & Mineral Industry.
- Communicate effectively in a manner that establishes 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 come to a conclusion 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 & Mining Industry” that have driven and impacted the execution of the strategy over the past 15 years.
- An analysis of the key strategic choice (i.e. most significant M&D deal) made by the company over the past 15 years.

WEALTH CREATION

- An analysis of the wealth created/destroyed by the choice noted above.
- An assessment of the wealth creation from that M&A transaction (i.e. was it superior?)

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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GMMM 6200 3.00: Financing Mineral Development

Course Outline v. January 28, 2022

Instructor

Richard Ross
rross57@me.com

Office Hours: By appointment

Richard Ross is the Program Director of the Global Mining Management MBA Specialization at Schulich (“GMM”) and the former Chairman and CEO of Inmet Mining Corporation. He has worked in the resource industry in senior leadership roles for 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 1.5

Corequisites

GMMM 6100 3.0, GMMM 6300 3.0, GMMM 6400 3.0

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Learning Outcomes

Students will demonstrate leadership decision-making skills and abilities with respect to financing mineral property development. Students will apply their knowledge and understanding of the GMM Strategy Framework and the Defining Characteristics of the Metals & Minerals Industry to the financing choices they make.

The leadership decision-making skill and abilities include:

- Communicate effectively in a manner that establishes credibility and trust.
- Collaborate collegially with fellow students through teamwork.
- Demonstrate financial decision-making ability including:
 - The evaluation of mineral properties in relation to each properties key business drivers.
 - The assessment the financial capacity of sponsor companies to finance mineral development.
 - The application of financing alternatives most relevant to sponsor companies.
 - The development of financing strategies that ensure the successful develop of a mineral property.

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
Participation	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.

Date	#	Class Topics	Class Preparation	Assignments
Sep 16	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 Mining Industry”, R. Ross, 2021.</i></p> <p>LDS MINE 5100 Video Series.</p> <p>LDS Video – Data Tables</p>	None
Sep 23	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 • Mineral Reserves and Resources • Mine plan and production schedule • Processing feed schedule, recovery, metal and mineral production schedule • Ramp-up implications 		None

		Guest: Lawrence D. Smith		
Sep 30	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)
Oct 7	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)
Oct 14	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>RM Video #1</p> <p>Team Project Discussion – Capital Investments and Reclamation Costs</p>	CDG: Key Business Drivers (Part C)

		Guest: Ran Maoz (RM) & Lawrence D. Smith		
Oct 21	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)
Oct 28	Reading Week			
Nov 4	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
Nov 11	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</p>	<p>KPMG Reading List</p> <p>KPMG Video #1</p>	CDG: Project Evaluation Report

		<p>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>Team Project Discussion - MD&A and Significant Estimates and Judgements</p> <p>Individual Case Study Discussion – Argonaut Gold Financial Position</p>	
Nov 18	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 • Leases • Flow through shares • Goodwill and impairment <p>Guests: Pieter Fourie, Philip Shalin</p>	<p>KPMG Video #2</p> <p>Team Project Discussion Financial Statement Analysis of Project Companies</p>	None
Nov 25	10	<p><u>FINANCING INSTRUMENTS 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 mining 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

Dec 2	11	<p><u>FINANCING INSTRUMENTS 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
Dec 9	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 objective of the Team Project is for Students to demonstrate leadership decision-making skills and abilities with respect to financing mineral property development. Students will apply their knowledge and understanding of the GMM Strategy Framework and the Defining Characteristics of the Metals & Minerals Industry to the financing choices they make.

In that regard, students will:

- Communicate effectively in a manner that establishes credibility and trust.
- Collaborate collegially with fellow students through teamwork.

- Demonstrate financial decision-making ability including:
 - The evaluation of mineral properties in relation to each properties key business drivers.
 - The assessment the financial capacity of sponsor companies to finance mineral development.
 - The application of financing alternatives most relevant to sponsor companies.
 - The development of financing strategies that ensure the successful develop of a mineral property.

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 objective of the Individual Assignment is for Students to demonstrate leadership decision-making skills and abilities with respect to financing mineral property development. Students will apply their knowledge and understanding of the GMM Strategy Framework and the Defining Characteristics of the Metals & Minerals Industry to the financing choices they make.

In that regard, students will:

- Communicate effectively in a manner that establishes credibility and trust.
- Demonstrate financial decision-making ability including:
 - The evaluation of mineral properties in relation to each properties key business drivers.
 - The assessment the financial capacity of sponsor companies to finance mineral development.
 - The application of financing alternatives most relevant to sponsor companies.
 - The development of financing strategies that ensure the successful develop of a mineral property.

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

Participation – 15%

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 observations 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.

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)
- Clarity of thought (logical and succinct)
- 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)

You are encouraged to ask 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. 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.

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
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For counseling & disability services, contact Student Services



GMMM 6300 3.00: Stakeholder Collaboration in Mining and Metals

Course Outline

Winter 2022
 Tuesdays 11:30 – 2:30PM
 Beginning on January 11th, 2022

Instructor

Carolyn Burns
 cburns18@schulich.yorku.ca
 Office hours: By appointment

Carolyn is the Executive Director of the Devonshire Initiative, a multi-stakeholder forum that seeks to improve development outcomes for mining impacted communities. She is also the Co-Founder and Director at NetPositive, where she supports collaborative research and problem solving focused on the social outcomes of mining activity. Carolyn lives in Toronto but is from Edmonton, Alberta and has lived and worked in many countries. She has a Masters in Business Administration 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

This course explores the role of multi-stakeholder collaboration in responsible business practice, specifically focusing on the strategies, skills and methods used to bring together stakeholder groups with varied and sometimes divergent worldviews. This class uses the mining and metals industry as an example, but is appropriate for students who work in any industry that requires cross-sector and multi-stakeholder collaboration.

Prerequisites

All 5000-series Required Foundations of Management Core Courses.

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Course Description

Responsible business practice has three pillars:

1. Building respectful relationships
2. Managing environmental and social impacts
3. Creating and sharing wealth

To achieve these goals, businesses must collaborate with a broad set of stakeholders at a global, regional and local level. This is particularly true in the mining and metals industry where companies, governments, investors, local communities, civil society, end users and consumers around the world each play a role in shaping responsible business practice.

Using the global mining and metals industry as an example, this course explores the tenants of multi-stakeholder collaboration to achieve the goals of responsible business practice. The course specifically looks at the:

- **Context and Drivers of Collaboration** – international norms, regulations and societal expectations with a specific focus on Indigenous rights.
- **Models of Collaboration** – including case studies that focus on collaboration between mineral development companies, local communities, governments, investors and end-user industries.
- **Understanding Stakeholders** – Tools for understanding and analyzing stakeholders, their worldviews and incentives including stakeholder analysis and mapping.
- **Skills and tools for engagement** – with a specific focus on dialogue, negotiation, building trust and communication.

Learning Outcomes

Collaborating with diverse stakeholder groups is a key element of working responsibly in the global context. This course provides students with the skills and tools to do so effectively. The learning outcomes for this course are:

1) Leadership Skills and Critical Analysis

Students develop leadership skills, including the ability to:

- Analyze and determine the appropriate style of communication based on audience and objective.
- Identify, develop, and enable collaboration opportunities.
- Use reflection and other feedback to continuously learn and improve their skills and develop self-awareness.
- Make sound decisions based on reliable information, analysis, and evaluation related to multi-stakeholder engagement and collaboration to support responsible business practices.
- Understand how personal values, worldviews and experiences impact the choices they and others make as it relates to collaboration and communication.

2) Responsible Business

Students build responsible business behaviours, including the ability to:

- Create strategies for the responsible development of the metals & minerals industries.

- 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.
- Collaborate to ensure equitable distribution to stakeholders and ensure benefits are shared by all.
- Assess, develop, and enable organizational excellence models for successful strategy implementation.

3) Global Perspective

Graduates of the program achieve global perspectives, including the ability to:

- Critically analyze and understand the diverse positions, interests, values and worldviews of multiple stakeholder groups across the value chain, from mine to end-consumers.
- Relate to and work with people from diverse backgrounds and in diverse business environments.
- Understand how to incorporate qualitative and quantitative data into a thoughtful engagement plan that supports an organization’s short- and long-term sustainability goals.

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 mining and metals 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 mining and metals 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 mining and metals 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 mining 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. 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. This includes planning and strategy tools, as well as skills for engagement, dialogue, negotiation, and communication.

*****Course Design Notes:**

This course is designed based on blended learning principles. Each class includes both synchronous and asynchronous activities (a live lecture or discussion, recorded videos or discussions, readings and a student led activity.)

Each student will be assigned a case study as part of their team project. The case study is designed to allow students to explore the concepts introduced in the lectures and build a practical understanding of how the concepts are applied in real life. The team project is based on this case study and students' ability to develop an engagement and collaboration strategy related to the case study. The course also includes two activities based on experiential learning, an analysis of personal worldview and reflection on the exercise as well as a dialogue activity and reflection on the exercise.

Each week includes between 4-5 hours of work including lectures, readings and learning activities delivered in a synchronous and asynchronous manner. Students are expected to dedicate an additional 45 – 50 hours over the course of the semester to individual and team assignments, for a total of 120 student hours over the full course.

Class-By-Class Syllabus

Legend and Delivery Notes

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Class # and Delivery	Content	Readings and Speakers
Context and Drivers for collaboration		
Week 1 (Jan 11)	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"> Defining Characteristics of Mining. Richard Ross, 2017.
Week 2 (Jan 18)	Impacts and benefits of mining and metals 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.
Week 3 (Jan 25)	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		
Week 4 (Feb 1)	Models of collaboration (1 of 2) Influence, Alliance, Partnership, Enforcement Case Studies to be decided <ul style="list-style-type: none"> From conflict minerals to a transparent supply chain (Apple, Intel, Glencore) EVs and integrated supply chains (Tesla & lithium or BMW & cobalt production) Community equity and control (FNMPC, Nisga'a, Thaltan and Red Lake, Tlicho) Critical mineral development (Ring of Fire or Lithium development in Argentina) 	<ul style="list-style-type: none">
Week 5 (Feb 8)	Models of collaboration (1 of 2) <ul style="list-style-type: none"> 	
Understanding Stakeholders		
Week 6 (Feb 15)	Stakeholder Analysis and Mapping	

	<ul style="list-style-type: none"> • Including a focus on positions, interest, values and worldviews 	
Week 7 (March 1)	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		
Week 8 (March 8)	Dialogue and Negotiation <ul style="list-style-type: none"> • Student presentations and discussions on case study stakeholder analysis and mapping • Introduction to Dialogue and Negotiation 	A Handbook of Public and Stakeholder Engagement. Dialogue for Design. December 2010.
Week 9 (March 15)	Communications and Transparency <ul style="list-style-type: none"> • Role of communications and transparency in building trust and accountability • Methods for communications related to responsible mining principles 	<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.
Week 10 (March 22)	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 	
Week 11 (March 29)	Student Activity and Role Play	
Week 12 (April 5)	Final Presentations / Discussions	

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.
- Use an appropriate file name that includes relevant information such as your name, date and title.
- 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.

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 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 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 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 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 metals, 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?

Engagement 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

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 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: January 2022

GMMM6400 3.0: Organizational Excellence in the Metals and Minerals Industry



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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.

Leadership

Communication, Collaboration, Self-Awareness, Decision Making

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 and collaboration between team members to achieve team goals. They practice how to make decisions between different alternatives and how to present and validate their choices to team members and leaders. As part of the participation mark, students keep a diary with reflections on choices and how personal values drive the choices people make. This exercise helps students further develop a reflective process that prepares students to become reflective leaders who seek continuous improvement.

Responsible Business Behaviors

Responsible Choices, Superior Wealth Equitable Distribution, Organizational Excellence

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. Students also consider and assess how stakeholder needs and demands throughout the materials value chain can be incorporated into models of organizational excellence.

Global Perspectives

The Role of Metals and Minerals, Metals and Minerals Value Chain, Global Work

Students assess how companies and changes in global metals and minerals value chains impact organizational excellence. Students gain an appreciation for global and corporate cultures as part of their analysis of elements of Organizational Excellence and the organizational capabilities that drive them.

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.

This class includes asynchronous and synchronous activities, with synchronous engagement divided between online and in person interactions. The different delivery modes are represented below as follows:

Asynch – On (Online)

Synch – IP (In person) – at scheduled weekly class time

Synch – On (Online) – at scheduled weekly class time

Date	Topic	Homework	Assignments
Topic 1 (Week 1) January 12, 2022 Synch – IP (3 hours) Asynch - On (2 hour)	<u>Reimagining excellence in mining</u> In this class, we discuss how a different way of thinking may lead metals and minerals companies (“minerals companies”) towards a more collaborative future. 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. We discuss how metals and minerals companies can reimagine their	Levitt, T. (2006). What Business Are You In? <i>Harvard Business Review</i> , 84(10), 126–138. Ted Talk: Simon Sinek, “How great leaders inspire action” Görner, S., Kudar, G., Mori, L., Reiter, S. and Samek, R. (2020). The mine-to-market value chain: A hidden gem. Via McKinsey website. Jacques, F. M. (2007). Even Commodities Have Customers. <i>Harvard Business Review</i> , 85(5), 110–119. Watch assigned case study/scenario video (pre-recorded)	None

	<p>industry and business purpose to contribute to a more collaborative future.</p> <p>An investigation of the Defining Characteristics of the Metals and Minerals Industry (“Defining Characteristics”) will then lead us to discover elements of organizational excellence in the minerals industry.</p> <p>Finally, we explore how a collaborative future may change the understanding of organizational excellence in the minerals industry.</p>	<p>developed from Wilson, T. (2014). It Takes One to Know One: A Class Exercise in Mental Models. <i>Marketing Education Review</i>, 24(1), 63–68.; Schimpf, S., Sturm, F., Correa, V., Bodo, B., & Keane, C. (2017). The world of raw materials 2050: Scoping future dynamics in raw materials through scenarios. <i>Energy Procedia</i>, 125, 6-13.; Van der Elst, K., Kehm, T., Klawitter, J., & Wright, A. (2010). Mining & Metals Scenarios to 2030. Exploring Sustainable Development. In <i>World Economic Forum</i>.</p>	
<p>Topic 2</p> <p>(Week 2 and 3)</p> <p>January 19, 2022</p> <p>Synch – IP (3 hours) Asynch – On (2 hours)</p> <p>January 26, 2022</p> <p>Synch – IP (3 hours) Asynch – On (2 hours)</p>	<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 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</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>	<p>None</p>

	<p>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) February 2, 2022 Synch – On (2 hours) Asynch – On (2 hours) February 9, 2022 Synch – On (1 hour) Asynch – On (3 hours)</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</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>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>Topic 4 (Week 6 and 7) February 16, 2022 Synch – On (2 hours) Asynch – On (2 hours) March 2, 2022 Synch – On (1 hour) Asynch – On (3 hours)</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</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>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>Topic 5 (Week 8 and 9) March 9, 2022 Synch – On (2 hours) Asynch – On (2 hours) March 16, 2022 Synch – On (1 hour) Asynch – On (3 hours)</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 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</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/featured-article/why-complex-mining-projects-fail-time-and-again/</p> <p>Haubrich, C. (2014, October). Why Building A Mine On Budget Is Rare. <i>CIM Magazine</i>.</p>	<p>Team Presentation Part 1 (15%)</p>

	<p>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>Topic 6 (Week 10) March 23, 2022 Synch – On (2 hours) Asynch – On (2 hours)</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 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</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>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) March 30, 2022 Synch – IP (2 hours) Asynch – On (2 hours)</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</p>	<p>TBD</p>	<p>None</p>

	develop them. They build tools to measure and structures to enable excellence in collaboration and partnerships.		
Residence (Week 12) April 6, 2022 Synch – IP (3 hours)	<u>Final Presentations and Wrap Up</u>		Comparative Organizational Excellence Analysis – Individual (40%) Team Project Presentation Part 2 (35%)

Assignments

Comparative Organizational Excellence Analysis – 40%

Learning Outcomes:

- Communication
- Decision Making
- Responsible Choices
- Superior Wealth
- Organizational Excellence
- Metals and Minerals Value Chain
- Global Cultures

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%

Learning Outcomes:

- Communication
- Collaboration
- Self-Awareness
- Decision Making
- Responsible Choices
- Superior Wealth
- Equitable Distribution
- Organizational Excellence
- Metals and Minerals Value Chain
- Global Work

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.

Participation – 15%

Learning Outcomes:

- Communication
- Self-Awareness
- Responsible Choices
- Global Cultures

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:

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/>.

GMMM6500 3.0: Applying Strategy in the Metals & Minerals Industry**Instructor**

Richard Ross
rross57@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

Contents

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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:

Leadership

Communicate, Self-Reflect, Make Decisions

- Independently and successfully develop and implement a work plan and adapt it in real time as data collection and analysis reveal new insights.
- Effectively communicate milestones, questions, findings to the instructor and industry professionals.
- Enhance their ability to work with industry professionals including effective communication skills using the self-awareness tools learned in other GMMM courses.

Responsible Business Behaviours

Responsible Choices, Superior Wealth, Equitable Distribution, Organizational Excellence

- Assess challenges and opportunities impacting the choices and wealth creation opportunities of metals and minerals companies using the GMM Defining Characteristics.
- Identify and incorporate the views of key stakeholders into their analysis and recommendations.
- 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.

Global Perspectives

Role of Metals and Minerals, Metals and Minerals Value Chains, Global Cultures

- Assess the role of the organization and its products as part of the global metals and minerals value chain.
- Identify opportunities for collaboration for the organization with other actors in the global metals and minerals value chain.
- Appreciate the impact of cultural aspects on their analysis and their recommendations.

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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B	5	“ “
B-	4	“ “
C+	3	“ “
C	2	“ “

C-	1	“	“
F	0	“	“

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

The Senate of York University

Synopsis

The 682nd Meeting of Senate held on Thursday, January 27, 2022 via Zoom

Remarks

The Chair, Professor Mario Roy of Glendon College, welcomed Senators to the meeting. He acknowledged with sorrow the recent passing of two faculty colleagues, Paul Wilkinson, University Professor and former Chair of Senate, and Michael Goldrick, Professor Emerita.

President Rhonda Lenton reported on the following items:

- acknowledgment of the recent passing of two York community members, David Ogden, Shift Engineer in Energy Management, Facilities Services, and John McCurdy, PhD candidate
- the appointment of Margaret Kierylo as Assistant Vice-President, Institutional Planning & Chief Data Officer, effective April 1, 2022
- the appointment of Brad Strom as Chief Information Officer, effective February 21, 2022
- continued prioritization of the health and safety of the community and acknowledgement that the University will continue to align York's plans for a safe return to in-person activity with public health guidance
- an update on York's Well-Being Strategy, including the creation of a Well-Being Executive to support the initiative
- an update on York's Sustainability Framework, which positions York as a Living Lab to support major sustainability projects including food security and electrical vehicles
- an update on the current SMA3 process, including the weighting of key performance metrics
- the Kudos report, highlighting the work of Professor Sherry Grace, Faculty of Health, who is co-leading the development of the world's first cardiac rehabilitation registry

The Senate of York University

Synopsis

Approvals

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

- the addition of a new Stream and a Minor degree option in entrepreneurship and Innovation in the Bachelor of Commerce degree program, Markham Campus, Faculty of Liberal Arts and Professional Studies, effective FW2023-2024
- a new Field in Municipal Government within the Master of Public Policy, Administration and Law degree program, Markham Campus, Faculty of Liberal Arts and Professional Studies, effective FW2023-2024
- revisions to requirements and addition of a new Specialized Honours option within the Bachelor of Human Resource Management degree program, School of Human Resources Management in the Faculty of Liberal Arts and Professional Studies, effective FW2022-2023
- changes to requirements and the name of the BA and BSc degree programs in Science and Technology Studies from “Science and Technology Studies” to “Science, Technology and Society”, Department of Science and Technology Studies, Faculty of Science, effective FW2022-2023
- the change of the program name from “Film” to “Cinema and Media Arts”, Department of Cinema and Media Arts, AMPD, effective FW2022-2023

Senate approved two hortative motions pertaining to the Anti-Black Racism Framework and Action Plan and N95 respirator masks:

- that, a combination of a bottom-up, community-led, research-based and data-driven process with strong leadership, commitment, and action from York’s administration is required to enact a robust Framework to Address Anti-Black Racism and an accompanying Draft Action Plan on Black Inclusion that challenge the structural inequities, power imbalances, and ideologies of white supremacy that are at the root of systemic racism. Senate expresses concern that such a commitment to substantial change, working closely with the affected communities, has yet to emerge, nor is it evident in the Draft Action Plan on Black Inclusion or in other actions taken so far
- that, based on emerging public health literature promoting the use of N95 respirator masks over cloth and surgical masks, and out of a concern that all

The Senate of York University

Synopsis

York University students, staff, and faculty have equitable access to respirator masks, Senate hereby expresses its opinion that York University should –

1. procure,
2. provide free or heavily subsidize, *and*
3. safely distribute N95 or KN95 (or equivalent or better) respirator masks to all community members.

that, this practice be maintained for the Winter 2022 semester, with the possibility of an extension if the pandemic continues

Committee Information Reports

Executive Committee

The Executive Committee's information items included the following:

- its ongoing monitoring of the impact of the COVID-19 pandemic on academic activities, with actions pertaining to the disruption outlined in its written Report
- its review of feedback received from Senators and confirmation of the scope of the 2021-2022 Senate Rules review exercise
- its approval of individuals nominated by Faculty Councils for membership on Senate committees
- additions to the pool of prospective honorary degree recipients
- the Sub-Committee on Honorary Degrees and Ceremonials' approval of a recommendation from the University Registrar to permit the use of students' chosen first names (retaining surnames) on University parchments (diplomas and certificates)
- the recent activities of the Sub-Committee on Equity, including the review of its mandate, terms of reference, and composition
- its discussion of the mode of delivery of Senate meetings going forward

Academic Policy, Planning and Research Committee (APPRC)

APPRC reported on the following items:

- an update on recent preparations for the APPRC-sponsored spring planning forum on the *Future of Pedagogy*

The Senate of York University

Synopsis

Academic Standards, Curriculum and Pedagogy Committee (ASCP)

ASCP reported on its continued review of proposals for curricular programming at the Markham Campus and approval of the following minor modifications to curriculum:

Faculty of Liberal Arts & Professional Studies

Revisions to the calendar copy for the Japanese, BA program

Minor changes to the program requirements for the BCom Business Minor

Minor changes to the program requirements for the Children, Childhood & Youth BA program

Minor changes to the workshop requirement for the MA, PhD and Graduate Diploma programs in English

Glendon

Minor changes to the requirements for the Canadian Studies Minor

Minor changes to the admission requirements for the Communications, Hons BA program (effective immediately)

Minor changes to the General Education requirements for the Psychology, BSc program

Faculty of Education

Removal of pre-requisites from non-required BA courses for the BA program in Education Studies

Faculty of Health

Minor changes to the degree and admission requirements for the MA and PhD programs in Critical Disability Studies

School of the Arts, Media, Performance and Design

Changes to the rubric for the MA in Design Research and the Master of Design program

The Senate of York University

Synopsis

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material posted online with the Thursday, January 27, 2021 meeting for details about these items.

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

February Meeting of Senate

Senate's next meeting will be held at 3:00 pm on Thursday, February 17, 2022.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Ingo Holzinger, Director, Strategy Field Study
Date: December 21, 2021
Re: Change of the Delivery Format for MGMT 5150: Skills for Leadership

Motion: For Faculty Counsel to approve the change of the delivery format for MGMT 5150: Skills for Leadership from in-person to blended.

Rationale: MGMT 5150 has been delivered remotely since March 2020. During this time, the instructors involved in the course have learned a great deal about the unique value of online delivery and ways to engage the students. We have also developed new content and resources, including a series of 'state-of-the-art' online modules that students review at their own time. The student feedback on the mode of delivery and the new resources has been very positive. Moreover, we have learned that certain modes of delivery work better for certain contents.

Given what we have learned over the last 21 months and the enthusiastic response by the students, we believe we can teach a more valuable course by combining in-person instruction with synchronous and asynchronous delivery. This will allow us to use the most appropriate modes of delivery for different types of content and interaction. For example, much of the foundational content is better delivered through online modules, which students can complete on their own time and pace. Some exercises and discussions work better with Zoom breakouts than in class. Other interactive components, such as a roleplay integrated in the course, are better delivered in person.

In conclusion, taking the course forward in a blended¹ format will allow us to provide the students with the best possible learning experience and to further experiment with different contents, formats, and techniques for engagement. It also conforms to a call by York's Associate Vice President Teaching and Learning for blended course to "become a common and accepted approach for course delivery at York."

¹ Blended learning is defined by York University as follows: "At least a third of the course will be delivered online and a third face-to-face, the remaining third may be any combination of online or face-to-face."

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 MBA Program
2. Responsible Unit:
MGMT
3. Subject Code (Rubric) and Course Number:
MGMT 5150
4. Credit Value:
3.00
5. Long Course Title:
Skills for Leadership
6. Short Course Title:
Skills for Leadership
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)
	in pre/co-requisite
	retire course
X	other (please specify): Change of delivery format from in person to blended

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

V. July 2021

Fall 2022

9. Rationale:

MGMT 5150 has been delivered remotely since March 2020. During this time, the instructors involved in the course have learned a great deal about the unique value of online delivery and ways to engage the students. We have also developed new content and resources, including a series of ‘state-of-the-art’ online modules that students review at their own time. The student feedback on the mode of delivery and the new resources has been very positive. Moreover, we have learned that certain modes of delivery work better for certain contents.

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In conclusion, taking the course forward in a blended¹ format will allow us to provide the students with the best possible learning experience and to further experiment with different contents, formats, and techniques for engagement. It also conforms to a call by York’s Associate Vice President Teaching and Learning for blended course to “become a common and accepted approach for course delivery at York.”

10. Proposed Course Information:

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

Existing Course Information (Change From):	Proposed Course Information (Change To):
N/A	N/A

11. Enrolment Notes:

n/a

¹ Blended learning is defined by York University as follows: “At least a third of the course will be delivered online and a third face-to-face, the remaining third may be any combination of online or face-to-face.”

12. Consultation:
n/a

Originator:

	December 21, 2021
_____ Signature	_____ Date
Ingo Holzinger _____ Name	MGMT _____ Area or Specialization

Approvals:

Area or Specialization

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

	December 21, 2021
_____ Signature	_____ Date
Ingo Holzinger _____ Name	MGMT _____ Area or Specialization

Degree Program:

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

Ashwin Joshi _____ Signature	January 6, 2022 _____ 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

February 10, 2022

Date

Maria Annisette

Name of Committee Chair

Master Programs Committee

Committee

Course Outline Fall 2022

XXX, XX:XX - XX:XX, beginning on XXX
Room XXX

Instructor
Ingo Holzinger
N212 Seymour Schulich Building
416-736-2100 ext. 77870
iholzinger@schulich.yorku.ca
Office hours: by appointment

Assistant
Laura Da Silva
N230B Seymour Schulich Building
416-736-2100 ext. 22853
lgreco@schulich.yorku.ca

Ingo Holzinger is the Director of the Strategy Field Study and a Distinguished Adjunct Professor at the Schulich School of Business. His research and teaching interests include leadership, organizational change, complexity, and alternative models of organizing. He obtained my Ph.D. at the University of Wisconsin – Madison and has taught university degree and executive programs in North America, South America, Asia, and Europe.

Brief Description

This course develops thinking and reflective skills required for leadership in a complex world. Drawing on complexity theory and a multiple-perspectives framework that embraces sustainability, ethics, history, and diversity & inclusion, the course advances students' ability to think creatively, analytically, and strategically. Students learn to identify and reframe complex problems more effectively, and to develop and communicate innovative solutions compellingly.

Prerequisites/Corequisites/Course Exclusions: None

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Course Learning Outcomes

"The greatest danger in times of turbulence is not the turbulence; it is to act with yesterday's logic."
Peter Drucker

"Business as usual" has ceased to exist. Turbulence and transition are the new normal, not just since the start of the pandemic. In the current context of rapid economic, social, political, and technological change, capacities for flexibility, innovation, and – in particular – new ways of thinking are at a premium.

This course will introduce students to some of the new mindsets needed for success in today's turbulent and complex global environment. For example, today's leaders must have the capacity to accept and deal with unpredictability and be adept at recognizing and integrating multiple perspectives and priorities. They must be able to spot and anticipate emerging trends and patterns, ask and explore provocative questions about their organizations and the world at large, deal with challenging ethical issues, and generally think both "inside and outside the box" in a deep and probing way.

To begin meeting these needs, this course fosters the seeing and thinking skills required to make a positive leadership difference. We will challenge taken-for-granted assumptions about business, organizing, and leadership, promote a triple-bottom-line approach to sustainable business and emphasize the need for reflective personal awareness as core themes for guiding the learning process.

In the most fundamental sense, this course is designed as a personal challenge – one that encourages you to actively engage in the learning process. Being a passive recipient of information will not yield much value in this course. You are urged to critically examine the course content and its relevance for you and your career, developing both greater "context awareness" (understanding the immediate and larger world around you) and "personal awareness" (understanding yourself and the way you interact with the world around you) in the process.

While many of the attitudes and skills addressed in this course are thought of as "soft skills" – in that they cannot be easily quantified or tied down through rigorous analysis – they are very demanding and can be learned. In that sense, the course is intended to take you out of existing comfort zones and into new territory. It will challenge some of your deeply held beliefs and assumptions, and introduce new ways of thinking and doing. The benefit you derive from the course is directly linked to your ability to rise to the challenge, your personal commitment, and your effort.

You are invited to enter the course with an open mind and a spirit of inquiry and adventurousness, recognizing that awareness of one's strengths and limitations is critical for personal development and success. We invite you to be prepared to be challenged, to be provoked, and, at times, to be frustrated. Learning new skills is often not a linear process and requires challenging existing mindsets and skills. It also requires practice and an awareness of the deeper factors shaping the learning process, especially those forces that can get in the way. The class discussions, exercises, and assignments are designed to help you get on this important learning journey – one that will hopefully continue throughout your future life and career.

To guide you on this journey, we have assembled a diverse and exceptional team of experts. They will introduce you to varied viewpoints and ways of thinking about leadership, organizations, and their environments. In addition to your course instructor, who will accompany you throughout the semester and is your contact person for the course, the team includes the following faculty:

Matthias Kipping, Ph. D.	Professor of Policy Richard E. Waugh Chair in Business History Room N314, Phone 416-736-2100 x 20656 mkippling@schulich.yorku.ca
Winy Shen, Ph.D.	Associate professor of Organization Studies Room N330, Phone 416-736-2100 x 33610 wshen88@schulich.yorku.ca
Robert Phillips, Ph.D.	Professor of Strategic Management and Public Policy George R. Gardiner Professor in Business Ethics Room G326, Phone 416-736-2100 x 30190 rphillips@schulich.yorku.ca
Theo Peridis, Ph.D.	Professor of Strategic Management Director, Global Relations & Global Leadership Program Room N305L, Phone 736-2100 x 77892 tperidis@schulich.yorku.ca

Deliverables at a Glance

The final grade for the course will be based on the following items weighted as indicated:

Assignment/Task	Quantity	Weight	Total	Author
Grand Challenge Team Project	1	38%	38%	Team
Learning and Development Portfolio	1	46%	46%	Individual
Course Contribution	1	16%	16%	Individual
			100%	

For details, see "Assignments/Projects: Descriptions & Evaluation" (p. 8). More detailed descriptions of the main assignments will be posted on Canvas.

Course Material

Canvas: Canvas is the digital course portal and functions as a digital course outline. You will find the weekly readings/viewings, detailed descriptions and due dates for all assignments, a course calendar, course updates, various course materials and resources, and a companion Twitter feed that is used to share course relevant articles, news items, and resources.

Readings: All mandatory and optional materials (e-modules, readings, viewings, etc.) are listed under the weekly modules. Some readings can be downloaded directly from Canvas. Others can be accessed through York University's library website. A link to the library website and instructions on how to access the readings are provided. Read and think about the issues explored in the readings before coming to class. Adequate preparation is absolutely necessary to benefit fully from class and be able to contribute to discussions.

There is no textbook for the course.

Student Preparation for Class and Course Contribution: Expectations

Preparation. The value of the class sessions depends greatly on your involvement and input. Active participation by you is not only encouraged; it is required to create a positive and rich learning environment. To be able to participate and create value in discussions, you are expected to have read and thought about the required readings before coming to class. When indicated in the course outline, complete and submit any pre-work before the beginning of class.

Course Contribution: You are expected to be present, prepared, and willing to share your views in every class, both voluntarily and when called upon to do so. Try to consistently contribute with comments and questions that pass the "so-what" test by providing insightful analysis that builds on the prior discussion and moves our thinking forward.

One to two quality contributions per week are considered standard.

Some of the considerations for evaluating your course contribution include:

- Are you a good listener? Do your comments relate to the questions and suggestions of others and to the themes that the class is exploring together?
- Are your contributions relevant to the discussion? Are you willing to challenge the ideas that are being expressed? Are you willing to take risks and test-drive some new ideas?
- Do you integrate material from past classes or discussions where appropriate?
- Do your comments reflect cumulative learning over this course or do you merely consider each issue in isolation?
- And most importantly, do you add value to the learning of the class?

Class-by-Class Syllabus

The following list of lecture topics and readings indicates the material to be read, reviewed and/or prepared for the various class sessions. Readings may be added to this list; please check Canvas for updates. It also specifies the delivery format for each week: IP (for in person), RS (for remote synchronous), and RA (for remote asynchronous).

Date	Class Session	Topic	Assigned Readings & Resources	Assigned Work Due
XXX	1 RA & IP	Leading the Possible: Leadership Challenges in a Turbulent World	Narrated Course Introduction Online Module: Leading the Possible – Leadership Challenges in a White-Water World Bürkner, H.-P. & Bhattacharya, A. (2020). „Squaring the Circle.“ Boston Consulting Group, October 2020 Achi, Z. & Garvey Berger, J. (2015). “Delighting in the Possible”, McKinsey Quarterly, 2015, Number 2 (March).	Team Contract (mandatory: pass/fail)
XXX	2 RA & RS	The Art of Reframing I: Are you Solving the Right Problem?	Online Module: Simple – Complicated – Complex Online Module: The Art of Reframing – Are You Solving the Right Problem? Ancona, D., Malone, T.W., Orlikowski, W.J. & Senge P.M (2007). “In Praise of the Incomplete Leader”, Harvard Business Review, 85 (2; February), 92-100. Wendell-Wendellborg, T. (2017). “Are You Solving the Right Problems?”, Harvard Business Review, 95 (1; January/February), 76-83.	Personal Case (brief description; no analysis required)
XXX	3 RA & IP	The Art of Reframing II: Creating New Ways Forward	Online Module: The Art of Reframing – Creating New Ways Forward Sawhney, M. & Khosla, S. (2014). “Managing Yourself: Where to Look for Insight”, Harvard Business Review, 92(11), 126-129. Martin, R.L. & Golsby-Smith, T. (2017). “Management Is Much More Than A Science”, Harvard Business Review, 95(5), 128-135.	
	4 RS	Convergent Thinking: Probing the Possible	Argyris, C. (1991). “Teaching Smart People How to Learn”, Harvard Business Review, 69(3), 99-109. Liedtka, J.M. (2006). “Using Hypothesis-Driven Thinking in Strategy Consulting”, Darden Business Publishing Teaching Note BP-0486	
	5 RS	Team Consultations	No assigned readings for this class.	Each team will submit a 6-slide deck with their progress to date.

Date	Class Session	Topic	Assigned Readings & Resources	Assigned Work Due
XXX	6 IP	From Ideas to Action: Creating Buy-In	Online Module: Paradoxical Thinking and Leadership Sull, D. N. (1999). "Why Good Companies Go Bad". Harvard Business Review, 77(4), 42-50. Smith, W.K., Lewis, M.W. & Tushman, M.L. (2016). "Both/And' Leadership". Harvard Business Review, 94(5), 62-70. Ashford, S.J. & Detert, J. (2015). "Get the Boss to Buy In". Harvard Business Review, 93(1/2), 72-79.	
MBA Reading Week: XXX - XXX				
XXX	7 RS	Longevity in Complex and Shifting Environments (Prof. Matthias Kipping)	"The Opium Wars: How Scottish Traders Fed the Habit", (2005, September 6), The Scotsman. "The Great British Tea Heist", (2010, March 9), Smithsonian Magazine	Due on XXX: Grand Challenge Video Pitch and Deck Report Homework: See Canvas
XXX	8 RS	Creating and Leading Diverse and Inclusive Workplaces (Prof. Winny Shen)	Caver, K. A. & Livers, A. B. (2002). "Dear White Boss..." Harvard Business Review, 80(11), 76-81. Caver, K. A. & Livers, A. B. (2020). "What Has - and Hasn't - Changed Since "Dear White Boss..." Harvard Business Review Blog, September 15, 2020. Johnson, S. K. & Hekman, D. R. (2016). "Women and Minorities Are Penalized for Promoting Diversity." Harvard Business Review Blog, March 23, 2016.	Homework: See Canvas
XXX	9 RS	Ethics in Organizations (Prof. Robert Phillips)	Spar, D.L. and Burns, J. (2000). "Hitting the Wall: Nike and International Labor Practices", Harvard Business School Case 700-047	Homework: See Canvas
XXX	10 IP	Power and Influence: How Will YOU Make a Positive Difference?	Heimans, J. & Timms, H. (2014). "Understanding 'New Power'". Harvard Business Review, 92(12), 48-56. Battilana, J. & Casciaro, T. (2021). "Don't Let Power Corrupt You." Harvard Business Review, 99(5), 94-101.	
XXX	11 RS	Leadership, Strategic Thinking & Value Creation (Prof. Theo Peridis)	Case: Hudson Beaver Creek	Homework: See Canvas
XXX	12 IP	Making a Difference: As a Future Leader I Will Need To...	No assigned readings for this class.	Due on XXX: Learning & Development Portfolio

Assignments/Projects: Descriptions & Evaluation

Team Contract

MANDATORY BUT NOT GRADED

In the first week of class, each team will submit a team contract, which specifies – among other things – the following ground rules:

- How are decisions going to be made?
- How are differences going to be resolved?
- How are people going to treat each other?
- How is the team going to communicate – internally and externally?
- How are issues relating to individual and team rewards (i.e., grades) going to be handled?

Moreover, the team contract should identify two permanent roles:

- Team Spokesperson: This team member is responsible for all communication with the course instructor and other external stakeholders, if applicable.
- Academic Honesty Representative: This team member is responsible for familiarizing her/himself with and educating her/his team about [Schulich's Academic Honesty Policy](#). At least half an hour at one of the first team meetings should be dedicated to a discussion of the policy and the implications for the team's work.

Other roles – such as project coordinator, record keeper, editor/proofreader, meeting facilitator, etc. – and whether they are permanent or rotating may be determined by the team.

Take this task seriously. Team contracts have been shown to be effective tools for enhancing team performance. Moreover, your team contract will be the basis for the grade allocation process following the Sustainability Team Project (see below).

Grand Challenge Team Project

36% OF COURSE GRADE

This assignment is modeled after the 2021 Hult Prize Challenge and calls on you to build viable food enterprises that will create jobs, stimulate economies, reimagine supply chains, and improve outcomes for 10,000,000 people by 2030. To narrow the scope of the assignment, you are asked to focus on one particular and significant issue by addressing food waste in a country or region with which you are familiar.

Agriculture and Agri-Food Canada defines food waste as "all food that is grown, harvested, processed, manufactured or prepared for human consumption, but never eaten by people. It occurs at all stages of the food supply chain, from farm to plate.

Food waste is a global problem. According to a report by the Food and Agriculture Organization of the United Nations, 1.3 billion tons of edible food – equivalent to a third of global production – is wasted annually worldwide, enough to feed 3 billion people. The economic value of food waste is estimated to be about 680 billion dollars. Beyond economic losses, food waste contributes to increasing global poverty and hunger and the inefficient use and degradation of natural resources. Hence this is a triple-bottom-line issue: It affects social, environmental, and economic wellbeing.

In Canada, over 50% of all food is wasted every year while 1 in 7 Canadians suffers from food insecurity. Moreover, about 8% of global greenhouse emission is caused by food waste.

Food waste is a complex issue, and there is no single solution. For this assignment, we are looking for business model solutions that prevent or divert food waste at any point from farm to plate. To address this challenge, you will need to challenge deeply held assumptions about how the food system operates. You will have to defy existing mindsets and propose revolutionary, not evolutionary change. You will "need to put aside your prior preconceptions of the failures in our food system" and propose an innovative business model that addresses food waste in a region/country of your choice and has the potential to make a significant impact (i.e., "create jobs, stimulate economies, reimagine supply chains, and improve outcomes for 10,000,000 people by 2030).

There are two deliverables for this assignment:

1. A 7-minute video pitch
2. A deck report of no more than 25 slides

The deliverables should be targeted at a panel consisting of funders, social entrepreneurs, and other experts such as Jeetu Patel, Chief Product Officer, Box; Arianna Huffington, Founder and CEO, Thrive Global; Taylor Scobbie, Founder and CEO, IMPCT Coffee; Liu Zhenmin, Under-Secretary-General for Economic and Social Affairs, United Nations; Bill Clinton, 42nd President of the United States; and Ahmad Ashkar, CEO and Founder of The Hult Prize.

More detail and tips for how to approach this assignment can be found on Canvas.

Learning and Development Portfolio

46% OF COURSE GRADE

Your grade on this portfolio will reflect both your effort and personal commitment to learning and the course, and your ability to deliver a product that meets Schulich's performance expectations. It is essential that you work on the material for this portfolio throughout the course. It is not something that can be left until the end. The portfolio components must provide evidence of deep continuous learning; they cannot be effectively completed in a last-minute rush.

The Learning and Development Portfolio consists of two deliverables:

1. Personal Case: Making a Positive Difference
2. Reflection: As a Future Leader, I Will Need to...

Personal Case: Making a Positive Difference

For this deliverable, revisit the personal case you submitted earlier in the semester and apply the ideas, techniques, perspectives, and concepts you have learned through the course to generate new insights and responses that would be more effective than what actually occurred (or is likely to occur). (Note: You may replace the case you initially submitted if you have since identified a different complex personal case that works better for this assignment.)

Detailed requirements:

In a deck report (\leq 15 slides), you are asked to:

1. Briefly describe the problem or issue that you have selected. Ideally, you will articulate an initial problem statement (before reframing; can be taken from the initial case description for Class 2). [Suggested length: 1-2 slides]
2. Reframe the problem or issue you selected using techniques and concepts developed in the course. Make sure you demonstrate the process of reframing and, ideally, arrive at a new

problem statement. [Suggested length: 5-7 slides]

3. Develop and present innovative solutions to the problem/issue. These must show that you have successfully reframed the issue or problem to find creative “15% solutions” that allow you can have an impact and make a positive leadership difference. [Suggested length: 5-7 slides]
4. Briefly describe the actual or anticipated results. [Suggested length: 1 slide]

The deck should demonstrate how you have rigorously applied appropriate thinking techniques or course concepts that you have learned in this course. It should include a combination of text and diagrams, figures, tables, images, or worksheets, and clearly describe the specific insights you have gained from the application of relevant techniques or course concepts.

You may disguise the names of persons and organizations to protect confidentiality. Provide a bibliography of sources you have consulted, if applicable.

Reflection: As a Future Leader, I Will Need to...

For this reflection, consider – in a deep, meaningful way – what has stuck with you from this course and how you can apply these ideas, concepts, and techniques to make a positive leadership difference in your career or life. You may reflect on any concepts and ideas introduced in class or in the materials, but bear in mind that the purpose of this reflection is not to describe or summarize them. The purpose is to explore and think more deeply about how you can develop the knowledge, skills, and attitudes necessary to become an effective future leader.

Specifications and Suggestions:

- Different possible formats: 3 options (choose one)
 - paper/document (≤ 1000 words, do not write in bullet format)
 - video file (≤ 4 mins.)
 - audio file/podcast (≤ 4 mins.)

Course Contribution

16% OF COURSE GRADE

Sixteen percent of the overall score are allotted to your active contributions to in-class discussions and the submission of homework as indicated in the course outline. Weekly contributions are assessed based on the following rubric:

Grade	Contribution
A	Is prepared and demonstrates a strong understanding of assigned readings; makes regular contributions of high quality; raises new and/or important issues, significantly enhancing the quality of class discussions; contributes original ideas; clearly demonstrates listening skills and adds value to discussions; actively participates in team/group exercises and supports positive team dynamics during exercises.
B	Is prepared and contributes to the discussions, demonstrating a good understanding of the material and/or issues discussed; advances discussions to a certain degree without adding highly original contributions; is fully present; contributes to team/group exercises.

C	Attends class; say nothing or very little of added value; does not actively participate in team/group exercises.
F	Does not show up for class (unexcused).

The four homework assignments for Weeks 7, 8, 9 and 11 are mandatory, but will not be graded. Homework submissions will affect a student's course contribution grade as follows:

- 4 submissions = 1 grade-point bonus
- 3 submissions = no change
- 2 submissions = 1 grade-point deduction
- 1 submission = 2 grade-point deduction
- 0 submissions = 3 grade-point deduction

For example, if a student earned a B+ (GP: 6.0) for her active contributions to class and submitted all pre-work assignments on time, she would receive an A- (GP: 7.0) as her course contribution grade for the course. If that same student did not submit any pre-work assignments, she would receive a C+ (GP: 3.0) as her course contribution grade.

More detailed expectations for in-class contributions are outlined on page 4.

Calculation of Course Grade

The course grading scheme for Master's level courses at Schulich uses a 9-valued grade-point system. The possible letter grades for a course (and the corresponding grade points awarded for each grade) are:

Letter Grade	Grade Points	Interpretation
A+	9	Excellent
A	8	
A-	7	
B+	6	Good
B	5	
B-	4	
C+	3	Acceptable
C	2	
C-	1	
F	0	Failing

Assignments are given a letter grade that, for purposes of calculation, will be translated into the corresponding grade points and then weighted.

This course will not be graded on a curve. However, students should expect that 'average' performance, overall and in each individual assignment, will lead to a grade of B or B+. Only outstanding performance on any of the assignments, which is rare by definition, will lead to a grade in the A-range (A-, A, or A+).

Unless otherwise indicated by the instructor, assignments are to be submitted before the beginning of class. Late assignments are penalized one grade point (e.g. B+ to B) per day late. Late homework assignments will not be accepted.

General Academic Policies: Grading, Academic Honesty, 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 in the Schulich website:

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

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

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

Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title and Date	Guest In-Class Case/Exercise	Reading Preparation (excluding cases, optional)	Written Preparation
<p>1. Leading the Possible: Leadership Challenges in a Turbulent World</p> <p>Remote asynchronous & in person</p> <p>XXX</p>		<p>Narrated Course Introduction</p> <p>Online Module: Leading the Possible – Leadership Challenges in a White-Water World</p> <p>Squaring the Circle</p> <p>Delighting in the Possible</p>	<p>Team Contract</p>
<p>2. The Art of Reframing I: Are you Solving the Right Problem?</p> <p>Remote asynchronous and synchronous</p> <p>XXX</p>		<p>Online Module: Simple – Complicated – Complex</p> <p>Online Module: The Art of Reframing – Are You Solving the Right Problem?</p> <p>In Praise of the Incomplete Leader</p> <p>Are You Solving the Right Problems?</p>	<p>Personal Case (brief description only; no analysis required)</p>
<p>3. The Art of Reframing II: Creating New Ways Forward</p> <p>Remote asynchronous & in person</p> <p>XXX</p>		<p>Online Module: The Art of Reframing – Creating New Ways Forward</p> <p>Managing Yourself: Where to Look for Insight</p> <p>Management Is Much More Than A Science</p>	
<p>4. Convergent Thinking: Probing the Possible October 6</p> <p>Remote synchronous</p> <p>XXX</p>		<p>Teaching Smart People How to Learn</p> <p>Using Hypothesis-Driven Thinking in Strategy Consulting</p>	
<p>5. Team Consultations</p> <p>Remote synchronous</p>	<p>Meetings with individual teams.</p>		<p>Each team will submit a 6-slide deck with their progress to date.</p>
<p>6. From Ideas to Action: Creating Buy-In</p> <p>Remote asynchronous & in person</p> <p>XXX</p>		<p>Online Module: Paradoxical Thinking and Leadership</p> <p>Why Good Companies Go Bad</p> <p>“Both/And” Leadership</p> <p>Get the Boss to Buy In</p>	<p>Project Document and Presentation</p>
<p>XXX</p>	<p>NO CLASS (MBA Reading Week)</p>		

Class No., Title and Date	Guest In-Class Case/Exercise	Reading Preparation (excluding cases, optional)	Written Preparation
7. Longevity in Complex and Shifting Environments Remote synchronous XXX	Guest: Prof. Matthias Kipping	The Opium Wars: How Scottish Traders Fed the Habit The Great British Tea Heist	Due on XXX: Grand Challenge Video Pitch and Deck Report Homework: See Canvas
8. Creating and Leading Diverse and Inclusive Workplaces Remote synchronous XXX	Prof. Winny Shen	Dear White Boss... What Has - and Hasn't - Changed Since "Dear White Boss... Women and Minorities Are Penalized for Promoting Diversity	Homework: See Canvas
9. Ethics in Organizations Remote synchronous XXX	Prof. Robert Phillips Case: Nike	Hitting the Wall: Nike and International Labor Practices	Homework: See Canvas
10. Power and Influence: How Will YOU Make a Positive Difference? In person XXX	Battle of Gettysburg Interactive Role Play	Understanding 'New Power' Don't Let Power Corrupt You	
11. Leadership, Strategic Thinking & Value Creation December 1	Guest: Prof. Theo Peridis Case: Hudson Beaver Creek	Case: Hudson Beaver Creek	Homework: See Canvas
12. Making a Difference: As a Future Leader, I Will Need To... December 8			Learning & Development Portfolio (due on XXX)

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Steve Weiss

Date: Feb. 2, 2022

Re: Change in Course Codes for Two Existing Courses (IBUS6410 & IBUS6490)

Motion: That Faculty Council approve the change in course codes for “International Business: Strategic Overview for Managers” and “International Negotiations: Analysis, Strategy, Practice” from IBUS 6410 and IBUS6490, respectively, to SGMT 6410 and SGMT 6490.

Rationale: This motion addresses only changes in course codes for the two courses above. IBUS (International Business) is being retired as a specialization in the MBA Program. The SGMT (PLCY) Area supports these courses and would like to include them in its SGMT-designated course offerings. The structure and contents of both courses were approved by the MBA Program Committee and Faculty Council when they were originally introduced.

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 MBA Program
2. Responsible Unit:
IBUS
3. Subject Code (Rubric) and Course Number:
IBUS 6410
4. Credit Value:
3.00
5. Long Course Title:
International Business: Strategic Overview for Managers
6. Short Course Title:
International Business: Strategic Overview
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)
	in pre/co-requisite
	retire course
X	other (change in subject code)

8. Effective Term/Calendar Year of Proposed Change(s):
Fall 2023

9. Rationale:

IBUS (International Business) is being retired as a specialization in the MBA Program. However, the objectives and contents of this course remain relevant and important for MBA students. Further, much of the course—in both its fundamental orientation and class topics—relates directly to aspects of strategic management, as suggested by the course title.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
IBUS-6410	SGMT 6410

11. Enrolment Notes:

All 5100-series Required Foundations of Management Core Courses or permission of the instructor. (unchanged).

12. Consultation:

N/A

13. Originator:

S. Weiss
Signature

Jan. 31, 2022
Date

Stephen Weiss
Name

PLCY/SGMT & IBUS
Area or Specialization

Approvals:

Area or Specialization

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

Willow Sheremata
Signature

Feb. 1, 2022
Date

Willow Sheremata
Name

SGMT
Area or Specialization

Degree Program:

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

<u>Ashwin Joshi</u>	<u>Feb. 1, 2022</u>
Signature	Date

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

Program Committee:

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

<u><i>Marcia Annisette</i></u>	<u><i>February 10, 2022</i></u>
Signature	Date

<u>Marcia Annisette</u>	<u>Master Programs Committee</u>
Name of Committee Chair	Committee

International Business: Strategic Overview for Managers

Course Outline

Fall 2021

Tuesdays, 2:30-4:30 p.m. (all Toronto times), beginning Sept. 14

Online (Zoom)

Instructor

Professor Stephen Weiss
 N305G Seymour Schulich Building
 (416) 736-5087
 sweiss@schulich.yorku.ca
 Office hours (by Zoom): Wednesdays, 10:00-11:00 am (Toronto)

Assistant

Clara Kan
 N305A
 (416) 736-2100 ext. 77960
 ckan@schulich.yorku.ca

Prof. Weiss is an international negotiation specialist, tenured associate professor of policy and international business, and former director of the MBA and IMBA Programs at Schulich. A Schulich faculty member since 1991, he has delivered classes/seminars at over 50 schools and universities in 17 countries.

Brief Description

This course examines management issues and challenges that arise when business activities and transactions cross national boundaries and become international, regional (multi-country), or global. Entry strategies and adjustments to managerial functions are considered for multiple sectors and industries (e.g., natural resources, manufacturing, services; autos, beverages, lodging, ICT, ridesharing) and various countries in the major geographical regions of the world (Americas, Europe, Africa, Middle East and Asia).

Prerequisites: All 5100-series Required Foundations of Management Core Courses or permission of the instructor. Note: Not open to IMBA students.

[Contents \(clickable\)](#)

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Course Learning Outcomes

As an introduction to international business (IB), this course surveys various aspects of business relationships and activities that cross national boundaries.

In particular, it is designed to help you:

- identify key factors that affect operations and performance in international business
- develop ideas and tools/procedures for when and how to adapt basic functions for different markets
- deepen your knowledge of key regions and select countries
- make decisions for a variety of business and management problems

This course may be taken by students who plan to take only one IB course. It also serves as a first course for those who plan to take additional international courses such as International Negotiations (IBUS6490).

Deliverables at a Glance

Students are expected to do all reading assignments, participate actively in class, and complete written assignments and projects on time. The impact (weight) of each task on your final grade for the course is indicated by the “@ wgt %” column in the table below.

Assignment/Task	Quantity	@ wgt %	Total %	Author
Memo for Section I (3 pp.)	1	15	15	Team
Case Memo(s) in Section II (1 p. each)	2	10	20	Individual
Presentation in class: plan, delivery	1	25	25	Team
Final project (paper or slide deck)	1	25	25	Indiv or Pair
Class participation	1	15	<u>15</u>	Individual
			100%	

For details, see “Written Assignments/Projects: Descriptions” (p. 12-13) and “Evaluation” (p. 13).

Course Material

Reading material for this course is located in a textbook, two (2) electronic course kits for cases, and Canvas (the on-line learning management program). Not all sources are needed for every class. Consult the Class-by-Class Syllabus for details (see pp. 4-11).

Our textbook is:

Collinson, S., Narula, R., & A.M. Rugman. International Business. 8th ed. Harlow, England: Pearson Education Ltd., 2020. [Listed as “TXT” in the class-by-class syllabus.]

This book is available in an e-version as well as paperback and may be purchased from various outlets (e.g., York U Bookstore, Amazon, VitalSource). The 7th edition is also acceptable. There are many assigned readings in the book. Moreover, it is a good reference book: It presents fundamental IB concepts and theory in one place, in an organized way, and these topics are not covered in other readings for the course.

In addition, a highly recommended book is:

Ghemawat, P. *The New Global Road Map*. Harvard Business School Press. 2018.

Course kits ("CK") contain cases for class discussions. There are two. You may purchase soft or print versions. Kit1 (10 cases) is on Ivey Business School's website. Go to <https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c0000F1gJUEAZ/international-business-strategic-overview>. For Kit 2 (3 required cases, 2 optional), which is at The Case Centre (course pack C-4166-37036-STU), go to: <https://www.thecasecentre.org/course/registerForCourse?ucc=C%2D4166%2D37036%2DSTU>.

The Canvas ("CVS") site for IBUS6410 provides all other reading material, including news articles, and serves as a center for class communication and submission of assignments. Reading material is organized by class "modules" (blocks). Access the course site through MySchulich/Schulich Links/Canvas Portal.

Student Preparation for Class and Class Participation: Expectations

The value of class sessions depends vitally on student involvement and input. You are encouraged to prepare well for every class and to make significant contributions to class discussions.

Preparation. For class, you are expected to be familiar with all assigned "Read" material (including, where applicable, "ReadA," "ReadB," and "ReadC") and to have answers for "Prep" questions. Read the material in the order listed in the class-by-class syllabus. The order is deliberate. The amount of reading varies by class, and individual readings also differ in length. (Some items are only one page long.) For most classes, the advance reading totals 25-45 pages. (Page numbers for the TXT are not listed because they are not consistent between the hard copy and Kindle versions.) Classes 5, 8 and 10 have the heaviest reading lists in the course. Plan accordingly. "Optional" and "Consult (Research)" readings are just that—included for your interest, but you will not be responsible for their contents. You may skip cases in the textbook chapters; our separate cases have priority.

For each class from Classes 7-10, a student team will lead the coverage of topics for one part of class (7B, 8C, 9B, 10C). Details for this task are in "Written Assignments/Projects: Descriptions" (p. 12). For classes in which you are not presenting, you are still expected to do the reading for the student-led parts.

Class Participation (contribution). "Significant contributions" enrich discussion by adding depth, challenging it, or meaningfully redirecting it. They are not one-off facts or mere assertions. Strive to influence and persuade with insight, logic, and evidence. The quality and quantity of your remarks will be evaluated after every class by Prof. Weiss (occasionally with input from peer feedback). Both spoken comments and comments written in Zoom's chat box will be considered. The evaluation system (a maximum of 10 points per class) is: 2 points for attendance, 1 point for each substantive contribution up to a maximum of 3 points, and 1 to 5 points (5 is best) for the overall quality of the contributions as a set. Aim for 7-8 points per class. (Notice that you can earn as much from one high quality comment as from three average ones.) If you must miss a class for legitimate reasons, notify Prof. Weiss (ideally, in advance); you can earn up to 8 points on a makeup assignment.

Students will receive class participation grades for the first half of the course in Class 7. If you want feedback at any other time, feel free to ask for it.

Class-by-Class Syllabus

This course is divided into three sections: I) Motivations, Strategies, and Other Fundamentals, II) Regional and National Contexts, and III) Multiregional Coordination and Effectiveness. Topics and readings for every class, and written assignments, are specified 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' SSB email accounts notifying them of the change.

The class format and teaching methods will vary from class to class, but every class will include a quick review of current events in IB, 1-2 breaks, and discussion of at least 1 business case (except for Class 12).

Beginning with Class 5, classes will be divided into parts with different topics. In Section II (Classes 7-10), one part of class will be led by Prof. Weiss and the other, by a student team. Student teams will have 45 mins. for their presentations. Team membership will be assigned, but teams will be able to choose their class topics (subject to approval) and prepare well in advance.

I. Motivations, Strategies, and Other Fundamentals

Sept. 14 Why "internationalize" your business outlook (i.e., adopt a "global mindset")?

(1) Playing Fields Worldwide

Prep:

- Growing sales and sourcing cheaper or scarce supplies are obvious reasons to internationalize. What are some others?
- What's your sense of attitudes toward "globalization" in different parts of the world today?
- What international opportunities and threats do you see for Canadian business for the next five years?

Read:

1. TXT. Ch. 1 ("An Intro to IB").
2. CVS. Technophar in Vietnam (mini-case).
3. CVS. The Economist. The World in Numbers 2021-Countries.
4. CVS. The Economist. The World in Numbers 2021-Industries.

Consult (Research):

- Buckley et al. 2017. "Towards a renaissance in international business research? ..."

Sept. 21 Strategies for Competing Internationally: Global, Local, and ???

(2)

Prep:

- Beyond the two extreme strategies (global, local), what other options do firms have?
- Starbucks should have completely avoided Australia. Agreed?
- In what ways did Starbucks enter India more wisely than it entered Australia?

Read:

1. CK. "Starbucks' Australian Experience."
2. CK. "Starbucks-Tata Alliance."
3. TXT. Ch. 2 & 9 ("General Frameworks" excl. entry modes, "Organizing Strategies (Organization Structures only)."

Optional:

- Ghemawat. Ch. 4 (“Strategy: How to Compete”).
- TXT. Ch. 3 & 8 (in “Multinational Enterprises,” see RBV, VRIO; in “Multinational Strategy,” see Strategy Formulation and Implementation). (Recall your SGMT6000.)

Consult (Research):

- Hitt et al. 2016. “International strategy: From local to global and beyond.”
 - Knight & Kim. 2009. “International business competence and the contemporary firm” [SME]
-

Sept. 28 International Market Selection, and Environmental (Extra-Market) Analysis

(3) Prep:

- What are the pros and cons of the market screening approach in the textbook?
- Why did Uniqlo select the Canada/Toronto market? Evaluate its entry strategy.
- How do you view Uniqlo’s prospects for the next two years (the covid-19 era)?

Read:

1. TXT. Ch. 12, 2 & 10 (“Marketing Strategy” up to promotion; “General Frameworks” (entry modes); “Corp. Strategy and National Competitiveness” excl. integration).
2. CK. “Uniqlo: Expansion into Canada.”

Optional:

- Ghemawat. Ch. 5 (“Presence: Where to Compete”).
- TXT. Ch. 4 (“International Politics”).

Consult (Research):

- Calof & Viviers. 2020. “Big data analytics and international market selection.”
 - Nielsen et al. 2017. “The location choice of foreign direct investments.”
-

Oct. 5 International Operations: Supply Chains, and Currencies

(4) Prep:

- In Skutis’s early relationship with TNE/Lim, which of Jurgens’ decisions would you have made differently? And now, how would you settle the dispute?
- What are the key criteria for choosing a mode of international shipping?
- If you were Jacques Dupuis at Voyages Soleil, how would you handle the FX risk associated with the contract for hotel rooms?

Read:

1. CK. “Skutis: Negotiating Production in China.”
2. TXT. Ch. 2, 11 & 7 (“General Frameworks” (SMEs only), “Production Strategy,” and “International Financial Markets” excl. IMF).
3. CK. “Voyages Soleil: The Hedging Decision.”

Optional:

- Shih. 2020. “Global Supply Chains in a Post-Pandemic World.”
- CVS. “The Big Mac Index: Patty Power.”

Consult (Research):

- Kano et al. 2020. “Global Value Chains: A Review of the Multi-Disciplinary Literature.”

Oct. 11

Written Assignment due:

- Memo I (upload to Canvas by 11:59 pm)
-

II. Regional and National Contexts

The Americas

- Oct. 12 A) Canada: Incoming Foreign Competition
 (5) B) U.S.-Canada Relationship: Effects on Bombardier

PrepA:

- What are Canada's CSAs?
- Was INCO's strategic move to maintain its Canadian nationality conceptually problematic or flawed in implementation? What is your assessment of Vale's actions to appease the Canadian government (its host country)?
- What do you make of Porter's diamond model for national competitiveness? And of Rugman's double diamond?

PrepB:

- What goods make up most of U.S.-Canada trade (by value)? Which services?
- How smart was Bombardier's response to U.S. tariffs on C series aircraft?
- Are you optimistic about Ontario's prospects as a player in global aerospace?

ReadA:

1. TXT. Ch. 18 & 10 ("North America" (Canada only), "Corporate Strategy" (single diamond, double diamond only).
2. CVS. Heinzl. "Rival Canadian Miners to Create Nickel Giant."
3. CVS. Bream & Simon. "Inco turns from suitor to target."
4. Brasiliero & Canassa. "Vale Buys Control of ... Inco."

ReadB:

5. TXT. Ch. 6 & 18 ("International Trade," "North America" (NAFTA, CUSMA only).
6. CVS. Economist. "Aircraft manufacturing: Aerial bombardment."
7. CVS. Van Praet. "Bombardier hands control of C Series to Airbus."
8. CVS. Donnan & Waldmeir. "Bombardier wins reprieve in tariffs row with Boeing."

Optional:

- CK. "Boeing-Bombardier Dispute."

- Oct. 19 A) USA: Producing Abroad (Toyota in a Foreign Market)
 (6) B) Inter-Americas Trade

PrepA:

- What were Toyota's FSAs when operating solely out of Japan (up to 1983)? Which FSAs did it transfer for production in the US (and how)? What were the US's CSAs?
- If Toyota planned to build another assembly plant in the US, what criteria would you advise them to use to select a state/city location?
- *Assess Toyota's response to its quality (recall) crisis in 2009-10. What steps were most effective? What could be improved? Was this response suitable for production worldwide, not just in North America?

PrepB:

- What do you know about trade between North and South America?
- What are the key success factors in profitably importing bananas into New York?
- *Corruption has tainted business and government affairs in The Caribbean and Latin America for decades. What options does Chiquita have in responding to

Castano/AVC's offer? What do you recommend (and why)? How would you implement that option?

ReadA:

1. TXT. Ch. 14 ("Political Risk ..." excl. negotiation strategies).
2. CK. "Toyota: Back to Basics after Crisis."
3. Check out www.jama.org (in North America).

ReadB:

4. CK. "Chiquita in Colombia."
5. CVS. UN ECLAC. "International Trade Outlook for Latin America and the Caribbean 2018."

Optional

- Correal. "The Secret Life of the New York Banana."

Written Assignment due:

- Memo II-1 (upload to Canvas by 9:00 am)

Oct. 26 No class (Reading Week)

Europe

Nov. 2 A) France: Culture and Service Businesses
(7) B) Europe: State of the Union (S=student team presentation)

PrepA:

- Is "exceptional service"—luxury—a global (i.e., standardized) product requiring no significant adaptation for national markets?
- Evaluate Four Seasons' entry into the French/Paris market. What did the company do well? And poorly? Explain. Propose one improvement.
- Which lessons from this case should a luxury hotel chain use in foreign markets?

PrepB:

- With which countries/groups has the EU concluded (bilateral) free trade agreements? Why?
- How much of France's total trade and FDI occur with the UK? How has Brexit affected a company such as Renault?
- From a business perspective, what are the most consequential similarities and differences between the EU, MERCOSUR, and COMESA?

ReadA:

1. TXT. Ch. 5 ("International Culture"). Skim Ch. 13 ("HR").
2. CK. "Four Seasons Goes to Paris."

ReadB:

3. TXT. Ch. 16 ("European Union").
4. CVS. The Economist. "Briefing: The covid-19 pandemic puts pressure on the EU."

Optional:

- OECD. "France Economic Snapshot (June 2020)."
- The Economist. "Remember corporate Europe? It wants to be noticed again."

Consult (Research):

- Beugelsdijk et al. 2018. "Cultural distance and firm internationalization ..."

- Kirkman et al. 2006. "A quarter century of Culture's Consequences ... "
- Stahl & Tung. 2015. "Towards a more balanced treatment of culture in IB studies ..."

Africa: North and South(ern)

- Nov. 9 (8) A) Egypt: Government Regulations and a "Sharing Economy" Company
B) Nigeria: Reaching the Rural Poor
C) Africa: An Economic "Region"? (student team presentation)

PrepA:

- What types of threats did Uber face in the five municipal markets in the case?
- What is your view of "principled confrontation" as an entry and government relations strategy?
- *How should Uber respond to Egypt's demand for real-time access to riders' data? Make a recommendation (background info, problem, options, evaluation, rec.).

PrepB:

- *As an advisor to Stork, identify (and explain) the biggest challenges for Celtel in serving the rural poor, and recommend ways to overcome the top three challenges.
- What thoughts do you, as a manager in an MNE, have about pursuing the so-called "bottom of the pyramid" in a foreign market?

PrepC:

- How does viewing the Nigerian and South African markets as parts, respectively, of ECOWAS and SADC influence your understanding of those markets?
- What are the strategic and managerial pros and cons of grouping together countries in Africa (let alone lumping together Africa and the Middle East as "AME")?

ReadA:

1. CK. "Uber: Competing Globally."
2. CVS. Walsh. "Dilemma for Uber and Rival: Egypt's Demand for Data on Their Riders."

ReadB:

3. CK. "Celtel Nigeria: Towards Serving the Poor (A)."
4. CVS. Simanis. "Reality Check at the Bottom of the Pyramid."

ReadC:

5. CVS. The Economist. "Business in Nigeria: Africa's Testing Ground."
6. CVS. The Economist. "Special Report: The African Century."

Optional:

- TXT. Ch. 19 ("Emerging Economies").
- The Economist. "Special Report on Telecoms in Emerging Markets: Mobile Marvels."
- The Economist. "Africa—The 1.2 Billion Opportunity."

Consult (Research):

- Boddwyn. 2016. "International business-government relations research, 1945-2015 ..."

Written Assignment due today OR Nov. 16 or 23:

- Memo II-2 (upload to Canvas by 9:00 am)

Nov. 10

Written Assignment due

- Final project proposal (by 11:59 pm)

Middle East/ Asia (South)

- Nov. 16 (9) A) UAE: Unusual Client for an Unusual Business
B) India: Redoing Entry (student team presentation)

PrepA:

- What challenges do foreign architecture firms face competing in design contests and managing public construction projects in the Gulf region?
- What is Ras al-Khaimah's "RFP" for Snohetta?
- *As an advisor to Thorsen, what do you see as the key success factors for winning the contract from Sheikh Saud? What actions should Thorsen take to develop his relationship (and Snohetta's) with Dr. Massaad?

PrepB:

- Given Groupe PSA's corporate goals, does re-entering India make sense?
- What should the company have learned from its two previous attempts?
- *As a mode of entry, was a joint venture a smart strategic move for PSA? Why? What resources and capabilities did PSA need from local partner(s)? Was C.K. Birla a good choice?

ReadA:

1. CVS. Weiss. "Snohetta-Ras al-Khaimah Negotiations ... Architectural Icon."
 (Optional: Watch the video "The Sand Castle" (excerpts will be shown in class)
<https://www.pbs.org/wnet/wideangle/video/the-sand-castle-video-full-episode/4783/>)
2. CVS. Mouawad. "The Construction Site Called Saudi Arabia."

ReadB:

3. CK. "Groupe PSA: Re-entering India."
4. CVS. "India's Economy: A chance to fly."

Optional:

- The Economist. "Special Report: The Arab World—The War Within."
- The Economist. "The end of the Arab world's oil age is nigh."

Written Assignment (if not done on Nov 9) due today OR Nov. 23:

- Memo II-2 (upload to Canvas by 9:00 am)

Asia (East)

- Nov. 23 (10) A) Japan: Vaccines, Ethics, & Peculiarities of Foreign Markets
B) China: HQ-Subsidiary Relationships
C) Pacific Rim Region: Scenarios of 2030 and 2040 (student team presentation)

PrepA:

- What are the main opportunities and threats for PMC in the Japanese market?
- Should PMC enter the Japanese vaccine market? If so, why, and how? If not, why not?
- *How should a producer of a covid-19 vaccine decide: 1) whom to target as customers (governments, NGOs, consumers, etc.); 2) how to communicate with the target(s); and 3) whether or not to engage in differential pricing? (Incorporate parallels from the PMC-Japan case.)

PrepB:

- *As Mia Foster, how do you view the situation with Louis Chen? What are your goals for the meeting with him? How will you pursue them (what's your strategy)?
- As Chen, how would you try to convince Foster that in China, Levendary must operate differently and not impose all of its standard procedures?

PrepC:

- How do you construct useful scenarios (multiple scenario analysis)?
- If you were tasked with developing three scenarios about the existence/role of a pan-Pacific (East Asian) common market in 2040, what would be your main story lines for 2021-2040? What titles would you choose?

ReadA:

1. TXT. Ch. 17 ("Japan").
2. CVS. Pasteur Merieux Connaught (PMC) in Japan – 1996"

ReadB:

3. TXT. Ch. 9 ("Organizing Strategy").
4. CK. "Levendary Café: The China Challenge."

ReadC:

5. "The Future of Asia" (Policy Horizons Canada, Government of Canada)
<https://horizons.gc.ca/en/2014/04/01/the-future-of-asia-forces-of-change-and-potential-surprises/>

Optional:

- TXT. Ch. 20 ("China").
- Ghemawat. Ch. 6 ("Architecture ...").
- The Economist. "Special Report: Asian Geopolitics—Disorder Under Heaven."

Consult (Research):

- Ambos et al. 2020. "Managing interrelated tensions in headquarters-subsidary relationships."
- Oliver & Parrett. 2018. "Managing future uncertainty ... the role of scenario planning."

Written Assignment (if not already done) due today:

- Memo II-2 (upload to Canvas by 9:00 am)

III. Multiregional Coordination and Effectiveness

Nov. 30 A) Dealing with Distances

(11) B) Managing a Multiregional Team in an MNE

PrepA:

- What do you think of the measures taken by governments, multilateral organizations and firms over the last 10 years to reduce risk in ocean shipping, especially near the horn of Africa and in the Malacca Strait? Can the same measures work on the west African coast?
- What effects will China's Belt and Road Initiative likely have on the international competitiveness of Chinese firms? And on non-Chinese firms?
- With modern ICT, the physical location of company headquarters is no longer a major strategic concern for international business executives. Compose a counter-argument (i.e., disagree).

PrepB:

- Who's responsible for the HS Holdings crisis?
- What are the main organizational and operational problems in James' team?

- What should James do in the short term to improve performance? And in the long term?

ReadA:

1. CVS. The Economist. "The Gulf of Guinea is now the world's worst piracy hotspot."
2. CVS. The Economist. "Briefing: Gateway to the Globe: China has a vastly ambitious plan to connect the world."

ReadB:

3. CK. "Managing a Global Team: Greg James at Sun Microsystems (A)."
4. CVS. Brett et al. "Managing multicultural teams."

Optional:

- The Economist. "The Belt and Road Initiative: Break Time."

Consult (Research):

- Stahl et al. 2010. "Unraveling the effects of cultural diversity in teams: A meta-analysis ..."
- Mees-Buss et al. 2019. "What happened to the transnational? The emergence of the neo-global corporation."

Dec. 7 A) Global Commons: What's Business's Responsibility?
 (12) B) Globalization, COVID, and Your Future in IB

PrepA:

- Should business be involved in stewardship of the ocean? Just in the high seas? Or in territorial waters? Or only certain industries?
- Should land-locked states (25% of all nations) and their economies have the right of access to the sea? (See UN Convention on the Law of the Sea and "transit states.")

PrepB:

- Based on empirical measures, Ghemawat asserts that the degree of globalization has always been overstated in public policy and management discussions. Should this view/evidence matter to an international manager?
- How do you think covid-19 will affect international business over the next 3-5 years?
- Although internationalization is out of favor in many parts of the world (to wit, reshoring, travel restrictions, etc.), an international outlook is still important for any manager. Do you agree?

ReadA:

1. Check out websites for the World Ocean Council (business) and World Ocean Review (scientific reports).

ReadB:

2. CVS. The Economist. "Goodbye globalisation."
3. Ghemawat. Ch. 3 & 7 ("Globalization in the Long Run," "Nonmarket Strategy: Anger and Its Management"). (Skim Chapters 1 & 2).
4. CVS. "Will Covid-19 Have a Lasting Impact on Globalization?"

Optional:

- World Ocean Review 5 (The Coasts -- A Vital Habitat ...).
- The Economist. "Special Report: The new world disorder."

Consult (Research):

- Kobrin. 2020. "How globalization became a thing that goes bump in the night."

Dec. 10 FINAL PROJECT due (3 days after last class, by 11:59 pm)

Written Assignments/Projects: Descriptions

There are 3 short written assignments (memos) and 2 projects for this course. Some are to be done by teams; others, by students working on their own. Specifications appear below. Evaluation of this work will be based on the criteria listed in the following section.

Due Date

Oct. 11 Section I, Memo 1 (team of your choice, 3 people)

Lay out the main IB concepts, theories, and frameworks from Classes 1 to 4 in an infographic (one page). On Pages 2-3, explain their most important implications for a Canadian SME about to "go international." (You may focus on a particular business or management function.)

Length: 3 pages maximum (12-point font), single-spaced. Due on Canvas by 11:59 pm.
Value: 15%

Oct. 19 Section II, Memos for Two Classes (individual)

AND Write a one-page memo that answers the italicized "Prep" question(s) (marked *) in either section PrepA or PrepB of a class. Some questions call for an action recommendation; other questions call for analysis and evaluation rather than an action. Use the appropriate format (action memo, analysis memo) for the question you choose. (Don't force a format on a question.)

Nov. 9, 16
or 23

Memo II-1: Class 6 (required for everyone).

Memo II-2: Class 8, 9 or 10 (choose one). Clearly identify your class choice on your memo; Prof. Weiss need not be notified in advance. Whichever question you choose, write to inform and persuade your audience.

Length: 1 page maximum, single-spaced (500 words). Due on Canvas by 9:00 am.
Value: 10% per memo (turn-it-in)

Nov. 2, 9, 16 or 23 Section II Presentation in Class: Plan, Delivery (assigned team, 5 to 6 people per team)

Plan and lead part of one class (45 mins). Possibilities: Class 7B, 8C, 9B or 10C. Teams should email Prof. Weiss their top two choices (ranked) by Oct. 5 (first come, first served). At least two weeks before the class, the team should submit a one-page lesson plan/outline that incorporates: 1) most of the "prep" questions and assigned readings for the chosen class part, and 2) an activity that involves class members in analysis, evaluation, and decision-making. Please develop slides for the class and email them to Prof. Weiss before class. (There are no particular specs for this work product.) Feedback on the session will be provided by classmates and Prof. Weiss.

Value: 25%

Dec. 10 Final Project (paper/deck): Topic of Your Choice (subject to approval; individual or pair)

Use this opportunity to delve into an IB topic of special interest to you. It could be a topic only partly covered in the course or something entirely new. For example, consider analyzing and explaining one company's performance in two markets or comparing the international

Due Date

strategies of two companies from different home countries. The project may be done by a student working individually or jointly with one other student.

By Nov. 10, upload a one-page proposal that lays out a topic, rationale/motivation for it, and an outline for the body of the paper. (For tips on writing a proposal, see the file on Canvas.)

The final deliverable may be either a full-text paper or a slide deck (narrated or not). (Other products are also possible, but they should be cleared in advance.) If the topic concerns a specific company (as opposed to a general topic such as nontariff barriers to trade), provide enough background information about it (e.g., products/services, business model, historical performance) and the industry for the reader to make sense of the paper, but put most of this information in a compact appendix.

Length: 15 pages maximum whether the deliverable is a paper or a slide deck. (The max length includes the title page and all addenda such as exhibits.) For a paper, use 12-point font and double-spacing. Due on Canvas by 11:59 pm.

Value: 25%

Evaluation of Written Assignments/Projects

Grades. You can count on receiving a letter grade on each of your assignments. For all except the Section II memos, possible grades run the full range (A+ to F). For Section II memos, possible grades are limited to A, B+, B or Rewrite. In keeping with School policy, the average grade on most assignments is a B/B+, A's and A-'s are used for outstanding ("wow") work.

The penalty for unexcused late submission of written work is usually 1/2 of a letter grade (e.g., from B+ to B, A to A-).

Criteria. Written assignments will typically be evaluated according to four main criteria (and % weights):

Persuasiveness/Analysis (35%). For starters, this criterion considers whether or not the paper directly responds to the assigned question or topic. Most of the persuasiveness criterion, however, concerns the quality of analysis and validity of conclusions. They rest on the logic or chain of reasoning in the paper as a whole and in sections of it. The reasoning—the argumentation—should be meaningful, well-organized, coherent, and convincing. Of the four evaluation criteria, this is the most important for an MBA assignment.

Information Quality (25%) has to do with the data provided. Observations, statistics, and other facts are the "bricks" with which to build a good analysis or argument. "IQ" is usually reflected in the relevance of the information to the topic at hand, its value and richness, and the source of the information. (This is not about sheer volume.) IQ may be supported by footnotes, a bibliography, and/or appendices with supplementary details.

Insight/Perceptiveness (25%) supplies some of the mortar needed to connect the bricks. Here, insight refers primarily to the author's own perceptions and ideas, especially when they represent new or unusual points on the subject. They merit attention and credit in their own right—up to a point. The author should make clear their usefulness and value by weaving them into the argument of the paper (Persuasiveness/Analysis).

Presentation (15%) has to do with the appeal and accessibility of the paper. They stem from the layout and organization of text (e.g., headings, subheadings, fonts); use of graphs, figures, and tables; and grammar and spelling. There should be no misspellings or typos, given today's autocorrection software and spell-checkers. If there are numerous typos in a submission, it may simply be returned ungraded.

Each of these criteria will be rated on a 10-point scale. These ratings are intended to give students specific and directed feedback in addition to the global assessment reflected in an overall letter grade.

Translation of Numerical and Letter Grades. In this course, points (or marks) will be converted to letter grades as follows: 84-86% will be a B; 87-89%, B+; 90-93%, A-; 94-96%, A; and so on. Note that this system may differ from your other instructors' conversions. (Schulich does not have a standard, school-wide conversion system.)

Calculation of Course Grade

To calculate your final course (letter) grade, Prof. Weiss will convert letter grades earned on deliverables to Schulich index values (e.g., A=8) and multiply these numbers by the weight for the deliverable. The resulting numerical grades will be converted to letter grades according to the following scale: 7.50 to 8.49 = A, 6.50 to 7.49 = A-, etc.

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, elective courses like IBUS6410 are expected to conclude with a class average 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 are made at the discretion of instructor and do differ from course to course.

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 and disability services, contact Student Services or see:

<https://www.yorku.ca/secretariat/policies/policies/academic-accommodation-for-students-with-disabilities-guidelines-procedures-and-definitions/> and <https://accessibility.students.yorku.ca/>.

Quick Reference: Summary of Classes, Preparations, and Deliverables

Section I: Motivations, Strategies, and Other Fundamentals

Section II: Regional and National Contexts

Section III: Multiregional Coordination and Effectiveness

Class No., Title, and Date	In-Class Case (read in advance)	Reading Preparation (excluding cases and optional readings)	Written Preparation (Toronto time)
1. Sept. 14 Why Adopt a Inter'l Mindset?/ Playing Fields Worldwide	Technophar in Vietnam (mini)	TXT (Ch. 1) "The World in 2021"	
2. Sept. 21 Strategies for Competing Internationally: Global, Local ...	Starbucks' Australian Exp. Starbucks-Tata Alliance	TXT (Ch. 2, 9 (parts))	
3. Sept. 28 Internat'l Market Selection/ Environmental Analysis	Uniqlo into Canada	TXT (Ch. 12, 2, 10 (parts of @))	
4. Oct. 5 International Operations: Supply Chains, and Currencies	Skutis: Production in China Voyages Soleil: Hedging	TXT (Ch. 2, 11, 7 (parts of @))	Memo I (Oct 11 11:59p)
5. Americas Oct. 12 A. Canada: Incoming Fgn Comp B. US-Canada Relationship: Effects on Bombardier	News articles on: INCO-Falconbridge Merger Bombardier-Airbus Partner	TXT (Ch. 18, 10, 6 (parts of @)) "Aircraft Manufacturing"	
6. Oct. 19 A. USA: Producing Abroad B. Inter-Americas Trade	Toyota: Back to Basics Chiquita in Colombia	TXT (Ch. 14)	Memo II-1 (by 9:00 am)
	Oct. 26 NO CLASS (Reading Week)		
7. Europe Nov. 2 A. France: Culture and Service Businesses B. Europe: State of the Union-S	Four Seasons in Paris	TXT (Ch. 5, 16) "Covid-19 pressure on EU"	S=Team Presentation today (B) or Class 8C or 9B or 10C (your choice subject to approval)
8. Africa, N. & S. Nov. 9 A. Egypt: Gov't Regulations and a "Sharing Econ." Company B. Nigeria: Reaching the Rural Poor C. Africa: An Econ "Region"? (S)	Uber: Competing Globally "Dilemma for Uber-Egypt" Celtel in Nigeria	"Reality Check" "Business in Nigeria" "The African Century"	Memo II-2 (by 9:00 am today) or Nov. 16 or 23 Team Presentation (C) Proposal - Final Project (Nov 10 11:59 pm)
9. Mid. East/ Asia (S.) Nov. 16 A. UAE: Unusual Client for an Unusual Business B. India: Redoing Entry (S)	Snohetta in Ras Al-Khaimah Groupe PSA in India	"The Construction Site Called..." "India's Economy: ... Fly"	Memo II-2 (by 9:00 am) if not done Nov 9 or 23 Team Presentation (B)
10. Asia (East) Nov. 23 A. Japan: Vaccines, Ethics, Mkt B. China: HQ-Subsidiary Rela'ns C. Pacific Rim Region: Scenarios of 2030 & 2040 (S)	PMC in Japan Levendary Café in China	TXT (Ch. 17 & 9) "Future of Asia"	Memo II-2 (by 9:00 am) if not done Nov 9 or 16 Team Presentation (C)

Class No., Title, and Date	In-Class Case (read in advance)	Reading Preparation (excluding cases and optional readings)	Written Preparation (Toronto time)
11. Nov.30 A. Dealing with Distances B. Managing a Multiregional Team in an MNE	SUN: Greg James' Team.	"Gulf of Guinea ... Piracy" "Briefing: Gateway to Globe" "Managing Multicultural Teams"	
12. Dec. 7 A. Global Commons: What's Business's Responsibility? B. Globalization, COVID, and Your Future in IB	none	"Goodbye globalization" Ghemawat (Ch. 3 & 7) "Covid-19 Lasting Impact?"	
Final Project Dec. 10 (not a class date)			Final Project (11:59 pm)

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 MBA
2. Responsible Unit:
IBUS
3. Subject Code (Rubric) and Course Number:
IBUS 6490
4. Credit Value:
3.00
5. Long Course Title:
International Negotiations: Analysis, Strategy, and Practice
6. Short Course Title:
Internat'l Negotiations-Analysis, Strategy
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)
	in pre/co-requisite
	retire course
X	other (change in subject code)

8. Effective Term/Calendar Year of Proposed Change(s):
Winter 2024

9. Rationale:

IBUS (International Business) is being retired as a specialization in the MBA Program. However, the objectives and contents of this course remain relevant and important for MBA students. Further, much of the course—in both its fundamental orientation and class topics—relates directly to aspects of strategic management, as suggested by the course title.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
Title IBUS 6490	Title SGMT 6490

11. Enrolment Notes:

All MBA1 Required Foundations of Management Core Courses or permission of the instructor. (unchanged).

12. Consultation:

N/A

13. Originator:

S. Weiss
Signature

Jan. 28, 2022
Date

Stephen Weiss
Name

PLCY/SGMT & IBUS
Area or Specialization

Approvals:

Area or Specialization

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

Willow Sheremata
Signature

Feb. 1, 2022
Date

Willow Sheremata

SGMT

Name

Area or Specialization

Degree Program:

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

Ashwin Joshi

Signature

Feb. 1, 2022

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

February 10, 2022

Date

Marcia Annisette

Name of Committee Chair

Master Programs Committee

Committee

International Negotiations: Analysis, Strategy, and Practice
 Course Outline
 Winter 2022

Tuesdays, 7:00-10:00 pm Toronto time, beginning Jan. 11
 Online via Zoom in January; thereafter, in person (TBC)

Instructor
 Professor Stephen Weiss
 N305G Seymour Schulich Building
 (416) 736-2100 ext. 30250
 sweiss@schulich.yorku.ca
 Office hr: Wed 11:00 am-12:00 noon (Toronto), by appointment

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Prof. Weiss is an international negotiation specialist, tenured associate professor of policy and international business, and former director of the MBA and IMBA Programs at Schulich. He has taught at Schulich since 1991 and delivered classes or seminars at over 50 schools/universities in 20 countries.

Brief Description

This course provides structured approaches to understanding, planning, and doing business negotiations in international contexts. Students apply their business knowledge in a series of interactive exercises and written assignments in order to develop analytical, strategic and practical negotiation skills. On two Saturdays, students conduct complex negotiation simulations (alliance formation, foreign direct investment) and receive performance feedback from experienced negotiators.

This course qualifies as an elective for concentrations in IBUS, ORGS and SGMT.

Prerequisites: All MBA1 Required Foundations of Management Core Courses or permission of the instructor.

Contents (Clickable)

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Learning Outcomes for Course

Whether you are selling a product or service, attracting an investor, dealing with a supplier or government agency, or resolving a dispute with partners, you are usually negotiating. Moreover, those around you—your stakeholders as well as competitors—are also negotiating. It is crucial in business, especially international business, to make sense of these negotiations and to conduct them effectively.

This is an intensive course in negotiation analysis, international business, strategy formulation and implementation, and interpersonal skills development. The course requires you to integrate and apply your knowledge of functional areas and international business.

Ultimately, this course is designed to help you:

- learn about state-of-the-art thinking and research on international negotiation
- equip yourself with ideas, tools and skills that enable you to achieve superior results in your work with others in international settings.

Specifically, the course will enable you to:

- understand fundamental negotiation concepts
- describe a negotiation effectively (e.g., report it to others)
- explain outcomes
- suggest improvements in processes and outcomes
- expand familiarity with standards and practices in selected countries and industries
- enhance awareness of particular facets of business transactions and tasks
- set goals, develop strategies, and articulate plans
- increase interpersonal effectiveness in five key skill areas of negotiation.

This course demands a lot from you, but you can expect a lot from it.

Deliverables at a Glance

Students are expected to do reading assignments, participate actively in class and in two weekend negotiation simulations, and complete written assignments/projects. 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
Written Assignments:				
Negotiation plans/forms (for in-class roles) Classes 2 (the brief), 3, 4, 5, 12	5	-	10	Individual/Group
Simulation-related (SIM1, SIM2):				
- Personal plans (“Top Three”)	2	-	0	Individual
- Team plans (“Highlights”)	2	10	20	Group
- Post-negotiation analyses	2	10	20	Individual
Final project (journal)	1	15	15	Individual
Negotiation Performance in Simulations:				
1. SIM1 (Nissan)	1	10	10	Individual
2. SIM2 (Catalytic)	1	10	10	Individual
Class participation			<u>15</u>	Individual
			100	

For details, see “Written Assignments/Projects: Descriptions” (p. 10ff) and “Evaluation” (p. 14ff).

Course Material

Reading material for the course may be found in books and Schulich's Canvas Learning Management System. See Class-by-Class Details below for readings and their locations.

Canvas will be our main tool for course organization, communication, and information/materials specific to this course. Check it at least twice a week.

There is no required textbook for this course since no book must be read in its entirety during the term. However, the following books are recommended for purchase. Some reading is required from each of them, and these selections are not posted on Canvas. The books will have enduring value for you.

1. Billings-Yun, M. 2010. *Beyond Dealmaking*. San Francisco: Jossey-Bass.
2. Lax, D. & Sebenius, J. 2006. *3D Negotiation*. Boston: Harvard Business School Press.
3. Wheeler, M. 2013. *The Art of Negotiation*. New York: Simon & Schuster.

In addition, check out:

- the longstanding "bible" in the field of (general) negotiation—
Fisher, R. & Ury, W. 2011. (rev. ed.) *Getting to Yes*. Boston: Penguin.
- the latest advice based on behavioral economics and social psychology research—
Neale, M.A. & Lys, T. Z. 2015. *Getting (More of) What You Want*. New York: Basic Books.
- the latest textbook on international business negotiation—
Usunier, J.-C. 2019. *Intercultural Business Negotiation*: London: Routledge.

Student Preparation and Participation in Classes/Exercises: Expectations

The value of every class session depends significantly on student involvement and input. You are encouraged to prepare well for class and during class, to participate in exercises conscientiously, and make significant contributions to discussions.

Preparation. You are expected to have read the assigned material and developed responses to the study ("prep") questions. Read the material in the order listed in Class-by-Class Details. (There is a logic to the order.) The amount of reading varies by class, so plan accordingly. Do all of the "Read" listings before each class so we can use class time to maximum advantage. "Optional" readings support the "Read" listings and are provided for students interested in more information and ideas, but you are not expected to do them.

Class Participation (Contribution). In class, "significant contributions" add depth to, challenge, or redirect discussion. They go beyond sound bites and recitation of facts. They should include concise justification and evidence. The quality and quantity of your contributions will be evaluated and recorded by Prof. Weiss each week after class. The evaluation system allows for a maximum of 10 earned points per week. The number of points earned will be calculated as follows: 2 points for attendance, 1 point for each substantive contribution up to a maximum of 3 points, and 1 to 5 points for the overall quality of the entire set of contributions. (You can earn as much from one high-quality contribution as from three of low quality.) The contributions recorded most carefully will be verbal comments during class plenary sessions, but you are also encouraged to participate actively in breakout sessions and, in Zoom classes, to use the chat function. Consider also posting to the Discussion section of Canvas after class. In Week 7, you will receive your class participation grade for the first half of the course. If you are interested in discussing your class performance at any time, contact Prof. Weiss.

Results of in-class negotiation exercises (role-plays) will not be graded. However, your comments about them will count as class contributions.

Negotiation Exercises. The quality of your participation in negotiation exercises will affect what you learn and also what your counterparts and other classmates learn. (That is why weekly attendance and conscientiousness are critical.) For these exercises, you are expected to adhere to the following points (an “honor code”):

- do not seek advance information about process/outcomes from previous participants
- see the world as the role does; adopt the role’s perspective
- choose any negotiation strategy or approach you like (except physical violence), but be mindful of potential consequences and accept responsibility for actual consequences
- “keep it real” (stay in role)
- in general, do not make up “facts” that would materially alter the scenario (Note: A counterpart can always question your representations rather than take them at face value. By the same token, you don’t always have to have an answer for counterparts’ queries.
- do not show your counterpart your confidential role instructions (even afterwards) unless or until instructed to do so
- expected results: you do not have to reach an agreement; strive for a satisfactory outcome
- after the negotiation, focus on reflection and learning
- keep discussion about behavior, especially in role exercises, within the class.

Weekend Negotiation Simulations (Two). These experiences, which are the most demanding in the course, consist of planning, negotiating, and post-negotiation analyzing. This set of tasks will make the following periods especially busy: Jan. 30-Feb. 15, and March 13-29. If you are completing a MGMT 6100 project this term, remember that Phase 4 pressures will mount in late March. Manage your time. Participation in both simulations is required to pass this course.

Solid preparation makes these “mega-simulations” more effective and interesting for everyone, as you will see. The negotiations will be set up under conditions as realistic as possible (whether virtual or in person) and should be treated that way. The proceedings will be videotaped from start to finish to facilitate post-simulation feedback and learning. Do not look up actual outcomes of these negotiation cases before your simulations because that knowledge will detract from your simulation experience and performance, not enhance it. Your simulation will develop its own dynamics, and they should be the focus of your attention and actions. Besides, other students’ experiences and the actual outcomes—which may or may not be optimal—will be addressed after the simulation anyway.

You are encouraged to seek constructive, informal feedback about your negotiation behavior from classmates throughout the course and in turn, to provide feedback to them. Conversations about these negotiation experiences usually provide valuable insights, and you will rarely get such open debriefing opportunities in “the real world.” Use them while you can.

In addition to class preparation and participation, you are expected to complete and submit on-time assignments described fully in “Written Assignments/Projects.”

For a compact summary of class topics, activities, and preparations, see the table on p. 16.

Class-by-Class Details

This course is divided into five modules: I) Essential Skills for International Negotiators, II) Complex Arenas-1: Interfirm Negotiations, III) More Essential Skills, IV) Complex Arenas-2: Business-Government Negotiations, and V) Transfer. Topics and readings for every class are listed below.

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

Teaching format and methods will vary from class to class, but nearly every class will include an experiential exercise, mini-lectures, and class discussion. Unless otherwise noted, readings may be found on Canvas.

* on a date below indicates a written assignment is due

I. Essential Skills for International Negotiators

- Jan. 11
(1) International Business Negotiation (IBN): The Terrain
Prep:
- What does “success” in negotiation mean to you?
 - Be ready to brief classmates on the Hong Kong Handover negotiations. In one minute or less, what will you say? (Consult the framework in the pre-class slides.)
- Read:
1. Pre-class slides for Class 1.
 2. Weiss. Backgrounder for The Fall of Hong Kong reading.
 3. Roberti. “The Sprint for the Finish Line” (pp. 109-113) in The Fall of Hong Kong.
- Optional:
- Billings-Yun. “The Goal Is Not a Good Deal ...” (pp. 3-28), “Even Monkeys ...” (pp. 29-47).
-
- Jan. 17* Written Assignment (negotiation brief) posted to Canvas by 5 pm
- Jan. 18
(2) Making Sense of Negotiation Dynamics and Outcomes: Analytical Tools
Prep:
- What are the benefits of the Essential Elements Framework? And limitations?
 - When negotiators interact, which of their actions are critical to catch and track?
 - In terms of the Multi-Perspective Model, what were the main determinants (causes) of the Ford-Toyota no-agreement outcome?
- Read:
1. Pre-class slides for Class 2.
 2. Weiss, Hunter & Hassen. “Grasping Essential Elements of Negotiation.”
 3. Weiss. “Creating the GM-Toyota Joint Venture.”
 4. Weiss. “Explaining Outcomes of Negotiations,” pp. 249-251, 312-320 then pp. 295, 262-79, 282-88.

Skim:

- "GM-Toyota Memorandum of Understanding" (actual contract).
- Nissan Partner Simulation (SIM1) materials (for the big picture; plans due in Feb.)

Optional:

- Watkins, M. 2002. "Diagnosing the Situation" (pp. 6-44) in Breakthrough Business Negotiation.

Jan. 25
(3)

Preparing to Negotiate

Prep:

- In general, how do you negotiate? What counterpart styles bother you most?
- *Plan and negotiate the AJO-SGM exercise by Jan. 24 (Monday). Before you negotiate, complete a negotiation plan for your role and upload it to Canvas. After you negotiate, fill in the outcome report and upload it to Canvas (by Mon. 7 pm).
- Which aspects of preparing do you find most difficult? Which are most important?
- How should cultural factors affect your preparations for an IBN?

Read:

1. Billings-Yun. "Be prepared" (pp. 117-129), "Goals-What You Really Want" (133-156).
2. Klotz. "Issues Common to All International Deals" in Going Global? 2e (pp. 12-33).
3. Usunier. "The intercultural business negotiation process" in Intercultural Business Negotiations (pp. 206-218).
4. Pre-class slides for Class 3.

Optional:

- Wheeler. "Map of Pyrenees" (pp. 19-35), "Prospecting" (36-56), "Plan B" (57-67).
- Metcalf et al. "Mexico and the United States: ... Negotiating Orientations."

Feb. 1
(4)

Negotiating within and between Teams

Prep:

- *Prepare a negotiation plan with your team for Bolter-Midlands, upload it to Canvas before class, and be ready to negotiate in class.
- What difficulties and special opportunities do negotiators face in talks between two teams compared to talks between two individuals?

Read:

1. Schoonmaker. "Negotiating between Teams" (pp. 210-234).
2. McCall. "Negotiating Sales, Export Transactions ..." (pp. 187-202).
3. Pre-class slides for Class 4.

Optional:

- Brett et al. "How to Management Your Negotiation Team."
- Brett et al. "Managing Multicultural Teams."

Feb. 2*

SIM1 Personal Plan ("Top Three")

Feb. 6*

Written Assignment (SIM1 Team Plan: Highlights) by 11:59 pm

- Feb. 8
(5) Shaping Negotiation Processes: Basic and Complex
- Prep:
- Think about the beginning, middle, and end of a negotiation process. What do you expect to do and to see in each phase?
 - What are some commonly used tactics in negotiation? If they were used against you, how would you respond to keep the negotiation process moving forward?
 - *Prepare a negotiation plan as a team for Canada-China Panda, upload it to Canvas before class, and be ready to negotiate in class.
- Read:
1. Maude. "Negotiation process" (pp. 80-100).
 2. Pre-class slides for Class 5.
- Optional:
- Wheeler. "Openings" (143-162), "Critical Moments" (163-182), and "Closing" (183-200).
 - Adair & Brett. "The Negotiation Dance: Time, Culture, Behavioral Sequences."
 - Graham & Lam. "The Chinese Negotiation."
 - Weiss. "Negotiating with Romans, Part 2."

II. Complex Arenas (1): Interfirm Negotiations

Feb. 11-12 Weekend Simulation 1 (SIM1): Nissan Motor's Search for a Partner (on Zoom)

Friday the 12th 7:00 pm – 10:00 pm log on at 6:45 pm
Sat. the 13th 10:00 am – 3:00(?) pm log on at 9:45 am

Optional:

- Lax & Sebenius. "Get All the Parties Right" (pp. 53-68), "Get All the Interests Right" (69-84), "Get the No-Deal Options Right" (85-98), "Get the Sequence and Basic Process Choices Right" (99-116).
- Ghauri & Usunier. "Preparing M&A's in the EU" (de Beaufort & Lempereur, pp. 273-301).

Feb. 15 SIM1 (Nissan) Debriefing

- (6) Prep:
- *Complete SIM1 Peer Feedback forms on Google Docs (link TBD) and upload your Post-Negotiation Analysis to Canvas by 7 pm.
 - What are your takeaways from SIM1 for negotiations about international alliances? (Write in your Negotiator's Journal, too.)
 - What perceptions and conclusions do you want to discuss with classmates?

Skim:

- Nissan Partner Negotiation Debriefing Packet (received on Feb. 13)

Optional:

- Vlasic & Stertz. Taken for a Ride: How Daimler-Benz Drove Off with Chrysler.

Feb. 15* Written Assignments (SIM1 Peer Feedback forms, Post-Negotiation Analysis) due at 7 pm.

Feb. 22 No class (Reading Week)

March 1st (7) Individual Feedback with Prof. Weiss: 1 on 1 Meetings (no class that night)
 Purpose: provide each student with detailed SIM1 performance feedback from peers and the expert evaluator; discuss the student's individual concerns about negotiation. Bring samples of your journal entries to this meeting.

III. More Essential Skills

Mar. 8 Communicating Effectively (as a Negotiator): Fine Points

(8)

Prep:

- Think of three distinct ways to "reject" (turn down) a counterpart's offer if you still want them to keep negotiating with you.
- From a strategic point of view, when would you choose to negotiate by email/text or videoconference rather than face-to-face (in person)?
- In the Snohetta video, which of Massaad's verbal and nonverbal cues were most important for Thorsen/Snohetta to heed? Why?

Read:

1. Pre-class slides for Class 8.
2. Nisbett. "Ce n'est pas logique" or "You've got a point there"? in *The Geography of Thought* (pp. 165-190).
3. Weiss. "Snohetta Architects-Ras Al Khaimah Negotiations over Design ..." (2 pp.).
4. Watch "The Sand Castle" (47 mins), focusing on Questions B1, B2, C3, and D1.
 The video is at: <http://www.pbs.org/wnet/wideangle/episodes/the-sand-castle/video-full-episode/?p=4783>
5. Weiss & Arasaratnam. "The Sand Castle: Transcript and Notes."

Skim:

Catalytic-India Simulation (SIM2) materials. (Read them ASAP; plans due March 16 & 20.

Optional:

- Rudd & Lawson. "Communication Profile" and "Intercultural Communication in Global Business Negotiations" in *Communicating in Global Business Negotiations* (pp. 119-151, 153-177).
 - Ferraro. "Communicating across cultures: languages" in *The Cultural Dimension of International Business*. 8th ed. (pp. 41-62).
 - Morrison et al. (2nd ed.). "Norway" in *Kiss, Bow or Shake Hands* (pp. 340-348).
 - Nydell. "Emotion and logic," "Communicating with Arabs" in *Understanding Arabs* (pp. 33-39, 99-109).
-

Mar. 15 Problem-solving: Getting "Out of the Box" and Decision-Making: Smart Choices/
 (9) Clinic for Negotiators: Problems and Solutions (Guest speaker TBC)

Prep:

- How do you generate new ideas?

- What cognitive biases impede good decision-making in negotiation?
- Identify, and prepare to describe in class, one aspect of IBN that still challenges or bothers you.

Read:

1. Wheeler. "Silk Purses" (pp. 203-221).
2. Lax & Sebenius. "Solve Joint Problems to Create and Claim Value" (pp. 205-224).
3. Nisbett. "Should You Think Like an Economist?" in Mindware (pp. 68-83).
4. Pre-class slides for Class 9.
5. Usunier. "Ethical issues in ICBN" in Intercultural Business Negotiations (pp. 279-305).

Optional:

- Rivers & Lytle. "Lying Cheating Foreigners!! Negotiation Ethics across Cultures."
- Klotz. "How to Get Paid ..." in Going Global? (pp. 64-76).

Mar. 16* SIM2 Personal Plan ("Top Three")

Mar. 20* Written Assignment (SIM2 Team Plan: Highlights) by 11:59 pm

Mar. 22 Multiparty and Multilateral Negotiations

(10)

Prep:

- What adjustments should business professionals make when negotiating with government as opposed to corporate (B2B) counterparts?
- Do you agree with Eden et al. that the obsolescing bargain concept is outdated?
- Multilateral negotiations allow for circular barter. How do they work?

Read:

1. Pre-class slides for Class 10.
2. Fayerweather & Kapoor. "Introduction to IBNs" in Strategy and Negotiation for the International Corporation (pp. 29-45).
3. Eden, Lenway & Schuler. "From the obsolescing bargain to the political bargaining model."
4. Touval. "Multilateral Negotiation: An Analytic Approach."
5. Weiss & Greer. "James Bay II Hydroelectric Project: Pre-Film Guide."

Optional:

- Crump & Glendon. "Towards a Paradigm of Multiparty Negotiation."
- McDonald. "Managing complexity through small group dynamics."
- Bouquet & Ousey. Cold Steel. [Mittal-Arcelor takeover]
- Blustein. Misadventures of the Most Favored Nations: ... World Trade System.

IV. Complex Arenas (2): Business-Government Negotiations

Mar. 25-26 Weekend Simulation 2 (SIM2): Catalytic Software—Investing in India?

Friday the 26th *7:00 pm - 10:00 pm (format TBD: Zoom or in person)

Sat. the 27th 10:00 am - 3:00(?) pm (format TBD: Zoom or in person)

Optional:

- Kumar. "Brahmanical Idealism ... and the Dynamics of Indian Negotiating Negotiating Behavior."

Mar. 29
(11)

SIM2 (Catalytic) Debriefing

Prep:

- *Complete SIM2 Peer Feedback forms on Google Docs (link TBC) and upload your Post-Negotiation Analysis to Canvas by 7 pm.
- What are your key takeaways from SIM2 for business-government negotiations? (Write in your journal, too.)
- What perceptions and conclusions do you want to discuss with classmates?

Skim:

- Catalytic Software Negotiation Debriefing Packet (received on March 27)

Mar. 29* Written Assignments (SIM2 Peer Feedback forms, Post-Negotiation Analysis) due at 7 pm

Apr. 4ff Individual Feedback with Prof. Weiss (optional)

V. Transfer

Apr. 5
(12)

Beyond Classmates: Negotiating with Guest Experts (TBC)

Prep:

- Prepare a negotiation plan as a team for Flagship Airways, upload it to Canvas before class, and be ready to negotiate in class.
- Formulate 1-2 questions about IBN to ask guests.

Read:

1. Lax & Sebenius. "Make Lasting Deals" (pp. 149-161) and "Negotiate the Spirit of the Deal" (163-178).

Apr. 8* Written Assignment (Final project-Journal) due at 11:59 pm on Canvas

Written Assignments/Projects: Descriptions

There are four main sets of written assignments/projects in the course. Specifications appear below. The criteria by which the assignments will be evaluated are listed in a separate section. On all assignments, use single-spaced, 11 or 12-point font, adhere strictly to page limits, and upload to Canvas in pdf format.

Due Date

Jan. 17 "Brief" on a Real International Negotiation

(not class
date)

Write a 200-word description of a negotiation that occurred after January 1, 2019. This task involves two phases. In Phase 1, work as part of an assigned, three-person group, perusing the mass media and other sources for international negotiations covered in sufficient detail. Business examples are preferred, but diplomatic cases will do. Pool your candidates and sources then jointly select one negotiation. In Phase 2, working individually, write your own brief on the negotiation in narrative form (full sentences, not bullets). It should coherently address the following factors: subject matter, parties, joint agenda, venue, interaction, and outcome. (Recall the framework in Class 1.) At the bottom of your brief,

Due Date

include a link to the article/source that was most informative as a source. Note: To write the brief, you may use more than one source.

Tip: The negotiation may be ongoing (but a completed negotiation would be best). Look for information wherever you like: business press/websites (e.g., Economist, Wall Street Journal, Financial Times, Canadian Business), general news, etc.

NEGOTIATION PLANS: PERSONAL AND TEAM (excluding simulations)

These one-page forms should summarize your plans for negotiations. The forms need not include every detail of your plan, but every box should contain at least one entry. Upload a copy to Canvas before you negotiate, and keep a copy beside you while you negotiate.

- Jan. 21 Personal Negotiation Plan (AJO-SGM)
As an individual, fill out the AJO-SGM plan summary (obtainable from Canvas). After the negotiation, report the outcome.
- Feb. 1 Team Negotiation Plan (Bolter-Midlands)
With your teammates, complete a Negotiation Plan: Summary form (see Canvas).
- Feb. 8 Team Negotiation Plan (Canada-China Panda)
With your teammates, complete a Negotiation Plan: Summary form.
- Apr. 5 Team Negotiation Plan (Flagship Airways)
With your teammates, complete a Negotiation Plan: Summary form.

WEEKEND SIMULATION 1 (SIM1): NISSAN PARTNER

- Feb. 2 Personal Plan: "Top Three" Summary
Instructions, along with a form for completion, are on Canvas.

Max length: 1 page.

- Feb. 6 Team Plan: Highlights
(not class date) This written assignment should not be treated as your entire plan for the negotiation simulation. Its purpose is to demonstrate the quality of your SIM planning and to provide reference points for the faculty observer during the simulation.

Max length (single-spaced) of the main document (excl. appendices): 8 pp. for Nissan team; 5 pp. for Renault and Daimler-Chrysler teams; 3 pp. for each remaining "team" (party)

Work through the SIRRIS system, then assemble the following documents:

- 1) summary of your view of the negotiations, including why you want/need to negotiate and your general--"big picture"--goals and strategy (max length .5 pg)
- 2) a list of major agenda items (briefly annotated) for each of your negotiations with:
 - i) the counterpart you consider most important, and ii) one other counterpart
- 3) compact IRO form(s) for the two counterparts named in (2) above
- 4) a draft, initial proposal for your most important counterpart (write it as if you were

Due Date

- delivering it), and in a short paragraph beneath the proposal, the key reasons/justifications you could use to persuade the counterpart to accept the proposal
- 5) a schedule of meetings and breaks for the 8-hour negotiation period (when, who, Briefly what for/general purpose) (max .5 pg)
 - 6) as Appendix A, at least one in-depth mini-study of one topic of major concern to you in this negotiation (minimum of 400 words)
 - 7) as Appendix B, a completed Negotiation Plan: Summary form vis-à-vis your most important counterpart

Note: During the weekend simulation, do not feel restricted to this plan. For example, you are not required to use the draft proposal if it does not fit developments in the simulation. However, the draft you submit should be concrete and comprehensive enough for you to see what is involved in developing a proposal in this context and to provide you with a potential point of departure for the negotiations.

Feb. 15 Peer Feedback due at 7 pm

Complete an evaluation form (on Google Docs) for every student you interacted with enough during the simulation to be able to comment. (Link TBC.) Be thoughtful and thorough. Do not use Google Docs for your self-assessment because it will get mixed in with other forms. Upload it separately to Canvas.

Feb. 15 Post-Negotiation Analysis due at 7 pm

In a probing, even-handed way, address the topics below. You are only expected to comment on aspects of the simulation that you experienced directly and for which you have firsthand knowledge.

Max length (single-spaced) of the main document (excl. appendices): 3 pp.

Use the following headings:

- 1) Final Outcome(s) of the SIM (max length .25 pg)
- 2) Major Determinants of the Outcomes of Negotiations Involving My Team
- 3) Process of the SIM: Observations
- 4) Justification of My Final Decision(s) in My Negotiation(s) (.3 pg)
- 5) Evaluation of the SIM Outcome(s): Pros & Cons
- 6) Appendix (attach any final, written agreements reached by your team)

Detailed specs. The Final Outcome should state, without commentary, key results (including no-agreement outcomes) of your team's negotiations with every counterpart in the SIM. (Leave most details for the appendix.) For Major Determinants, focus on the negotiations your team participated in. Explain: a) why you reached an agreement or no agreement (recall types of causes in Class 2), and b) if an agreement, why these particular terms were agreed upon. Connect causes and effects clearly. For Process Observations (which should not repeat what you wrote in (2)), consider salient actions/events in the SIM as a whole such as: a) what happened in the beginning, middle, and end; b) turning points; and c) notable action-reaction sequences. In the Justification, explain the rationale for your decision to accept or reject the last proposal(s) on the table in the negotiations in which you and your team participated. (This would be your answer if a superior asked, "Why did you agree (or not agree) with this?") In the Evaluation, critically assess the quality of the results achieved, not the process or your

Due Date

individual performance. Pros and cons should be related to your team's objectives and perceived counterpart interests. Address also implications and probable consequences (tight/vague language, loopholes, feasibility of implementation, likelihood of future disputes, etc.). Save most of your thoughts about your individual performance for your Negotiator's Journal.

WEEKEND SIMULATION 2 (SIM2): CATALYTIC SOFTWARE

Mar. 16 Personal Plan: "Top Three" Summary
Follow the general instructions for SIM1 above.

Mar. 20 Team Plan: Highlights
(not class date) Follow the general instructions for SIM1 above.
Max length (single-spaced) of the main document: 8 pp. for Catalytic; 5 pp. each for the government teams (Andhra Pradesh, Karnataka), HCL, and SBI.

Mar. 29 Peer Feedback due at 7 pm
Follow the general instructions for SIM1 above.

Mar. 29 Post-Negotiation Analysis due at 7 pm
Follow the general instructions for SIM1 above.

FINAL PROJECT

Apr. 8 Negotiator's Journal: Lessons from Exercises
Throughout the course, after 6 of the 7 in-class exercises/role-plays and each of the 2 simulations (total = 8 entries), write a page's worth of thoughts per exercise on aspects of the experience that helped you to learn and refine your skills in preparing, communicating, shaping the process, [internal (team) management], problem-solving, and decision-making. For each exercise, address, at a minimum, the following: 1) your view of the situation beforehand (including your general strategy), 2) what you did in the negotiation, 3) whether or not your strategy (or action) worked and why/why not, and 4) lessons about negotiation strategy and the five key negotiation skills that will help you negotiate well in similar situations in the future.

Try to make this project useful to you as a learning tool and future reference. Bring the first 4-5 entries to your 1-on-1 meeting with Prof. Weiss during the week of March 1. You may edit your entries any time before final submission. The final project may not be submitted before April 6.

Format: On each page/entry, put at the top: the name of the exercise, the role you played, and the name(s) and role(s) of your counterpart(s).

Max length of main body of document (excl. attachments): 8 single-spaced pages

Evaluation of Written Assignments/Projects

Grades. You may count on receiving a letter grade evaluation on each of your assignments (except for Negotiation Plans (see below)). Possible grades run the full range (A+ to F). In general, papers in the top 15-25% of the class receive A's and A-'s.

Late submission of written work is generally unacceptable because lateness would allow an author to incorporate information from class and gain an unfair advantage over other students. For example, the Simulation 1 (Nissan) Debriefing class will reveal information relevant to the assignment due that day. If you face extraordinary circumstances, contact Prof. Weiss in advance. The penalty for late submission of written work is usually one mark per day (e.g., from A to A-, B+ to B).

Criteria. In general, papers will be evaluated according to four main criteria (and % weights):

Information Quality (25%) has to do with the quality of data provided in the paper. "IQ" reflects the amount of relevant research done by the author. It may be supported in the paper by including footnotes, references and/or supplementary materials (e.g., an appendix). These data—facts, information—are the "bricks" with which a good case or argument can be built.

Insight/Perceptiveness (25%) supplies some of the mortar needed to connect the bricks. Here, insight refers primarily to the author's own perceptions and ideas on the subject and especially to unusual or striking points. These points in and of themselves are valuable. (How they are used or connected is addressed in Persuasiveness.)

Persuasiveness/Analysis (35%). This criterion concerns, first off, whether the substance of the paper directly responds to the assigned question or topic. Relevance matters. However, most of the persuasiveness criterion concerns the rigor of analysis and validity of conclusions. They rest critically on the logic or chain of reasoning throughout the paper and within individual paragraphs. Think of Persuasiveness as the verbal equivalent of the derivation of an answer to a math problem. The reasoning—the "argument"—should be clear, coherent, convincing, and ideally, concise. Of the four criteria, this is the most important for a paper at the graduate level.

Presentation (15%) addresses the appearance (layout, format) and accessibility of the paper. That includes the organization of text (including headings and subheadings), use of graphs, figures and tables, grammar, and punctuation. If there are more than 3 misspellings or typos in a 5-page paper, it may simply be returned ungraded. With autocorrect and spell checkers today, there is no good reason for such errors in documents.

When these criteria are used, the grader will provide the author(s) with four numerical ratings—one rating per criterion, on a 10-point scale. In addition, a letter grade will be given for the paper as a whole.

Translation of Numerical and Letter Grades. In this course, points (or marks) will be converted to letter grades as follows: 84-86, B; 87-89, B+; 90-93, A-; 94-96, A; and so on. These are guaranteed minimum letter grades; on occasion, assigned letter grades may be higher.

Negotiation Plans (charts) for the in-class exercises (not the simulations) will be graded only for submission: complete or incomplete. Students who submit all 4 plans (plus the brief for Class 2) in reasonable shape will receive an "A" for that course component. Personal plans ("Top Three") for the simulations will not be graded but must be submitted to receive a SIM negotiation performance grade.

Tests. No mid-term or final exam will be held.

Evaluation of Negotiation Performance in the Simulations

Formal evaluation of your effectiveness in each simulation will be based on a combination of faculty and peer inputs (respectively, 60% and 40%). (A sample of the evaluation/feedback form will be posted on Canvas before SIM1.) These perspectives are valuable singly and in combination. Your classmates will be your negotiation counterparts—the very people whom you are trying to influence—so their reactions count. At the same time, faculty will use their expertise to assess your behavior and to offer observations from a broader perspective. Peer Feedback forms will be treated confidentially and given only to Prof. Weiss. You will receive feedback on your individual performance in at least one 30-minute, one-on-one meeting with Prof. Weiss during the term. Peer feedback will be anonymized. For SIM1, this meeting will be scheduled during the week of March 1. For SIM2, the meeting format will differ and depend on the size of the class. The format will be announced midway through the course.

Final Grade for the Course: Calculation

To calculate your final course (letter) grade, Prof. Weiss will convert letter grades earned on assignments during the term to Schulich index values (e.g., A=8) and multiply these numbers by the weight for the assignment. The resulting numerical grades will be converted to letter grades according to the following scale: 7.5 to 8.4 = A, 6.5 to 7.4 = A-, etc.

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 in the MBA Program, 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 made 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/>.

Quick Reference: Summary of Class Topics, Activities, and Preparations

Class No., Topic, and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation (due)
1. Jan. 11 Internat'l Business Negotiation: The Terrain	Hong Kong Handover Hong Kong Property	Pre-class slides Hong Kong backgrounder Roberti	n.a. brief (Jan. 17) 11:59p
2. Jan. 18 Making Sense of Dynamics & Outcomes	GM-Toyota JV Ford-Toyota JV	Pre-class slides Weiss (various) GM-Toyota MoU (skim)	
3. Jan. 25 Preparing to Negotiate	AJO-SGM Endorsement* (*negotiate before class)	Billings-Yun; Klotz; Usunier Pre-class slides SIM1 Nego Package	personal inventory pers. nego plan (Jan 21) AJO-SG outcome report
4. Feb. 1 Negotiating within and between Teams	Bolter-Midlands Contract	Schoonmaker McCall Pre-class slides	BM team nego plan-7pm SIM1 personal plan (2nd) SIM1 team plan (Feb. 6)
5. Feb. 8 Shaping Negotiation Processes: Basic, Complex	Canada-China Panda	Maude Pre-class slides	CCP team nego plan-7pm
Simulation Weekend (SIM1) (on Zoom) Feb. 11-12	Nissan's Search for a Partner		
6. Feb. 15 SIM1 Debriefing	Nissan Negotiation	SIM1 Debriefing Pkg (skim)	SIM1 peer feedback frms SIM1 post nego analysis (all by 7 pm)
Feb. 22	NO CLASS (Reading Week)		
7. Mar 1ff Feedback with Prof. (no class)	n.a.	n.a.	n.a.
8. Mar 8 Communicating Effectively (as a Negotiator): Fine Points	Snohetta in Ras Al-Khaimah Brit Trips-Hotel Skedsmo	Pre-class slides; Nisbett Weiss & "Sand Castle" (video) SIM2 Nego Package	n.a.
9. Mar 15 Prob-solving & Decision-Making Clinic for Negotiators	Guest speaker	Wheeler; Lax & Sebenius; Nisbett Pre-class slides Usunier	SIM2 personal plan (16 th) SIM2 team plan (Mar 20)
10. Mar 22 Multiparty/Multilateral Negotiations	Federated Science Fund	Pre-class slides Fayerweather & Kapoor Eden et al.; Touval	n.a.
Simulation Weekend (SIM2) Mar 25-26	Catalytic Software: Investing in India?		
11. Mar 29 SIM2 Debriefing	Catalytic Negotiation	SIM2 Debriefing Pkg (skim)	SIM2 peer feedback frms SIM2 post nego analysis (all by 7 pm)
Apr 4ff Feedback with Prof. (optional)	n.a.	n.a.	n.a.
12. Apr 5 Beyond Classmates: Negotiating with Guest Experts (TBC)	Flagship Airways	Lax & Sebenius	FE team nego plan-7pm final project (Apr 8)

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Geoffrey Kistruck, Area Coordinator, Sustainability
Date: February 1, 2022
Re: BSUS course changes

Motion: That Faculty Council will approve the following course changes in the Sustainability Area at the Schulich School of Business.

BSUS 5200	3.0	Business and Sustainability (rubric change)
BSUS 6200	3.0	Managing Ethics and Social Responsibility (rubric change)
BSUS 6300/ ENVS 6191	3.0	Management Practices for Sustainable Business (rubric change)
BSUS 6500/ENVS 5113	3.0	Business Strategies for Sustainability (rubric change)
BSUS 6901	1.5	Individual Study BSUS (rubric change)
BSUS 6901	3.0	Business Sustainability - A 360 Degree Perspective (rubric change)
BSUS 6950	1.5	Ethics and Finance (rubric change)
BSUS 6400	3.0	Sustainability Accounting and Accountability (rubric change & course integration)
BSUS 6900	1.5 & 3.0	Individual Study BSUS (rubric & title change)
BSUS 6902	1.5	Individual Study BSUS (rubric & title change)

Rationale: With the creation of the Sustainability Area it makes sense to align the rubric and guided study name for courses administered in the area with its new name. This will be more recognizable for students.

Also, the BSUS 6400 course has been running as an integrative course since its inception yet was not formalized as such. We are therefore seeking to make this official.

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 MBA program

2. Responsible Unit:

Sustainability Area (formerly Business and Sustainability (BSUS))

3. Subject Code (Rubric) and Course Number:

BSUS 5200

4. Credit Value:

3.0

5. Long Course Title:

Business and Sustainability

6. Short Course Title:

Business and Sustainability

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)
	in pre/co-requisite
	retire course
X	other (please specify) CHANGE TO COURSE RUBRIC

8. Effective Term/Calendar Year of Proposed Change(s):
FALL 2022

9. Rationale:

With the creation of the Sustainability Area, the rubric for courses is changing to be consistent with the Responsible Area's name at both the undergraduate and graduate levels.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p><u>Current:</u> Current Course Rubric/Number: BSUS 5200 3.0</p>	<p>Title</p> <p><u>Proposed:</u> New Course Rubric/Number: SUST 5200 3.0</p>

11. Enrolment Notes:

No changes to enrolment from existing requirements

12. Consultation:

n/a

Originator:

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Approvals:

Area or Specialization

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

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Degree Program:

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

Ashwin Joshi

Signature

February 2, 2022

Date

Ashwin Joshi

Name of Program Director

MBA Program

Program

Program Committee:

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

Marcia Annisette

Signature

February 10, 2022

Date

Marcia Annisette

Name of Committee Chair

Masters Program Committee

Committee

SUST 5200 3.00 D

Business and Sustainability



Course Outline Fall, 2022

Location: TBD

Instructor

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

Assistant

Mary Bai
G324 McEwen Building
416-736-5268
bsus@schulich.yorku.ca

Brief (short) Description

This course explores how organizations respond to increasing expectations to deliver sustainable performance at the economic, social and environmental level. Students grasp different ways in which companies can respond to growing pressures to adopt sustainability and study strategies of how companies can lead the way forward by developing practical solutions to some of society's most challenging problems.

Extended Course Description

Business is the modern engine of economic growth providing immense benefits for society including innovation, income for individuals, essential goods and services for consumers, taxation revenue, and higher standards of living across the globe. Yet business has recently been put under the microscope in the backdrop of a wide range of social, ecological, and economic scandals that have rocked society's faith in the once highly reputable business institution. Unethical sales tactics of Canadian financial institutions on unsuspecting consumers, deliberate efforts by grocery retailers and food manufacturers to fix prices of commodity goods, the role of investment banks in the 2008 financial crisis, and BP's careless cost-cutting strategy that led to the Gulf of Mexico oil spill have all fueled debate about business' role in society.

Society's expectations of business graduates are therefore evolving as the business leader of the future is expected to possess the skills necessary to excel in an environment that demands accountability along multiple non-financial dimensions. As a result, sustainability (or responsible business) has become a strategic issue for business in all sectors, whether the goal is to stay the course and to mitigate risk that might come with increased regulation or unprecedented stakeholder pressure or to more proactively play a leadership role in challenging the many industry practices that are responsible for society's most vexing problems. This course introduces students to five fundamental strategies companies use to respond to growing pressures to adopt more responsible business practices. Through these strategies, students will develop an understanding of the major causes that leave companies at odds with society

and how responsible business leadership requires graduates to challenge the fundamental institutions that guide present-day industrial activity.

Prerequisites/Corequisites/Course Exclusions: Open to MBA students only. No prerequisites required.

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Course Learning Outcomes

By the conclusion of this course, you would have:

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

Deliverables at a Glance

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

Assignment/Task	Quantity	% Weight	Total %	Author
Course Participation	1	15	15	Individual
Asynchronous Canvas Exercises	Multiple	Varies	25	Individual
Assignment #1 – Company Sustainability Assessment	1	25	25	Individual
Assignment #2 – Business Leadership in Sustainability	1	35	35	Group
			100%	

Course Material

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

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

1. Go to the Ivey Publishing website at www.iveycases.com
2. Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student User" role.
3. Click on this link or copy into your browser:
<https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c0000FA45cEAD/mstm-5050-abd-fall-2021-course-kit>
4. Click "Add to Cart".
5. You may choose to order in either print or digital format.
 - a. To order the material in digital format, check "digital download" and click "OK".
 - b. To order a printed copy for delivery, enter the print quantity required and click "OK". Please note that shipping charges will apply.
6. Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
7. When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
 - a. If you ordered digital copies: Click "Download your Digital Items" or go to "My Orders" to access the file.
 - b. If you ordered printed copies: Your order will be printed and shipped within 2 to 3 business days.

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

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

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 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.

Summary of Important Dates

September ?th, 2022: First Class
 October ?th, 2022: No Class
 October ?th, 2022: Industry Assignment Due (by 11pm)
 December ?th, 2022: Final Class
 December ?th, 2022: Group Project Due (by start of class)
 December ?th, 2022: Peer Evaluation Reports Due (by 5pm)

Course Participation

Students are expected to participate in our synchronous classes by engaging in the discussion and participating in live exercises, chats (where applicable) and breakout groups. I score your level of engagement by reflecting on your comments, reading the chat log (for zoom classes), assessing your participation in polls and live questions (for zoom classes), and observing your participation in breakout groups. Students are also invited to start and participate in canvas discussion boards on topics related to the course. Students receive a score out of 4 for each synchronous class. Totaling your score, I calculate your final grade for synchronous participation out of 15.

Generally, course participation is graded as follows:

Grade	Participation
4 A/A+	Strong participation in synchronous classes through active and strong contribution to the discussion, the online chat log and Canvas discussion board, consistent participation in polls and other live exercises, and a strong contributor in breakout groups. Contributes by analyzing/applying course material within a class and across classes and is willing to take risks in attempting to answer difficult questions.
3 B+/A-	Good participation in synchronous classes through moderate and good contribution to the discussion and/or the online chat log and/or Canvas discussion board, consistent participation in polls and other live exercises, and a good contributor to breakout groups. Contributes with answers to the assigned questions and/or builds on or challenges comments made in class, discussion board, chat log and in breakout rooms in ways that elicit student learning.
2 B-/B	Minimal participation in synchronous classes with some contribution to the discussion, minimal activity on the online chat log and Canvas discussion board, good participation in polls and other live exercises, and basic contribution to breakout groups. Contributes to in-class discussion, but at a basic level – e.g. provides topical information, factual information from the reading/case, summarizes facts and asks basic questions for clarification.
1 C/C+	Attends live digital classes but generally does not participate in the discussion with low activity on the online chat log and Canvas discussion board, partial participation in polls and other live exercises, and little contribution in breakout groups.
0 F	Does not attend synchronous classes with no contribution on the Canvas discussion board.

Asynchronous Canvas Exercises

25% of your grade is allocated to asynchronous canvas exercises. Asynchronous refers to any and all course work done outside of synchronous class time. The objective of this assessment is to provide students with credit for completing course material. Asynchronous work may occur prior to class to give you the opportunity to prepare for our synchronous discussions or after class to give you the opportunity to reflect on and apply what we have covered in class. All asynchronous exercises are posted on Canvas with due dates/times. Exercises include multiple choice questions, short quizzes, questions that test your application of concepts/frameworks, among others. For each asynchronous exercise, students will be assessed and provided a point score. Points are earned throughout the semester and the student's score out of the total possible points earned determines their grade out of 25. The general spirit of this assessment is to keep you engaged in the content as we progress through the semester and to provide you with credit for this engagement.

Projects and Assignments

1. Industry Sustainability Assessment (25%)

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

- A) Social/environmental Issues (20%): Students must identify three relevant sustainability issues associated with the industry their chosen firm is in. They must explain why these issues pit the interests of businesses operating in this industry against the interests of society. This will require some reflection. Taking a look at your chosen business' website and CSR reports will help but it is unlikely your only source. Ultimately, you want to ask: "what are the top negative externalities that this industry is known to create"? Are they all ecological? Are they a mix of social and ecological? Economic? Whatever you choose, I should see a justification on why these are particularly relevant and important. At 20% of the assignment grade, you should be relatively brief here. Identify the three and explain why they are relevant.
- B) Institutional Forces (30%): Students must then identify the institutional forces that make it difficult for companies in the industry to adopt more progressive sustainability strategies.
 - a. Students must identify any cognitive, normative, and regulatory forces that explain why mainstream companies resort to a denial, defense or, at best, an isolated strategy.

- b. Students must also identify how their chosen company contributes to these forces (e.g. through the influence on government, marketing, setting industry standards, etc.).
- C) Sustainability Performance (40%): Students must then assess the performance of their chosen company. Specifically, they must assess the company's response to the three issues identified in part a. A key resource for you will be the companies' sustainability or CSR reports which should be available on company websites. A video from the Bronfman library has been made available for you to assist in this research. Students are expected to draw on our company assessment framework in Module 5 to conduct their analysis.
- D) Report presentation (10%): This includes quality of writing (e.g. grammar, sentence structure), proper use of citations, and the professional nature of the report.

The first assignment is due by **11pm on Monday, October 24th, 2022** and must be submitted via Canvas. The assignment should be no longer than 1600 words (not including tables and appendices). Tables, reference lists, and endnotes are not included in the word count. Students who summarize their analysis in tables (e.g. summarize 3 institutional forces in a table) and use the text to highlight key points or takeaways in the tables tend to do well. Students who try to force everything in the text through an essay format or in a table tend not to do so well. The grading rubric for this assignment can be found in Appendix A.

2. Business Leadership in Sustainability (35%)

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

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

- a) Overview of the Business (5%)
 - I. Basics: What is the organization's purpose/vision? What does the organization do? What product/service does it provide to the market? Who are its competitors? Who are its suppliers? Who are its consumers?
- b) Summary of Context (15%)

- I. Institutional Forces: Summarize the critical institutional forces that each group member identified in the previous assignment that make it difficult for this company to succeed not only in embedding sustainability but in adopting a transformational strategy.
- II. Competitive Forces: As you know, each group member has examined one mainstream company in the industry. The group is expected to summarize what these companies are doing to respond. The goal here is to ascertain how the existing competitive context is positioned in the domain of sustainability (i.e. what sustainability strategy are they using). What are the main themes across them? This is important because you want to make sure that your allocated business is differentiated from competitors in terms of their approach to sustainability.

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

- c) Embedding Sustainability through the Business Case (30%). You'll likely find that your company embeds sustainability by targeting a niche segment of the market (e.g. Honey Care targets mid-high income earners, Patagonia targets high income adventurers). Before moving to a transformational strategy, it is critical that you understand how this company establishes strategic differentiation among a small segment of the market. Note that you may find that your company successfully embeds sustainability. This is fine. I still want you to understand how and why by accomplishing to two deliverables below. At the same time, I want you to think about what might be missing or what the company might improve upon.
 - I. Value Creation: What value does the business create (for consumers and beyond)? For whom is it creating value (be specific)? How does it create this value/how does it expand the value pool? How and why is this approach to value creation different from competitors in the industry?
 - II. Value Capture: What does the company do really well that is distinct from competitors? What should the company focus on as a key source of competitive distinction to allow it to capture value over time? Remember that while value creation is top line growth, value capture is bottom line growth (i.e. profit).
- d) Transforming for Sustainability (30%). As discussed in our final strategy, business and sustainability is not only about satisfying a niche market, it is about actively seeking to challenge industry or even societal behavior by targeting the mainstream market. TerraCycle's efforts to shift society from a linear to a circular consumption pattern and Patagonia's efforts to redefine the consumer relationship with clothing are examples here.
 - I. How will the company reach the mainstream market? How will it overcome the institutional forces identified in Part 1 of this project that make it difficult to attract this segment of the market?
 - II. What specifically needs to be transformed (think of what Patagonia or TerraCycle are trying to transform)? Be clear here. What role will social movements and market rebels play? What role will meta-organizations play? How else might they lead this transformation?
- e) Presentation (20%): This project must be submitted in the form of a slidedeck (maximum 35 slides). Students are encouraged to use the notes section of the slides to add additional detail to the main text on the slides if they feel it is necessary. All groups are required to conduct an oral presentation of their slidedeck. Depending on the size of our class, a select number of

groups will present their report live in our final synchronous class while the remaining will submit their oral presentation electronically (by the start of our last class). Oral presentations must be completed within a 20 minute time frame. With this in mind, groups should remain selective on what parts of their slidedeck (and of each slide) to present and should highlight what sections of busy decks the audience should focus their attention on. Put another way, please don't feel that you have to present all material in the slidedeck nor should you feel it necessary to have two separate slide decks (one for submission and one for the presentation). Be selective and pick those elements that contribute to a high-quality presentation. 20% of your grade for this project is therefore based on the quality and sequence of the slide deck along with the effective and professional means by which they were presented. Not all group members are required to present in the oral presentation.

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

Peer Evaluation

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

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

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

Student Assignment Selections

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

Industry	Individual Assignment #1 Companies	Group Assignment #2 Company
Automotive	General Motors, Toyota, BMW, Ford, Volkswagen, Chrysler	Tesla
Canadian Banking	RBC, BMO, CIBC, Scotiabank, TD, National Bank	Vancity Credit Union
Electronic Devices	Apple, Nokia, Samsung, LG, Huawei	Fairphone
Grocery Retailers	Loblaws, Empire, Safeway, Tesco, Costco, WalMart	Goodness Me!
Fashion/Apparel	H&M, Inditex, Lululemon, Canada Goose, Prada	Ten Tree
Platforms	YouTube, Facebook, Amazon, Twitter, TikTok, LinkedIn	Firefox-Mozilla
Food and Beverage	Nestle, General Mills, Kellogg Company, Mars Inc, Kraft/Heinz, Campbell's Soup Company	Nature Path Foods
Fast Food	McDonald's, Restaurant Brands International, Wendy's Corporation, Subway, Pizza Pizza, Yum Brands	Chipotle

Calculation of Course Grade

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

Letter Grade	Grade Points	Numerical Score
A+	9	89.5-100%
A	8	84.5-89.4
A-	7	79.5-84.4
B+	6	75.5-79.4
B	5	71.5-75.4
B-	4	67.5-71.4
C+	3	61.5-67.4
C	2	55.5-61.4
C-	1	49.5-55.4
F	0	0-49.4

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

Late Submissions

- Please contact the instructor a reasonable time before the submission deadline if, for any reason, you require an extension for any assignment. Please note that a few hours prior to the deadline is not considered reasonable. Extensions are only granted in justified circumstances, with submission of supporting documentation upon request.

- Assignments received late without an approved extension will receive the following penalty – i.e. one letter grade applied each day (or fraction thereof) that the assignment is late.

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is 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.

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

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

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

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

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

Syllabus

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

Module 1 - Introduction to Business and Sustainability

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

Preparatory Work (complete in time for synchronous class)

1. Complete Course Survey [here](#)
2. Calculate and submit your ecological footprint [here](#)
3. Our Course Framework (for Reference) (available [here](#))
4. Watch the Simulation Instructional Video [here](#) (click on "View Instructional Video")

Post-Class Asynchronous Reflection (**complete ONLY after class is complete**)

1. Exercise: What is Leadership in Business? available [here](#)
2. Exercise: Your Covid-19 Response Type (available [here](#))

Module 2 - Profit and the Public Good

In this module, we'll take a close look at Facebook where the boundaries of their responsibility to society have been especially fluid for them in the last 10 years. We'll compare their journey to Nike to demonstrate a common pattern that businesses seem to take when faced with pressure from society to act more responsibly. We'll link these cases back to the simulation, which will set you up for some reflection asynchronously about whether the pursuit of profit is good for society.

Preparatory Work (to be completed in time for synchronous class)

1. Read Case: Nike's Sustainability Journey (available [here](#))
2. Exercise Due: Nike Case Analysis (available [here](#))
3. Read Case: Facebook: Fake News, Free Speech, and the Internet Platforms Responsibility (available in your digital coursekit)
4. Exercise Due: Facebook Case Analysis (available [here](#))

Post-Class Asynchronous Reflection (**complete ONLY after class is complete**)

1. Exercise Due: Profit and the Public Good (available [here](#))

Module 3 – The Five Sustainability Strategies

In this class, we'll take a close look at PepsiCo, a giant in the food and beverage industry, that has been highly criticized for a rather blatant neglect of social and ecological systems – particularly those related to obesity and health. We'll examine the feasibility of the PepsiCo's efforts to represent a solution to the obesity epidemic. To do this, we'll introduce 5 strategies companies use to respond to pressures to be more sustainable that we'll commonly refer to for the remainder of the course.

Preparatory Work (to be completed before our synchronous class)

1. Read: Business Strategies for Sustainability available [here](#)
2. Exercise: Who is Most to Blame for the Obesity Epidemic? Available [here](#)
3. Read: PepsiCo's Turning Point: Identifying a Role in a Sustainable Society (available in digital coursekit)
4. Exercise: PepsiCo and Obesity (available [here](#))

Post-Class Asynchronous Reflection (**complete ONLY after class is complete**)

1. Watch Video: Are we in control of our own decisions (available [here](#))
2. Exercise: The Responsibility of the Consumer (available [here](#))

Module 4 - Institutional Theory

In this class we'll look at the financial services industry in Canada, an industry that many would argue has a particularly important responsibility for the economic pillar of sustainability. Specifically, we'll look at Meridian Credit Union, an increasingly popular financial institution that is challenging Canada's big banks. In preparation for this class, students will learn about institutional theory, a framework meant to help us understand the forces that challenge meaningful shift to a more sustainable society and thus make it hard for companies to be leaders in sustainability.

Preparatory Work (complete for the start of our synchronous class)

1. Read: Institutional Theory (stop reading once you reach "Organizational Fields and Institutional Logics") available [here](#)
2. Watch: Institutional Theory Video (Part 1)
3. For your Reference: Institutional Theory Summary Table (available [here](#))

4. Exercise/Quiz: Fishbanks and Institutional Theory (available [here](#))
5. Exercise/Quiz: PepsiCo and Institutional Theory (available [here](#))
6. Watch: Institutional Video (Part 2)
7. Exercise Due: Financial Literacy (Pretend) Quiz (available [here](#))
8. Read Case: Meridian Credit Union: Taking on the Big Banks) (available in digital coursekit)
9. Exercise: Analysis of Meridian Credit Union (available

Post-Class Asynchronous Reflection (**complete ONLY after class is complete**)

1. Exercise: What Drives Business Students to Cheat? (available [here](#))
2. Watch Video (Optional - Not Mandatory): The Five Sustainability Strategies (available [here](#))
3. Reference: Summary Table of Five Sustainability Strategies (available [here](#))
4. Quiz: Sustainability Strategies (available [here](#))

Module 5 - Measuring Sustainability

This class looks at how we measure and assess sustainability. We'll discuss and apply a framework to evaluate a company's sustainability performance. This framework will be an important tool for your first assignment.

Preparatory Work (complete in preparation for synchronous class)

1. Read: Evaluating Company Sustainability Performance (available [here](#))
2. Read: Overselling Sustainability Reporting (HBR, Pucker, 2021) To Access, Click [here](#) and Search for "Overselling Sustainability Reporting" in box on left of your screen
3. Exercise: Facts about Sustainability Reporting (available [here](#))
4. Exercise: Assessing Sustainability of Your Chosen Company (available [here](#))

Post-Class Asynchronous Reflection (**complete ONLY after class is complete**)

1. Watch: Bronfman Library Video (available here)

Module 6 -Life Cycle Analysis

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

Preparatory Work (complete in time for synchronous class)

1. Exercise Due: Sources of a product's carbon footprint (available [here](#))
2. Watch: Life Cycle Analysis (available [here](#))
3. Exercise: Life Cycle Analysis Quiz (available [here](#))
4. Read Case: Southside Restaurant: Creating a Low Carbon Wine List (available in digital coursekit)
5. Exercise Due: Southside Restaurant Wine Bottle Assessment (available [here](#))

Reading Break

Module 7 - Co-Creating Value

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

Preparatory Work (complete in time for synchronous class)

1. Read Article: Creating Shared Value (Porter and Kramer; Harvard Business Review: pages 62-77)
- To Access: Click [here](#), Search for "Creating Shared Value" in box on left of your screen
2. Exercise Due: Creating Shared Value (available [here](#))
3. Read Case: Honey Care Africa: A Different Business Model (available in coursekit)
4. Exercise Due: Honey Care Analysis (available [here](#))

Post-Class Asynchronous Reflection (**complete ONLY after class is complete**)

1. Watch: Healthy Cities (Social Entrepreneur Albina Ruiz) (available [here](#))
2. Exercise Due: Healthy Cities (available [here](#))

Module 8 - Institutional Entrepreneurship

In this class, we'll continue our look at companies that embed sustainability but in the context of institutional entrepreneurs. We'll spend a majority of our synchronous time looking at TerraCycle, a company that aims to eliminate waste in society. Yet after 15 years, TerraCycle has not turned a profit. The company is struggling to figure out how to balance its desire to eliminate waste with the need to be self-sustained financially. We'll revisit institutional theory by learning about institutional change and institutional entrepreneurship and apply these ideas to the TerraCycle case to advise it on a way forward.

Preparatory Work (to be complete in time for synchronous class)

1. Read: Institutional Theory (Read from section entitled "Organizational Fields and Institutional Logics) (available [here](#))
2. Exercise Due: Honey Care and Institutional Entrepreneurship (available [here](#))
3. Read: TerraCycle: At a Crossroads (available [here](#))
4. Optional Video: Tom Szaky: Eliminating the Idea of Waste (available [here](#))
5. Exercise Due: TerraCycle Case Analysis (available [here](#))

Post-Class Asynchronous Reflection (**complete ONLY after class is complete**)

1. Watch: Plastics (Last Week Tonight with John Oliver) (available [here](#))
2. Exercise Due: Institutional Theory and Plastics (available [here](#))

Module 9 - Systems Thinking

Continuing along our examination of more progressive approaches to adopting sustainability, this class will introduce you to the importance of systems thinking. This is an important concept when we consider the recent focus on systemic racism and indigenous rights. If and when companies become serious about sustainability issues like these, they have to develop the ability to think from a systems perspective. In this class, we'll spend some time reflecting on these issues, focusing specifically on indigenous rights and decolonization. We'll look at a mining company in Kenya, operating in a very rural environment, with high levels of poverty in indigenous community. Through this case, you should see how their approach to poverty in the region, over time, embodied a systems level approach, which is in stark contrast to the highly reductionist approach that characterized the colonial era.

Preparatory Work (complete in time for synchronous class)

1. Read Case: Tata Chemicals Magadi: Confronting Poverty in Rural Africa (available in Coursekit)
2. Read: Canada must face its deep systemic racism against Indigenous people (Globe and Mail, 2021: available [here](#))
3. Exercise: Tata Chemicals Case Analysis (available [here](#))

Post-Class Asynchronous Reflection (**complete ONLY after class is complete**)

1. Read: Complexity Theory (available [here](#))
2. Read: How Greedy McDonald's Became the Most Effective Poverty Fighter in the Country (Lau, 2018) (available [here](#))
3. Exercise Due: McDonald's and Poverty (available [here](#))

Module 10 - From an Embedded to a Transformational Sustainability Strategy

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

Preparatory Work (complete in time for synchronous class)

1. Read: Market Rebels and Radical Innovation (available [here](#))
2. Exercise Due: Social Movements and Market Rebels (available [here](#))
3. Read Case: YU Ranch: Growing a Sustainable Business (available in digital course kit)
4. Exercise Due: YU Ranch Case Analysis (available [here](#))

Post-Class Asynchronous Reflection (**complete ONLY after class is complete**)

1. Watch: Who Runs the World: Reference Man (Full Frontal - available [here](#))
2. Exercise Due: Systemic Racism and Market Rebels (available [here](#))

Module 11 - Business Sustainability and Paradox

We'll spend this class looking at Patagonia, a company that exists primarily to achieve an environmental objective but uses profit as the means by which to do so. We'll examine how Patagonia's business model balances its three seemingly contradictory goals of causing no unnecessary harm, being profitable, and

achieving growth. We'll end with an examination of the Product Lifecycle Initiative; Patagonia's latest and perhaps boldest strategy that challenges the highly institutionalized business fundamentals of maximizing consumer repeat purchases.

Preparatory Work (complete in time for synchronous class)

1. Exercise Due: Your Sustainability Passion (available [here](#))
2. Read Case: Patagonia (available in digital coursekit)
3. Exercise Due: Patagonia Case Analysis (available [here](#))

Post-Class Asynchronous Reflection (**complete ONLY after class is complete**)

1. Watch: Patriot Act: The Ugly Truth of Fast Fashion (Warning, some explicit language) (available [here](#))
2. Exercise: Fast Fashion and Paradox (available [here](#))

Module 12: Group Presentations

All groups are required to conduct an oral presentation of their slidedeck. A select number of groups will present their report live in our final synchronous class while the remaining will submit their oral presentation electronically (by the start of our last class). Oral presentations must be completed within a 20 minute time frame. With this in mind, groups should remain selective on what parts of their slidedeck (and of each slide) to present and should highlight what sections of busy decks the audience should focus their attention on. Put another way, please don't feel that you have to present all material in the slidedeck. Be selective and pick those elements that contribute to a high-quality presentation. 20% of your grade for this project is therefore based on the quality and sequence of the slide deck along with the effective and professional means by which they were presented. Not all group members are required to present in the oral presentation. The slidedeck and oral presentation (for those groups not chosen to present live) for Assignment 2 are due by the start of class.

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 MBA program

2. Responsible Unit:

Sustainability Area (formerly Business and Sustainability (BSUS))

3. Subject Code (Rubric) and Course Number:

BSUS 6200

4. Credit Value:

3.0

5. Long Course Title:

Managing Ethics & Social Responsibility

6. Short Course Title:

Managing Ethics & Social Responsibility

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)
	in pre/co-requisite
	retire course
X	other (please specify) CHANGE TO COURSE RUBRIC

8. Effective Term/Calendar Year of Proposed Change(s):
FALL 2022

9. Rationale:

With the creation of the Sustainability Area, the rubric for courses is changing to be consistent with the Responsible Area's name at both the undergraduate and graduate levels.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p><u>Current:</u> Current Course Rubric/Number: BSUS 6200 3.0</p>	<p>Title</p> <p><u>Proposed:</u> New Course Rubric/Number: SUST 6200 3.0</p>

11. Enrolment Notes:

No changes to enrolment from existing requirements

12. Consultation:

n/a

Program Committee:

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

<u>Marcia Annisette</u>	<u>February 10, 2022</u>
Signature	Date
<u>Marcia Annisette</u>	<u>Master Programs Committee</u>
Name of Committee Chair	Committee



SUST 6200 F2021 CREDITS: 3.00

SUST 6200 U - MANAGING ETHICS & SOCIAL RESPONSIBILITY

🕒 MON 19:30-21:30 🏠 REMOTE

Office Hours
by appointment

INSTRUCTOR

Qasim Saddique

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Qasim Saddique is a Management Consultant, Economist, and PhD Candidate at Schulich. For the past 15 years, he has worked in strategy, sustainability, socio-economic development and research in diverse industries with a focus on infrastructure and mining. Qasim has had the privilege of working with Indigenous communities across Canada as well as different levels of government and industry. More recently, he has led the development of all-season roads in Northern Ontario on behalf of First Nation proponents, which sets a new precedent for building Indigenous-led large infrastructure in remote places. He has advised governments, corporations and Indigenous communities and organization on policy development, infrastructure development, environmental assessments and sustainability strategy.

Qasim teaches strategy and sustainability at the Schulich School of Business, volunteers for Futurpreneur Canada as a Mentor, helping new entrepreneurs raise successful businesses, and he serves as a Member of the Board of Directors at Regeneration Community Services in Toronto.

Qasim holds an M.B.A. from the Schulich School of Business at York with specializations in finance and strategy, an M.Sc. in the Political Economy of Development from SOAS, University of London, UK, and a B.A. in Economics and International Development from McGill University. He is also a PhD Candidate at Schulich where his research is focused on CSR, sustainability strategy and social consent for the impact that organizations create through private governance means.

Teaching Statement

The course will be online this semester. The lectures follow a 2-hour online format over Zoom, which creates opportunities and challenges for a collaborative discussion. I expect the course to be focused on active, student centric discussions. This requires reading the assigned material ahead of each class. Without this, active participation will not be possible. We will critically assess each reading and present different views on the topic to foster discussion and learning. Each participant is encouraged to think of personal example related to the topic and this includes examples brought forward by the instructor.

Critical thinking, analysis, and succinct writing are important skills for managers. Those skills will be emphasized in this course with the aim of further building skills that will be required in your future careers. We will discuss this in class and I will be available to students for any additional help or support in areas where they require it.

Given current COVID restrictions, we will not be able to meet in person but I encourage students to stay in touch and based on class preference, we will attempt to hold a social event to foster community building and develop long-term collaborative relations among peers if it is of interest to the class.

Class assessment is discussed below but you are encouraged to contact me if you face any challenge with the assigned work and we can meet individually to resolve those challenges. I look forward to an engaging semester.

BRIEF DESCRIPTION

Explores the social and ethical challenges facing contemporary organizations and develops the knowledge and skills necessary to manage these challenges effectively. The emphasis is on enhancing personal moral insight, developing individual and organizational strategies for dealing with social and ethical problems, critically evaluating relevant tools, and managing for global corporate responsibility.

Prerequisites: All 5100-series Required Foundations of Management Core Courses. Course credit exclusion: SB/ETHC 5510 1.50.

COURSE LEARNING OUTCOMES

The demand for businesses to act ethically and meet their social responsibilities has never been greater. Corporations are increasingly looking to reap commercial rewards from making a positive contribution to society. At the same time they are challenged to act with integrity across their span of operations, despite being confronted with a range of different ethical norms and expectations. Critics meanwhile point to corporate irresponsibility, human rights abuses, and corruption as major inhibitors of social justice and a source of significant business and societal risk. Managers therefore play a critical role today in understanding these challenges, risks, and opportunities, and developing effective ways of meeting them. This course seeks to develop the managerial knowledge and skills that are necessary to do so.

A particular feature of the course is its emphasis on enhancing personal moral awareness and imagination, and giving participants the tools to develop individual and organizational strategies for dealing with social and ethical problems regardless of their formal role in the organization. The aim is not to make participants “more ethical” but to better prepare them to make more effective management decisions when faced with complex social and ethical challenges. The course primarily focuses on managing ethics and social responsibility in business organizations, but attention is also given to public and nonprofit organizations where questions of integrity, corruption and social legitimacy are equally imperative. The course is suitable for any students seeking to develop responsible management capabilities.

At the end of the course, students are expected to have achieved the following learning outcomes:

1. Established greater awareness of the types of social and ethical issues faced by managers, why they are important, and what individual managers and/or companies can do about them.
2. Developed a richer understanding of the nature of corporate social responsibility and its various challenges and opportunities.
3. Built a basic competence in designing and implementing CSR strategy
4. Developed knowledge about ethical rules and frameworks that can be applied to business.
5. Enhanced skills in understanding the main influences on ethical and unethical decision making and know how to address them in developing a more ethical work climate.

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.

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.

Student Notice of Recording for Remote Teaching and Learning

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat

messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University's Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with the York University's Policy on Access of Information and Protection of Privacy and the Freedom of Information and Protection of Privacy Act.

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, should not be shared with others without the permission of the instructor or event coordinator.

More information about accessibility can be obtained from Student Accessibility Services.

<https://currentstudents.yorku.ca/technology-protocol-for-students> (<https://currentstudents.yorku.ca/technology-protocol-for-students>)

COURSE MATERIAL

Required reading for this course is a textbook. Every week, you should check the Session-by-Session Syllabus below for the relevant textbook chapter for the class. Some classes require additional readings, outside of the textbook, as assigned below. Optional reading in the form of media articles and online material will also be posted by the instructor and other students on the course website.

Textbook: The following textbook is required reading for the course and is available for purchase from the York University bookstore (<http://www.bookstore.yorku.ca>):

Andrew Crane, Dirk Matten, Laura J. Spence, Sarah Glozer

Business Ethics – Managing Corporate Citizenship and Sustainability in the Age of Globalization, 5th Edition, Oxford (Oxford University Press), 2019 (ISBN 978-0-19-881007-0)

To access other readings:

1. Go to <http://www.library.yorku.ca/>
2. You may be required to connect to the university VPN to download readings, which will be accessible through the library.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Assignment 1: CSR Case Analysis 30%			
Assignment 1: CSR Case Analysis		30%	Mon Oct 4, 2021 at 07:30pm EDT
Assignment 2: Midterm Exam 30%			
Assignment 2: Midterm Exam		30%	Wed Oct 27, 2021 at 11:59pm EDT
Assignment 3: Personal Ethical Case Analysis 30%			
Assignment 3: Personal Ethical Case Analysis		30%	Mon Dec 6, 2021 at 07:30pm EST
Assignment 4: Class Participation 10%			
Assignment 4: Class Participation		7.06%	

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Assignment 1: CSR Case Analysis .

 **Due Date:** Mon Oct 4, 2021 at 07:30pm EDT

Please complete all papers in 12-point font, single-spaced, and adhere to word length guidance

Assignment 1

CSR case analysis: McDonalds, fast food and social responsibility (Case 1 in the textbook)

Read the McDonald's case and answer the five questions at the end. Each question is worth 20% of the total marks for this assignment. Specifically, good answers will do the following:

- *Define and describe with as much accuracy as you can all concepts and ideas that you introduce, even basic ones such as CSR. Cite relevant literature to back up your assertions.*
- *The more and better evidence you cite, the stronger your answers will be. At a minimum, this will be evidence from the posted case itself. However, although you can answer the questions just using the details in the case provided, better answers will also demonstrate evidence of your own additional research. This could involve the following:*
 - *Additional research on McDonald's approach to social responsibility, and criticisms of the company and other fast food companies, especially in relation to latest developments*
 - *Benchmarking of McDonald's approach with respect to other fast-food companies or other comparable firms in other industries*

- *Research on the CSR literature, especially in relation to what CSR is, what constitutes a socially responsible company, and whether CSR achieves beneficial outcomes. You should begin with the reading list in the course outline for weeks 2 and 3, and then consult some additional sources. Some helpful references to relevant academic articles are included below*
- *Avoid copying large chunks of text from the case or from websites. Decide what you want to say and then say it in your own words using short quotes or references to the source material to back up what you are saying.*
- *Remember that the whole class is answering the same questions. Try and make your answers distinctive by introducing some creativity into your responses.*

Length: 1500-2000 words (excluding references and appendices)

Value: 30% of course total

Additional readings:

Carroll, A. B. (1999). 'Corporate social responsibility - evolution of a definitional construct'. Business & Society, 38, 3, 268-295.

Devinney, T. M. (2009). 'Is the socially responsible corporation a myth? The good, the bad, and the ugly of corporate social responsibility'. Academy of Management Perspectives, 23, 2, 44-56.

Illia, L., Zyglidopoulos, S. C., Romenti, S., Rodríguez-Cánovas, B., and González del Valle Brena, A. (2013). 'Communicating Corporate Social Responsibility to a Cynical Public'. Sloan Management Review, 54, 3, 16-19.

Jahdi, K. S. and Acikdilli, G. (2009). 'Marketing communications and corporate social responsibility (CSR): marriage of convenience or shotgun wedding?'. Journal of Business Ethics, 88, 1, 103-113.

Porter, M. E. and Kramer, M. R. (2006). 'Strategy and society: the link between competitive advantage and corporate social responsibility'. Harvard Business Review, December, 78-92.

Sahlin-Andersson, K. (2006). 'Corporate social responsibility: a trend and a movement, but of what and for what?'. Corporate Governance, 6, 5, 595-608.

Schwartz, M. S. and Carroll, A. B. (2008). 'Corporate social responsibility: a three-domain approach'. Business Ethics Quarterly, 13, 4, 503-530.

Smith, N. C. (2003). 'Corporate social responsibility: whether or how?'. California Management Review, 45, 4, 52-76.

Vogel, D. J. (2005). 'Is there a market for virtue? The business case for corporate social responsibility'. California Management Review, 47, 4, 19-45.

Assignment 2: Midterm Exam.

 **Due Date:** Wed Oct 27, 2021 at 11:59pm EDT

Midterm Exam

The Midterm Exam will cover the content and the class discussions of Classes 1 to 5. It will consist of a take-home exam and will include 2 short essays based the cases we discussed in class so far into the course.

Value: 30% of the course total

Assignment 3: Personal Ethical Case Analysis.

 **Due Date:** Mon Dec 6, 2021 at 07:30pm EST

Personal ethical case

You have been contracted to design an ethics training resource for an organization that you have previously worked for, or with, in some capacity. The format of the resource is an ethical dilemma case study along with a debrief for potential trainees.

To prepare the training resource, you have been asked to focus on a business ethics problem or dilemma that you, or the organization you have worked for, has faced or experienced close at hand. For the sake of confidentiality, you may if you wish change the names of any organizations or people included in your case. Your task is as follows:

1. Write a vignette putting the reader in the position of the decision-maker in the case. Finish the vignette with the ethical decision that the reader has to make (30%). Do not include any normative evaluation of what should have happened or whether what happened was right or wrong at this stage

You will be graded on the clarity of your description of the case and its usefulness for training someone in the organization as follows:

- Is the vignette engaging – will it help make ethics come alive for trainees?
- Is the vignette realistic and practical – does it describe a common or important ethical issue in this industry; is it one that trainees are likely to encounter and have to make a decision about?
- Is the vignette understandable – is it well written and have you included all the salient facts and contextual factors (and omitted those that are superfluous)? Is it clear what the situation is? Have you avoided too much complexity?

Now prepare a debrief that could be used to help educate people using the case study. This should include three components:

2. Identify and discuss the 1 or 2 key business ethics issue(s) involved in the case that are the most salient (e.g. conflict of interest, bribery, discrimination, misrepresentation, misleading advertising, etc). Do not describe more than 2 issues. Explain to the trainee why these issues are important from an ethical point of view. You will be graded on the following aspects (25%):
 - Have you correctly identified the most salient issues for this case – many situations contain a variety of ethical problems, so have you identified the right 1 or 2, and have you justified well why these are the important ones?
 - Have you accurately described the issues – have you defined the issues and correctly applied them to your case?
 - Have you provided any evidence to support your assertions – what does the academic or practitioner literature say about these issues and their importance, especially in this industry? Have you been able to cite any relevant sources to substantiate your points?
3. Select **one** (and only one) prescriptive approach that you think is most appropriate for thinking through the case (e.g. consequences, duties, rights or any of the alternative perspectives). Briefly describe the approach, and set out what this approach would recommend the trainee should do and why in the situation you have described. You will be graded as follows (25%):
 - Have you accurately described the approach in sufficient detail for the trainee to understand its basic principles and insights?
 - Have you accurately applied the approach to your situation to give a clear insight into what the trainee should decide and why?

4. Tell the reader what actually happened and discuss whether this is aligned with what the approach identified in question 3 prescribes. Depending on whether it aligns or not, what are the **four** main takeaways that the trainee should learn from the case? You will be graded as follows (20%):

- Have you clearly described what happened and compared it to the prescription you set out in the previous question?
- Have you identified 4 takeaways that will help the trainee address similar problems in the future?
- Are the takeaways logical implications of your analysis in questions 2 and 3?

Prepare to discuss your case study on November 29th, one week before submission. Do not prepare a formal presentation (such as PowerPoint), but do have the facts of your vignette ready to share in small group discussion during class.

Length: 2000-2500 words (excluding references and appendices)

Value: 30% of course total

Assignment 4: Class Participation.

Class Participation

Learning about ethics and social responsibility is highly dependent on hearing and debating the viewpoints of others, and in having your own ideas and perspectives subjected to critical debate. This means that participation is a critically important element of the learning mix. An engaged, interactive classroom (and course website) aids the learning experience for all of us. Remember, quality will always trump quantity.

- Examples of a good contribution to class include: evidence of good preparation, sharing of examples and illustrations from outside the classroom; good analysis of readings and cases; insightful questions, commentary, or answers; good quality presentations; facilitation and leadership of effective group work; etc.
- A good online contribution will depend on postings and comments to the course website on Canvas (discussion section). Value-added postings will discuss current issues of ethics and social responsibility in the news (anywhere in the world) in an informed and engaging way for the rest of the class. Good quality posts/comments will be relevant, timely and value-adding (i.e. not just repeating something but adding something of your own to the discussion), ideally relating what is happening in the world to what is happening in the course. Comments to others' posts are just as valuable as initial posts.

Class participation is graded as follows (up to a maximum 24 points):

Points	Contribution
0	Does not attend class
1	Attends class but says nothing or very little that adds value to the class or website
2	Makes an active and valuable contribution to the class and/or website that enhances the class experience for all

Value: 10% of course total

WRITTEN ASSIGNMENTS: EVALUATION

Assignment Penalties

Details of how each individual assignment will be evaluated is specified above. In addition, please note the following general rules on penalties:

- Assignments received late will be deducted one grade point for each day late, calculated in 24hr periods from the due date/time.
- Assignments over the word limit will receive a grade deduction relative to the excess in word length (20% over the word length will receive a one letter grade deduction, 10% over will receive a half-grade deduction, and so on)

CALCULATING COURSE GRADE

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

1. Letter grades will be given for each assignment, which will correspond to a grade point score as specified below. These letter grades will be calculated from your raw numerical score for each assignment using a conversion that ensures that the average for the class falls in the prescribed 5.2 – 6.1 range for each assignment.

At the conclusion of the course, these individual letter grades will be combined according to the weightings assigned to each assignment to give a final grade (rounded to the nearest letter grade/grade point).

For example, if you received a B+ for Assignment 1, A- for Assignment 2, A for Assignment 3, and A+ for participation, your final grade would be: $(0.2 \times 6) + (0.3 \times 7) + (0.4 \times 8) + (0.1 \times 9) = 7.4$ (A-)

Grades given for assignments are final. There is no negotiation on grades once you have submitted your assignment. If you are unsure of the criteria for assessment, clarify these with me *before* you submit your work.

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 - Introducing Business Ethics

Sep 13/21

Overview: Class 1

Introducing Business Ethics

Read: Crane and Matten, Chapter 1

Smith, N. C., & Pepe, P. (2020). Ethics or Compliance in a Crisis?. *MIT Sloan Management Review*.

Class 2 - Introducing Corporate Social Responsibility

Sep 20/21

Overview: Class 2

Introducing Corporate Social Responsibility

Read: Crane and Matten, Chapter 2

Rangan, V. K., Chase, L., & Karim, S. (2015). Social Responsibility: The Truth About CSR. *Harvard Business Review*.

Class 3 - Evaluating Business Ethics: Normative Ethical Theories

Sep 27/21

Overview: Class 3

Evaluating Business Ethics: Normative Ethical Theories

Read: Crane and Matten, Chapter 3

Class 4 - Making Decisions in Business Ethics: Descriptive Ethical Theories

Oct 4/21

Overview: Class 4

Making Decisions in Business Ethics: Descriptive Ethical Theories

Read: Crane and Matten, Chapter 4

Assignment 1 Due.

Class 5 - Tools and Techniques of CSR and Business Ethics Management

Oct 18/21

Overview: Class 5

Tools and Techniques of CSR and Business Ethics Management

Read: Crane and Matten, Chapter 5

Class 6 - Shareholders and CSR

Oct 25/21

Overview: Class 6

Shareholders and CSR

Read: Crane and Matten, Chapter 6

Assignment 2: Midterm

Class 7 - Employees and CSR

Nov 1/21

Overview: Class 7

Employees and CSR

Read: Crane and Matten, Chapter 7

Class 8 - Consumers and CSR

Nov 8/21

Overview: Class 8

Consumers and CSR

Read: Crane and Matten, Chapter 8

Class 9 - Suppliers, Competitors and CSR

Nov 15/21

Overview: Class 9

Suppliers, Competitors and CSR

Read: Crane and Matten, Chapter 9

Class 10 - Civil Society and CSR

Nov 22/21

Overview: Class 10

Civil Society and CSR

Read: Crane and Matten, Chapter 10

Class 11 - Government, Regulation, and CSR

Nov 29/21

Overview: Class 11

Government, Regulation, and CSR

Read:

Crane and Matten, Chapter 11

Class 12 - Conclusions

Dec 6/21

Overview: Class 12

Conclusions

Read: Crane and Matten, Chapter 12

Assignment 3 Due

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Students are expected to come to class having completed the required readings, which typically includes a textbook chapter and a case study. You should be ready to respond to questions from the instructor about these readings and to contribute to class discussions in an informed way.

Class Participation (contribution)

Please see assignment 4 under Assignment for details.

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 have had to quickly pivot to new formats in response to the pandemic. While instructors have done their best, 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.

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:

Schulich MBA program

2. Responsible Unit:

Sustainability Area (formerly Business and Sustainability (BSUS))

3. Subject Code (Rubric) and Course Number:

BSUS 6300

4. Credit Value:

3.0

5. Long Course Title:

Management Practices for Sustainable Business

6. Short Course Title:

Mgmt. Practices for Sustainable Business

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)
	in pre/co-requisite
	retire course
X	other (please specify) CHANGE TO COURSE RUBRIC

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

FALL 2022

9. Rationale:

With the creation of the Sustainability Area, the rubric for courses is changing to be consistent with the Responsible Area's name at both the undergraduate and graduate levels.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p><u>Current:</u> Current Course Rubric/Number: BSUS 6300 3.0</p>	<p>Title</p> <p><u>Proposed:</u> New Course Rubric/Number: SUST 6300 3.0</p>

11. Enrolment Notes:

No changes to enrolment from existing requirements

12. Consultation:

n/a

Originator:

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Approvals:

Area or Specialization

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

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Degree Program:

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

Ashwin Joshi

Signature

February 2, 2022

Date

Ashwin Joshi

Name of Program Director

MBA Program

Program

Program Committee:

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

Marcia Annisette

Signature

February 10, 2022

Date

Marcia Annisette

Name of Committee Chair

Masters Program Committee

Committee



SUST6300 W2022 CREDITS: 3.00

SUST 6300 X - MANAGEMENT PRACTICES FOR SUSTAINABLE BUSINESS

🕒 WED 19:00-22:00 🏠 SSB E118

Office Hours

Wednesday 6:00-7:00 PM, or by appointment

INSTRUCTOR

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CHARLES H. CHO BIOGRAPHY

Dr. Charles H. Cho is Professor of Sustainability Accounting and the Erivan K. Haub Chair in Business & Sustainability at the Schulich School of Business, York University. His research interests include Sustainability, Corporate Social Responsibility (CSR), Social and Environmental Accounting and Accounting for the Public Interest. He has designed and taught a number of CSR/sustainability courses at both the undergraduate and graduate (MBA, MSc, PhD) levels as well as in executive programs for corporate managers.

BRIEF DESCRIPTION

This course situates corporate activity within the wider context of Sustainability. In particular, it provides an overview of important management trends, tools and frameworks for integrating environmentally and socially progressive practices into organizational practice. The course also helps understand the interactions between stakeholders and the inherent issues related to their conflicting demands.

COURSE LEARNING OUTCOMES

The course is designed to provide students with a practical and theoretical understanding of the growing field of **sustainability**. At the conclusion of this course, it is expected that students should be able to:

- explain the nature of sustainability and its implications for organizational life;
- discuss the importance of sustainability and what might be necessary for its achievement;
- understand the various perspectives on sustainability;
- explain the limitations, definitions and possibilities of sustainability;
- locate corporate sustainability within a wider political and economic context;
- critically assess current developments, approaches and regulatory issues relating to the sphere of sustainability reporting;
- critically and independently read, interpret and evaluate the sustainability information produced by corporations—and compare/contrast it with information produced by third parties such as NGOs;
- effectively work in groups/teams;

- produce a clear and effective written report and present findings to peers.

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:

1. Articles

Required articles are available at <https://www.library.yorku.ca/> (Passport York ID required).

2. Cases

Required cases for the course are available for purchase at the links below. Please note that you will need to create an account on both sites (if you don't already have one) and download the files onto your computer. Importantly, **this material is for your personal use only and is not to be shared or distributed in any form.**

De Beers Canada and Diamond Developers: <https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000F1yIEEAR/bsus-6300-x-winter-2022-course-kit>

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Student Survey 0%			
Student Survey omitted from final grade.		0%	Wed Jan 12, 2022 at 04:00pm EST
Class Participation/Activities (Individual) 15%			
Class Participation/Activities (15% -- Individual)		15%	
Reflection Essay (Individual) 15%			
Reflection Essay (15% -- Individual)		15%	
AIM2Flourish Project (Individual) 25%			
AIM2Flourish Project (25% -- Individual)		25%	Wed Mar 2, 2022 at 07:00pm EST
TCPS 2 CORE Certificate omitted from final grade.		0%	Wed Feb 2, 2022 at 07:00pm EST
Social Audit Project (Groups of 3 or 4) 45%			
Social Audit Project (45% -- Groups of 3 or 4)		45%	Wed Apr 6, 2022 at 07:00pm EDT

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Student Survey

 **Due Date:** Wed Jan 12, 2022 at 04:00pm EST

Student Survey: [BSUS 6300 Student Survey Winter 2022-1.docx](https://schulich.instructure.com/courses/6516/files/686699/download?download_frd=1) 
[\(https://schulich.instructure.com/courses/6516/files/686699/download?download_frd=1\)](https://schulich.instructure.com/courses/6516/files/686699/download?download_frd=1)

Class Participation/Activities (15% -- Individual)

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

Students will be evaluated primarily for demonstration of having prepared for the class, and for their efforts and the quality of their contributions during class discussions (including case discussions and interactions with speakers). Each student will receive a baseline grade, which will be increased depending on such efforts and contributions.

Reflection Essay (15% -- Individual)

Students will be required to write a reflection essay (between 1 and 2 pages, single spaced) on a specifically assigned class session. Essays must be e-mailed to the instructor before the following class session, **by 4 PM at the latest**. Late submissions will be **penalized**. The essays should not consist of merely summarizing the class but **provide an analysis, critique and reflection** on the topics discussed during that class session. Students should also be prepared to briefly present and verbally share the content of their essay.

Essays will be assessed on the basis of the **quality** and **comprehensiveness** of the analysis and the reflection (as well as timeliness, writing and conciseness).

AIM2Flourish Project (25% -- Individual)

 **Due Date:** Wed Mar 2, 2022 at 07:00pm EST

The AIM2Flourish Project must be completed **individually** and will be due on Class 7 (March 2). The project will eventually be submitted to AIM2Flourish for selection and featured on their website <http://www.AIM2Flourish.com> (<http://www.aim2flourish.com/>) (please visit their website and become familiar with what they do). After conducting an in-person or video interview with a business leader, each student will submit a written report to the instructor for review and after approval submit to AIM2Flourish. Further details will be provided at the beginning of the semester.

This project will be graded for creativity, originality and suitability to submit to AIM2 Flourish. Writing skills will also be evaluated.

Detailed instructions: [BSUS 6300 AIM2Flourish Project Winter 2022-3.pdf](https://schulich.instructure.com/courses/6516/files/685070/download?download_frd=1) 
(https://schulich.instructure.com/courses/6516/files/685070/download?download_frd=1)

Consent form: [AIM2Flourish Project_Informed Consent Form.docx](https://schulich.instructure.com/courses/6516/files/685058/download?download_frd=1) 
(https://schulich.instructure.com/courses/6516/files/685058/download?download_frd=1)

TCPS 2 CORE Certificate

 **Due Date:** Wed Feb 2, 2022 at 07:00pm EST

Please upload your TCPS 2 CORE certificate here.

Social Audit Project (45% -- Groups of 3 or 4)

 **Due Date:** Wed Apr 6, 2022 at 07:00pm EDT

The Social Audit Project is to be completed **in groups** (TBD and announced during Class 2 on January 19) and will be due on Class 12 (April 6). Each group will prepare a written report and make a presentation to the class. Further details

will be provided at the beginning of the semester.

This project will be graded for analytical ability and critical thinking, not just for technical competence. The report will be graded 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 a given group will receive the same mark, which will then be weighted by a peer evaluation factor.

Detailed instructions: [BSUS 6300 Social Audit Project Winter 2022-2.pdf](https://schulich.instructure.com/courses/6516/files/685072/download?download_frd=1) 
(https://schulich.instructure.com/courses/6516/files/685072/download?download_frd=1)

WRITTEN ASSIGNMENTS: EVALUATION

Please refer to assignment section for details.

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 - Sustainability – Planetary issues and the Ecological Crisis (Online via Zoom)

Jan 12/22

Overview: Sustainability – Planetary issues and the Ecological Crisis

Class Introduction, Overview and Setting the Context

The 2020 Living Planet Report

<https://livingplanet.panda.org/en-us/> (<https://livingplanet.panda.org/en-us/>)

<https://f.hubspotusercontent20.net/hubfs/4783129/LPR/PDFs/ENGLISH-FULL.pdf>

(<https://f.hubspotusercontent20.net/hubfs/4783129/LPR/PDFs/ENGLISH-FULL.pdf>)

Global Footprint Network

<https://www.footprintnetwork.org/> (<https://www.footprintnetwork.org/>)

Class 2 - Business and the Natural Environment: Managing Environmental Responsibility (Online via Zoom)

Jan 19/22

Overview: Business and the Natural Environment: Managing Environmental Responsibility

How does the natural environment matter for business?

How can a company best manage its environmental responsibility?

Case to read and prepare:

Hopworks Urban Brewery: A Case of Sustainable Beer

<https://oikos-international.org/publications/hopworks/> (<https://oikos-international.org/publications/hopworks/>)

Class 3 - Sustainable Supply Chain Management (Online via Zoom)

Jan 26/22

Overview: Sustainable Supply Chain Management

Brammer, S., Hoejmose, S., and Millington, A. (2011). Managing Sustainable Global Supply Chains: Framework and Best Practices. Network for Business Sustainability.

(<https://static1.squarespace.com/static/5d5156083138fd000193c11a/t/5f2f392000808376d3ba0db3/Executive-Report-Supply-Chains.pdf>)

Da Ponte, M., Foley, M. and Cho, C.H. (2020). Assessing the Degree of Sustainability Integration in Canadian Public Sector Procurement. Sustainability, 12(14), 5550.

(<https://www.mdpi.com/2071-1050/12/14/5550>)

Preparatory reading from HP Canada: **HP Sustainable Impact goals summary-2.pdf**

↓ (https://schulich.instructure.com/courses/6516/files/695184/download?download_frd=1)

and video: **Circular Economy** (<https://ellenmacarthurfoundation.org/topics/circular-economy-introduction/overview>)

Guest speaker: Frances Edmonds (HP Canada)

Class 4 - Modern Slavery

Feb 2/22

Overview: Modern Slavery

Phung, K., Greig, D., and Lewchuk, S. (2019). The Straight Goods – Canadian Business Insights on Modern Slavery in Supply Chains. Retrieved from:
<https://schulich.yorku.ca/wp-content/uploads/2019/05/Canadian-Business-Insights-on-Modern-Slavery-in-Supply-Chains-Full-Report.pdf> (<https://schulich.yorku.ca/wp-content/uploads/2019/05/Canadian-Business-Insights-on-Modern-Slavery-in-Supply-Chains-Full-Report.pdf>)

Case to read and prepare:

Eliminating Modern Slavery from Supply Chains: Can Nestlé Lead the Way?

Guest speaker: Jennie Coleman (Equifruit)

Class 5 - Sustainability Accounting, Reporting and Assurance

Feb 9/22

Overview: Sustainability Accounting, Reporting and Assurance

Bebbington, J. and Larrinaga, C. (2014). Accounting and Sustainable Development: An Exploration. *Accounting, Organizations and Society*, 39(6), 395-413.

([https://journals-scholarsportal-](https://journals-scholarsportal-info.ezproxy.library.yorku.ca/details/03613682/v39i0006/395_aasdae.xml)

[info.ezproxy.library.yorku.ca/details/03613682/v39i0006/395_aasdae.xml](https://journals-scholarsportal-info.ezproxy.library.yorku.ca/details/03613682/v39i0006/395_aasdae.xml))

O'Dwyer, B., Owen, D., and Unerman, J. (2011). Seeking Legitimacy for New Assurance Forms: The Case of Assurance on Sustainability Reporting. *Accounting, Organizations and Society*, 36(1), 31-52

(http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/03613682/v36i0001/31_slfnafcc

Rivière-Giordano, G., Giordano-Spring, S., and Cho, C.H. (2018). Does the Level of Assurance Statement on Environmental Disclosure Affect Investor Assessment? An Experimental Study. *Sustainability Accounting, Management and Policy Journal*, 9(3), 336-360

(<https://www-emeraldinsight-com.ezproxy.library.yorku.ca/doi/full/10.1108/SAMPJ-03-2018-0054>) .

Class 6 - “Measuring” CSR

Feb 16/22

Overview: “Measuring” CSR

Chatterji, A. K., Durand, R., Levine, D., and S. Touboul. (2016). Do Ratings of Firms Converge? Implications for Managers, Investors and Strategy Researchers. *Strategic Management Journal*, 37(8), 1597-1614

(http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/01432095/v37i0008/1597_drof

Boiral, O., Brotherton, M-C., and Talbot, D. (2020). Building Trust in The Fabric of Sustainability Ratings: An Impression Management Perspective. *Journal of Cleaner Production*, 260, 120942.

(https://journals-scholarsportal-info.ezproxy.library.yorku.ca/details/09596526/v260icomplete/nfp_btifosraimp.xml)

Case to read and prepare:

Diamond Developers: Measuring Sustainability

Guest speaker: Trevor David (Sustainalytics)

Due: Company Assessment Report

Class 7 - Equity, Diversity and Inclusion

Mar 2/22

Overview: Equity, Diversity and Inclusion

Saba, T., Ozbilgin, M., Ng, E., and Cachat-Rosset, G. (2021). Guest Editorial: Ineffectiveness of Diversity Management: Lack of Knowledge, Lack of Interest or Resistance. *Equality, Diversity and Inclusion*, 40(7), 765-769. (<https://www-emerald-com.ezproxy.library.yorku.ca/insight/content/doi/10.1108/EDI-09-2021-374/full/html>)

Case to read and prepare:

De Beers Canada: The Attawapiskat Context

Guest speaker: TBD

Due: AIM2Flourish Project

Class 8 - Climate Change, Astroturfing and Environmental Politics

Mar 9/22

Overview: Climate Change, Astroturfing and Environmental Politics

Cho, C.H., Martens, M., Kim, H., and Rodrigue, M. (2011). Astroturfing Global Warming: It Isn't Always Green on the Other Side of the Fence. *Journal of Business Ethics*, 104(4), 571-587 (<https://link-springer-com.ezproxy.library.yorku.ca/article/10.1007/s10551-011-0950-6>) .

Cho, C.H., Laine, M., Roberts, R.W., and Rodrigue, M. The Frontstage and Backstage of Corporate Sustainability Reporting: Evidence from the Arctic National Wildlife Refuge Bill. (2018). *Journal of Business Ethics*, 152(3), 865-886 (<https://link-springer-com.ezproxy.library.yorku.ca/article/10.1007/s10551-016-3375-4>) .

Class 9 - Business Ethics

Mar 16/22

Overview: Business Ethics

Guest speaker: Mikael Meir (Mikael Meir Inc. – Leadership Development Consultancy)

In-class exercise: TBD

Class 10 - Managing Stakeholder Conflicts: Organized Hypocrisy, Sustainability Reporting and the Case of IFRS Foundation and 'ESG'

Mar 23/22

Overview: Managing Stakeholder Conflicts: Organized Hypocrisy, Sustainability Reporting and the Case of IFRS Foundation and 'ESG'

Cho, C.H., Laine, M., Roberts, R.W. and Rodrigue, M. (2015). Organized Hypocrisy, Organizational Façades, and Sustainability Reporting. *Accounting, Organizations and Society*, 40(1), 78-94

(http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/03613682/v40icomplete/78_of

<https://www.ifrs.org/content/dam/ifrs/project/sustainability-reporting/consultation-paper-on-sustainability-reporting.pdf>

(<https://www.ifrs.org/content/dam/ifrs/project/sustainability-reporting/consultation-paper-on-sustainability-reporting.pdf>)

<https://www.ifrs.org/groups/international-sustainability-standards-board/>

(<https://www.ifrs.org/groups/international-sustainability-standards-board/>)

Class 11 - Group Presentations

Mar 30/22

Overview: Group Presentations-2

Due: Social Audit Project

Group Presentations

Class 12 - Group Presentations

Apr 6/22

Overview: Group Presentations

Due: Social Audit Project

Group Presentations

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Method of Instruction

This course is designed around a variety of pedagogical tools—interactive lectures, class discussions, presentations, simulations/role-playing, case studies and individual/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 the most significant points. There will also be a number of guest speakers (to the extent of availabilities) throughout the semester who will present their experience in various topics.

Student Preparation

A key pedagogical assumption of this course is that students are co-creators of the learning experience. Students help create learning for themselves and others through active participation. This means both listening to others carefully and contributing respectfully. Past students who performed well in this course not only attended classes faithfully, but came fully prepared to participate in discussions. Class discussions are an important opportunity to practice communicating about concepts and information. Therefore, and given the method of instruction described above, *students are strongly encouraged to ask questions and actively participate during class.*

In addition, *students are expected to have read all assigned materials* and made an honest effort to think critically (“outside the box”) prior to each class meeting in order to be prepared to discuss them in class. Given that one of the key transferable skills engendered by the course is the development of an informed view on the role that corporations play within society, students will be expected to express their opinions on the subject matter and to debate the issues covered.

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, projects and exams. If you do not understand something, ask questions in class. If necessary, e-mail the instructor for an appointment. The instructor is here to help you learn.

Group Work

The In-Class Exercises/Activities and the Social Audit Project will involve group formation (to be done by Instructor) and work. Group sizes will depend on the number of students enrolled.

Group work is where you learn managerial skills. This is integral to your education. If you experience frustration with coordinating group meetings, or with the way others in your group participate (or fail to participate!), consider it an opportunity to develop your interpersonal skills. Every group will experience some problems during the term due to miscommunication and the life circumstances of group members. *It is expected that you will address these situations professionally.* Remember, successful managers are those who bring the best out of those around them, who help others succeed, who take responsibility for failure and share credit for success.

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 instructor is via e-mail.

Disclaimer

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

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/>) .

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/) (<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) (<https://oscr.students.yorku.ca/student-conduct>).

Some courses have had to quickly pivot to new formats in response to the pandemic. While instructors have done their best, 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.

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) (<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.

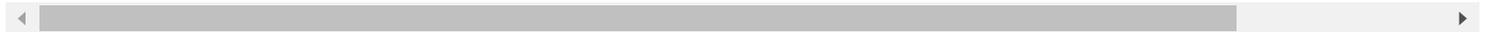
Violations of community standards are taken seriously and investigated by the Office of Student Community Relations and other appropriate parties (<http://oscr.students.yorku.ca/> (<http://oscr.students.yorku.ca/>)). For details on how to handle a breach of community standards, visit the Office of Student 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:

Schulich MBA program

2. Responsible Unit:

Sustainability Area (formerly Business and Sustainability (BSUS))

3. Subject Code (Rubric) and Course Number:

BSUS 6500

4. Credit Value:

3.0

5. Long Course Title:

Business Strategies for Sustainability

6. Short Course Title:

Business Strategies for Sustainability

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)
	in pre/co-requisite
	retire course
X	other (please specify) CHANGE TO COURSE RUBRIC

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

FALL 2022

9. Rationale:

With the creation of the Sustainability Area, the rubric for courses is changing to be consistent with the Responsible Area's name at both the undergraduate and graduate levels.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p><u>Current:</u> Current Course Rubric/Number: BSUS 6500 3.0</p>	<p>Title</p> <p><u>Proposed:</u> New Course Rubric/Number: SUST 6500 3.0</p>

11. Enrolment Notes:

No changes to enrolment from existing requirements

12. Consultation:

n/a

Originator:

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Approvals:

Area or Specialization

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

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Degree Program:

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

Ashwin Joshi

Signature

February 2, 2022

Date

Ashwin Joshi

Name of Program Director

MBA Program

Program

Program Committee:

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

Marcia Annisette

Signature

February 10, 2022

Date

Marcia Annisette

Name of Committee Chair

Masters Program Committee

Committee



SUST 6500 F2021 CREDITS: 3.00

SUST 6500 U - BUSINESS STRATEGIES FOR SUSTAINABILITY

🕒 THU 19:30-21:30 🏠 REMOTE

INSTRUCTOR

Klaudia Watts

✉️ kwatts@schulich.yorku.ca

📞 416.736.2100 Ext.

🏠 N203H SSB

ADMIN

Menglin Mary Bai

✉️ mbai@schulich.yorku.ca

📞 416.736.2100 Ext. 55268

🏠 G324 MB

BRIEF DESCRIPTION

All organizations impact the natural and social environment. However, it is only recently that sustainability has become a strategic issue for business and its managers. For increasing numbers of companies, sustainability is now an integrated part of organizational strategy formulation and implementation. Through a series of 'live cases', this course is designed to introduce students to the critical strategic and managerial issues in developing, implementing and adapting strategy to create environmental, social and economic value. Prerequisites: All 5100-series Required Foundations of Management Core Courses or with 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/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.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Individual Assignment 25%			
Group Assignment		14.58%	Thu Dec 9, 2021 at 07:30pm EST
Individual Assignment		10.42%	Thu Oct 28, 2021 at 07:30pm EDT
Group Assignment 35%			
Introduction Exercises 0%			
Exercise Due: Complete the Personal Information Link omitted from final grade.		0%	Thu Sep 16, 2021 at 07:30pm EDT
Exercise Due: Responsible Business Course Student Survey omitted from final grade.		0%	Thu Sep 16, 2021 at 07:30pm EDT
Module 1 Exercises 0%			
Exercise Due: Calculate and Submit Your Ecological Footprint		0%	
Exercise Due: Profit and the Public Good omitted from final grade.		0%	
Participation 12%			
Course Participation: Synchronous		12%	
Module 2 Exercises 0%			
Exercise Due: Nike Case Analysis omitted from final grade.		0%	Thu Sep 23, 2021 at 07:30pm EDT
Exercise Due: Facebook Case Analysis omitted from final grade.		0%	Thu Sep 23, 2021 at 07:30pm EDT
Module 3 Exercises 0%			
Exercise Due: PepsiCo and Obesity omitted from final grade.		0%	
Exercise Due: Who is to Blame for the Obesity Epidemic? omitted from final grade.		0%	
Exercise Due: Explore Your Social Footprint omitted from final grade.		0%	

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Module 4 Exercises 0%			
Exercise Due: PepsiCo and Institutional Theory omitted from final grade.		0%	
Exercise Due: Institutional Conformance at Meridian Credit Union omitted from final grade.		0%	
Exercise Due: Financial Literacy Quiz (pretend) omitted from final grade.		0%	
Module 5 Exercises 0%			
Exercise Due: Sustainability Strategy Quiz (10 Min Time Limit, Do Not Click On This Until You are Ready to Complete It all) omitted from final grade.		0%	
Module 6 Exercises 0%			
Exercise Due: Southside Restaurant Wine Bottle Assessment omitted from final grade.		0%	
Module 7 Exercises 0%			
Exercise Due: Honey Care Case Analysis omitted from final grade.		0%	
Module 8 Exercises 0%			
Exercise Due: Honey Care and Institutional Entrepreneurship omitted from final grade.		0%	Thu Nov 11, 2021 at 07:30pm EST
Exercise Due: TerraCycle Case Analysis omitted from final grade.		0%	
Module 9 Exercises 0%			
Exercise Due: Complexity Theory and Systemic Racism		0%	
Exercise Due: McDonald's and Poverty omitted from final grade.		0%	
Module 10 Exercises 0%			
Exercise Due: Social Movements and Market Rebels omitted from final grade.		0%	
Exercise Due: YU Ranch Case Analysis omitted from final grade.		0%	
Module 11 Exercises 0%			

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Exercise Due: Patagonia Case Analysis omitted from final grade.		0%	
Imported Assignments 0%			
After Class Exercise: Your Covid-19 Response Type		0%	Sat Sep 18, 2021 at 07:30pm EDT
Post Class Exercise: Profit and the Public Good		0%	Sat Sep 25, 2021 at 07:30pm EDT
Exercise: The Responsibility of the Consumer		0%	Sat Oct 2, 2021 at 07:30pm EDT
Exercise: Facts about Sustainability Reporting		0%	Sat Oct 16, 2021 at 07:30pm EDT

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Group Assignment

Due Date: Thu Dec 9, 2021 at 07:30pm EST

Business Leadership in Sustainability (35%)

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

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

a) Overview of the Business (5%)

I. Basics: What is the organization's purpose/vision? What does the organization do? What product/service does it provide to the market? Who are its competitors? Who are its suppliers? Who are its consumers?

b) Summary of Context (15%)

I. Institutional Forces: Summarize the critical institutional forces that each group member identified in the previous assignment that make it difficult for this company to succeed not only in embedding sustainability but in adopting a

transformational strategy.

II. Competitive Forces: As you know, each group member has examined one mainstream company in the industry. The group is expected to summarize what these companies are doing to respond. The goal here is to ascertain how the existing competitive context is positioned in the domain of sustainability (i.e. what sustainability strategy are they using). What are the main themes across them? This is important because you want to make sure that your allocated business is differentiated from competitors in terms of their approach to sustainability.

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

c) Embedding Sustainability through the Business Case (30%). You'll likely find that your company embeds sustainability by targeting a niche segment of the market (e.g. Honey Care targets mid-high income earners, Patagonia targets high income adventurers). Before moving to a transformational strategy, it is critical that you understand how this company establishes strategic differentiation among a small segment of the market. Note that you may find that your company successfully embeds sustainability. This is fine. I still want you to understand how and why by accomplishing to two deliverables below. At the same time, I want you to think about what might be missing or what the company might improve upon.

I. Value Creation: What is the organization's value proposition? What value does the business create (for consumers and beyond)? For whom is it creating value (be specific)? How does it create this value? Does it expand the value pool? How and why is this value proposition different from competitors in the industry?

II. Value Capture: What is the organization's intended source of competitive advantage (i.e. what will differentiate the organization from others that allows it to capture value over time?). How is it expected to be positioned relative to competitors? Remember that while value creation is top line growth, value capture is bottom line growth (i.e. profit).

d) Transforming for Sustainability (30%). As discussed in our final strategy, business and sustainability is not only about satisfying a niche market, it is about actively seeking to challenge industry or even societal behavior by targeting the mainstream market. TerraCycle's efforts to shift society from a linear to a circular consumption pattern and Patagonia's efforts to redefine the consumer relationship with clothing are examples here.

I. How will the company reach the mainstream market? How will it overcome the institutional forces identified in Part 1 of this project that make it difficult to attract this segment of the market?

II. What specifically needs to be transformed (think of what Patagonia or TerraCycle are trying to transform)? Be clear here. What role will social movements and market rebels play? What role will meta-organizations play? How else might they lead this transformation?

e) Presentation (20%): This project must be submitted in the form of a slidedeck (maximum 35 slides). Students are encouraged to use the notes section of the slides to add additional detail to the main text on the slides if they feel it is necessary. All groups are required to conduct an oral presentation of their slidedeck. A select number of groups will present their report live in our final synchronous class while the remaining will submit their oral presentation electronically (by the start of our last class). Oral presentations must be completed within a 20 minute time frame. 20% of your grade for this project is therefore based on the quality and sequence of the slide deck along with the effective and professional means by which they were presented. Not all group members are required to present in the oral presentation.

The slidedeck and oral presentation (for those groups not chosen to present live) for Assignment 2 are due by the start of class on Thursday, December 10th, 2020. Late submissions will have points deducted as per assignment rules below. The slidedeck must be submitted on Canvas.

Student Assignment Selections

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

Step 1: Each student chooses an industry

Step 2: Each student chooses one company for Assignment 1

Step 3: Groups consult assigned company for group project

Automotive	General Motors, Toyota, BMW, Ford, Volkswagen, Chrysler	Tesla
Canadian Banking	RBC, BMO, CIBC, Scotiabank, TD, National Bank	Vancity Credit Union
Electronic Devices	Apple, Nokia, Samsung, LG, Huawei	Fairphone
Grocery Retailers	Loblaw, Metro, Sobey's, Safeway, Tesco, Costco	The Big Carrot Community Market
Fashion/Apparel	H&M, Inditex, Lululemon, Canada Goose, Prada	Ten Tree
Social Media	YouTube, Facebook, Instagram, Twitter, Snapchat	Mastodon
Food and Beverage	Nestle, General Mills, Kellogg Company, Mars, Kraft/Heinz, Campbell's Soup Company	Griffith Foods
Fast Food	McDonald's, Burger King, Wendy's, Subway, Pizza Pizza, KFC	Chipotle
Coffee Shops	Tim Hortons, Starbucks, Dunkin' Donuts, Second Cup, Timothy's	Coffee Tree Roastery
Meat Production	Tyson Foods, Cargill, Smithfield Foods, Maple Leaf Foods, Schneider's	The Healthy Butcher

Individual Assignment

 **Due Date:** Thu Oct 28, 2021 at 07:30pm EDT

Industry Sustainability Assessment (25%)

For this assignment, students are expected to evaluate sustainability in the context of an industry and company they choose from a list below. This assignment, done by all students individually, is a prelude to the final group project where students will provide consultant advice on how a small company in this industry can succeed using an embedded and transformational strategy. With this goal in mind, this first assignment is meant to ensure that students are aware of the sustainability issues relevant to an industry, those institutional forces that make sustainability very difficult to adopt, and the existing sustainability performance of existing players in the industry. Students will have the opportunity to sign up for one of the industries in Table 1 below early in the semester. A maximum of 5 or 6 students are permitted depending on the industry. The breakdown of the assignment will be as follows:

a. Sustainability Issues (20%): Students must identify three relevant sustainability issues associated with their chosen industry. They must explain why these issues pit the interests of firms operating in this industry against the interests of society. This will require some reflection. Taking a look at your chosen firm will help here but it is unlikely your only source. Ultimately, you want to ask: "what are the top negative externalities that this industry is known to create"? Are they all ecological? Are they a mix of social and ecological? Economic? Whatever you choose, I should see a

justification on why these are particularly relevant and important. At 20% of the assignment grade, you should be relatively brief here. Identify the three and explain why they are relevant.

a. Institutional Forces (35%): Students must then identify the institutional forces that make it difficult for companies to adopt more progressive sustainability strategies.

1. Students must identify the cognitive, normative, and regulatory forces that explain why mainstream companies resort to a denial, defense or, at best, an isolated strategy.
2. Students must also identify how their chosen company contributes to these forces (e.g. through the influence on government, marketing, setting industry standards, etc.).

b. Sustainability Performance (35%): Students must then assess the sustainability performance of one large mainstream company operating in this industry. Specifically, they must assess the company's response to the three issues identified in part a. A key resource for you will be the companies' sustainability or CSR reporting which should be available on their websites. You may also want to consider researching the library's license to Sustainalytics for a robust assessment of these firm's sustainability performance. Students will select one company from a list of five or six (outlined in the table below) on a first come, first serve basis.

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

The first assignment is due by **7:30pm on Thursday, October 28th, 2021** and must be submitted via Canvas. The assignment should be no longer than 1600 words (not including tables and appendices). Tables, reference lists, and endnotes are not included in the word count. Students who summarize their analysis in tables (e.g. summarize 3 institutional forces in a table) and use the text to highlight key points or takeaways in the tables tend to do well. Students who try to force everything in the text through an essay format tend not to do so well. This is meant to be a professional report not an academic one.

Exercise Due: Complete the Personal Information Link

 **Due Date:** Thu Sep 16, 2021 at 07:30pm EDT

Please go to the following link and submit your results:

https://schulich.co1.qualtrics.com/jfe/form/SV_eu06z9eVwFZwb30
(https://schulich.co1.qualtrics.com/jfe/form/SV_eu06z9eVwFZwb30)

Exercise Due: Responsible Business Course Student Survey

 **Due Date:** Thu Sep 16, 2021 at 07:30pm EDT

Exercise Due: Calculate and Submit Your Ecological Footprint

Exercise Due: Profit and the Public Good

Course Participation: Synchronous

Course participation represents 40% of your final grade and is broken down into two main components:

Asynchronous Participation (25%): Asynchronous refers to any and all course work done independently by students outside of live zoom classes. Students are required to actively participate in asynchronous activities by reading and watching the material on Canvas and effectively completing online exercises, activities, and quizzes. For each asynchronous exercise, students receive a score both for the participation in and performance on (if applicable) the exercise. At the end of the semester, I calculate students' final grade out of 25 based on the final score.

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

Generally, course participation is graded as follows:

Grade	Participation
A/A+	Excellent engagement and performance in asynchronous exercises, activities, and quizzes. Strong participation in synchronous classes through active and strong contribution to the discussion and/or the online chat log, consistent participation in polls and other live exercises, and a strong contributor in breakout groups.
B+/A-	Good engagement and performance in asynchronous exercises, activities, and quizzes. Good participation in synchronous classes through moderate and good contribution to the discussion and/or the online chat log (or strong in one or other other), consistent participation in polls and other live exercises, and a good contributor to breakout groups.
B-/B	Fair engagement and performance in asynchronous exercises, activities, and quizzes. Minimal participation in synchronous classes with some contribution to the discussion, minimal activity on the online chat log, good participation in polls and other live exercises, and basic contribution to breakout groups.
C/C+	Very little engagement and poor performance in asynchronous exercises, activities, and quizzes. Attends live digital classes but generally does not participate in the discussion with low activity on the online chat log, partial participation in polls and other live exercises, and little contribution in breakout groups.
F	Does not attend synchronous classes and little or no participation in asynchronous activity.

Exercise Due: Nike Case Analysis

 **Due Date:** Thu Sep 23, 2021 at 07:30pm EDT

Exercise Due: Facebook Case Analysis

Exercise Due: PepsiCo and Obesity

Exercise Due: Who is to Blame for the Obesity Epidemic?

Exercise Due: Explore Your Social Footprint

Exercise Due: PepsiCo and Institutional Theory

Exercise Due: Institutional Conformance at Meridian Credit Union

Exercise Due: Financial Literacy Quiz (pretend)

Exercise Due: Sustainability Strategy Quiz (10 Min Time Limit, Do Not Click On This Until You are Ready to Complete It all)

Exercise Due: Southside Restaurant Wine Bottle Assessment

Exercise Due: Honey Care Case Analysis

Exercise Due: Honey Care and Institutional Entrepreneurship

 **Due Date:** Thu Nov 11, 2021 at 07:30pm EST

Exercise Due: TerraCycle Case Analysis

Exercise Due: Complexity Theory and Systemic Racism

Exercise Due: McDonald's and Poverty

Exercise Due: Social Movements and Market Rebels

Exercise Due: YU Ranch Case Analysis

Exercise Due: Patagonia Case Analysis

After Class Exercise: Your Covid-19 Response Type

 **Due Date:** Sat Sep 18, 2021 at 07:30pm EDT

Post Class Exercise: Profit and the Public Good

 **Due Date:** Sat Sep 25, 2021 at 07:30pm EDT

Exercise: The Responsibility of the Consumer

 **Due Date:** Sat Oct 2, 2021 at 07:30pm EDT

Exercise: Facts about Sustainability Reporting

 **Due Date:** Sat Oct 16, 2021 at 07:30pm EDT

CLASS-BY-CLASS SYLLABUS

Course Introduction

Welcome to BSUS 6500 (Business Strategies for Sustainability). This course explores how organizations respond to increasing expectations to deliver sustainable performance at the economic, social and environmental level. Before students begin diving into the material for Module 1, they are required to complete a few administrative items listed below to make sure they are properly set up for the course.



Purchase a Course Kit



BSUS6500 Watts Course Outline (Fall 2021).docx



Pre-Register for Zoom Classes



Exercise Due: Responsible Business Course Student Survey



Exercise Due: Complete the Personal Information Link

Module 1 - Introduction: Business and Sustainability (September 16th, 2021)

The course begins with an introduction to sustainability. We will discuss recent events and how companies are responding to them.



Exercise Due: Calculate and Submit Your Ecological Footprint



Read: Profit and the Public Good (Economist, 2005)



Exercise Due: Profit and the Public Good



Assignment Sign Up Link

Post- Class Exercise



After Class Exercise: Your Covid-19 Response Type



BSUS6500 Class 1 Slides .pdf



Link to class 1 recording

Module 2 - Profit and the Public Good (September 23rd, 2021)

In this class, we'll take a step back and debate whether the pursuit of profit is in the best interest of society. To best bring this debate out, we'll take a historical look at Nike and reflect on how their experience illuminates the fundamental question of corporate responsibility. We'll then make some connections between the Nike journey and the recent Facebook debacle where the question of responsibility has been especially fluid for them in the last 10 years. But to get us going, we're going to debate the pros and cons and the pursuit of profit. The article entitled "Profit and the Public Good" from Module 1 and the article below 'More CEOs are taking their Social Responsibility Seriously' will provide the background for our discussion.



Go to link, search 'More and More CEOs are Taking their Social Responsibility Seriously (Henderson, 2018)' in left search tab. Read.



Read Case: Nike's Sustainability Journey (Valente, 2018)



Exercise Due: Nike Case Analysis



Read Case: Facebook: Fake News, Free Speech and an Internet Platform's Responsibility (available in courskit)



Exercise Due: Facebook Case Analysis

Post- Class Exercise



Post Class Exercise: Profit and the Public Good



Week 2 Slides.pdf

Module 3 - The Five Sustainability Strategies (September 30th, 2021)

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



Exercise Due: Explore Your Social Footprint



Read Note: Business Strategies for Sustainability



Summary Table of Strategies for Sustainability



Exercise Due: Who is to Blame for the Obesity Epidemic?

 Read Case: PepsiCo's Turning Point: Identifying a Role in a Sustainable Society (available in course kit)
 Exercise Due: PepsiCo and Obesity
Post- Class Exercise
 Watch: Dan Ariely: Are we in control of our own decisions?
 Exercise: The Responsibility of the Consumer
 Assignment 2 Industry Groups With Emails.xlsx
 Week 3 Slides.pdf

Module 4 - Institutional Theory (October 7th, 2021)

<p>In this class we'll look at the financial services industry in Canada, an industry that many would argue has a particularly important responsibility for the economic pillar of sustainability. Specifically, we'll look at Meridian Credit Union, an increasingly popular financial institution that is challenging Canada's big banks. In preparation for this class, students will learn about institutional theory, a framework meant to help us understand the forces that challenge meaningful shift to a more sustainable society.</p>
 Read Note: Institutional Theory (read up to the section entitled "Organizational Fields and Institutional Logics")
 Institutional Theory Summary Table (for your reference only)
 Exercise Due: PepsiCo and Institutional Theory
 Exercise Due: Financial Literacy Quiz (pretend)
 Read Case: Meridian Credit Union: Taking on the Big Banks (available in coursekit)
 Exercise Due: Institutional Conformance at Meridian Credit Union
Post- Class Exercise
 Exercise Due: Sustainability Strategy Quiz (10 Min Time Limit, Do Not Click On This Until You are Ready to Complete It all)
 BSUS6500 Week 4.pdf

Module 5 - Measuring Sustainability (October 14th, 2021)

This class looks at how we measure sustainability. We'll discuss and apply a framework to evaluate a company's sustainability performance based on what they've reported in their Sustainability or Corporate Social Responsibility Reports. This framework will be an important tool for your first assignment.



Read Note: How to Evaluate Sustainability Reports

Post- Class Exercise



Read: Overselling Sustainability Reporting (HBR, Pucker, 2021) To Access, search for "Overselling Sustainability Reporting" in box on left of your screen



Exercise: Facts about Sustainability Reporting



Module 5 Slidedeck .pdf



Link to Zoom Recording

Module 6 -Life Cycle Analysis (October 21st, 2021)

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



Read South Side Restaurant: Creating a Low Carbon Wine List (case available in coursekit)



Exercise Due: Southside Restaurant Wine Bottle Assessment



BSUS6500 Week 6.pdf



Midterm Course Feedback



Week 6 Slides.pdf

Module 7 - Co-Creating Value, (November 4th, 2021)

In this class, students will be introduced to social entrepreneurship, a concept that has emerged in popularity in the last decade to fill the wide gap in the ability of existing organizational forms (e.g. public companies, for-profit companies) to effectively respond to social and ecological issues. We'll take a look at a couple of examples of social entrepreneurship before spending time on a social enterprise known as Honey Care Africa (HCA). HCA set out to revolutionize the beekeeping sector in Kenya by linking the rural poor to market

opportunities associated with honey consumption. We'll explore how our conceptualization of value creation and value capture changes when sustainability is front and centre to the business. Specifically, we'll use this case to introduce the creating shared value framework introduced by Michael Porter and Mark Kramer and to reapply the concept of institutional entrepreneurship once again.



Click on Schulich Library Link, In box on left Type in 'Creating Shared Value' (Porter and Kramer; Harvard Business Review, 2011)



Read Case (first 10 pages only): Honey Care Africa: A Different Business model (available in coursekit)



Exercise Due: Honey Care Case Analysis



Week 7 Slides- Honeycare.pdf



Week 7 Lecture Recording

Module 8 - Institutional Entrepreneurship (November 11th, 2021)

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



Read: Note on Institutional Theory (Read from section entitled Organizational Fields and Institutional Logics)



Exercise Due: Honey Care and Institutional Entrepreneurship



Watch (Optional): Tom Szaky: Eliminating the Idea of Waste



Read Case: TerraCycle: At a Crossroads



Exercise Due: TerraCycle Case Analysis



BSUS6500 Week 8 FINAL.pdf

Module 9 - Systems Thinking (November 18th, 2021)

Continuing along our examination of more progressive approaches to adopting sustainability, this class will introduce you to the importance of systems thinking. You'll start by reading a note entitled: Complexity Theory. You'll read a recent article claiming that the McDonald's business model has played a critical role in reducing poverty. You'll be expected to apply the complexity theory note to challenge the key messages of this article.

 Read: Complexity Theory
 Watch: Dan Barber: How I fell in love with a fish
 Read: McDonald's and Poverty (Lau, 2018)
 Exercise Due: McDonald's and Poverty
 Watch This First: Video Class Lecture: 7 Min
 Watch this next: Video Lecture, 30 min
 BSUS6500 Week 9.pdf
Post Class Exercise
 Exercise Due: Complexity Theory and Systemic Racism

Module 10 - From an Embedded to a Transformational Sustainability Strategy

<p>In this class we'll look at YU Ranch, a ranching business located in Tilsonburg, Ontario that embodies principles of sustainability through its focus on environmental sustainability and healthier food. YU Ranch is facing a decision about how they should move forward, a decision that has important implications for the role of business in a sustainable society. The case will provide some insight into how the role of the manager has to evolve over time in its pursuit of sustainability. We'll use this case to introduce the important role of social movements and the role of managers/leaders as market rebels in challenging institutional forces.</p>
 Read: Market Rebels and Radical Innovation
 Exercise Due: Social Movements and Market Rebels
 Read Case: YU Ranch: Growing a Sustainable Business (available in coursekit)
 Watch Video: Factory Farming
 Watch Video: Sustainable Solutions to Food Production
 Exercise Due: YU Ranch Case Analysis
 BSUS6500 Week 10.pdf

Module 11 - Business Sustainability and Paradox, December 2nd, 2021

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



Read Case: Patagonia (available in coursekit)



Exercise Due: Patagonia Case Analysis



Week 11 Slides.pdf

Module 12: Group Presentations (December 9th, 2021)

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

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/>) .

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/) (<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) (<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) (<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:

Schulich MBA program

2. Responsible Unit:

Sustainability Area (formerly Business and Sustainability (BSUS))

3. Subject Code (Rubric) and Course Number:

BSUS 6901

4. Credit Value:

1.5

5. Long Course Title:

Individual Study

6. Short Course Title:

Individual Study

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)
	in pre/co-requisite
	retire course
X	other (please specify) CHANGE TO COURSE RUBRIC

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

FALL 2022

9. Rationale:

With the creation of the Sustainability Area, the rubric for courses is changing to be consistent with the Responsible Area's name at both the undergraduate and graduate levels.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p><u>Current:</u> Current Course Rubric/Number: BSUS 6901 1.5</p>	<p>Title</p> <p><u>Proposed:</u> New Course Rubric/Number: SUST 6901 1.5</p>

11. Enrolment Notes:

No changes to enrolment from existing requirements

12. Consultation:

n/a

Originator:

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Approvals:

Area or Specialization

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

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Degree Program:

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

Ashwin Joshi

Signature

February 2, 2022

Date

Ashwin Joshi

Name of Program Director

MBA Program

Program

Program Committee:

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

Marcia Annisette

Signature

February 10, 2022

Date

Marcia Annisette

Name of Committee Chair

Masters Program Committee

Committee

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 MBA program

2. Responsible Unit:

Sustainability Area (formerly Business and Sustainability (BSUS))

3. Subject Code (Rubric) and Course Number:

BSUS 6901

4. Credit Value:

3.0

5. Long Course Title:

Business Sustainability: A 360 Degree Perspective

6. Short Course Title:

Sustainability: A 360 Degree Perspective

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)
	in pre/co-requisite
	retire course
X	other (please specify) CHANGE TO COURSE RUBRIC

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

FALL 2022

9. Rationale:

With the creation of the Sustainability Area, the rubric for courses is changing to be consistent with the Responsible Area's name at both the undergraduate and graduate levels.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p><u>Current:</u> Current Course Rubric/Number: BSUS 6901 3.0</p>	<p>Title</p> <p><u>Proposed:</u> New Course Rubric/Number: SUST 6901 3.0</p>

11. Enrolment Notes:

No changes to enrolment from existing requirements

12. Consultation:

n/a

Originator:

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Approvals:

Area or Specialization

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

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Degree Program:

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

Ashwin Joshi

Signature

February 2, 2022

Date

Ashwin Joshi

Name of Program Director

MBA Program

Program

Program Committee:

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

Marcia Annisette

Signature

February 10, 2022

Date

Marcia Annisette

Name of Committee Chair

Masters Program Committee

Committee

Course Outline

Summer 2019

Class day and time: See schedule on p. 5-6. Course begins on June 10, 2019.

Course Director

Charles H. Cho, PhD, CPA
(416) 736-2100 extension 33677
Seymour Schulich Building – G322
ccho@schulich.yorku.ca

Assistant

TBD
(416) 736-5268
Seymour Schulich Building – G324

Office hours:

By appointment

Dr. Charles H. Cho is Professor of Accounting and Erivan K. Haub Chair in Business & Sustainability at the Schulich School of Business, York University. His research interests are *Corporate Social Responsibility (CSR)* and more specifically *Sustainability Accounting*. He has designed and taught a number of CSR/sustainability courses at both the undergraduate and graduate (MBA, MSc, PhD) levels as well as in executive programs for corporate managers.

Brief Description

This intensive course introduces the broad and complex notion of sustainability from multiple disciplines and perspectives. It is hands-on modular course which is taught through a variety of professors, guest speakers, and company visits, that focus on real-life application across industries. In particular, emphasis is placed upon exploring issues in sustainability and corporate social responsibility with engaging thought leaders across a variety of disciplines and industries.

Prerequisites: N/A

Corequisite: N/A

Course Learning Outcomes

The course is designed to provide students with a practical and theoretical understanding of the growing field of **sustainability**. At the conclusion of this course, it is expected that students should be able to:

- Understand the importance of sustainability issues at the societal and organizational level.
- Apply a strategic management lens to understand variation in responses to sustainability.
- Understand the notion of corporate social responsibility in and across different contexts.
- Understand the reasons for and benefits of sustainability in real estate and infrastructure.
- Understand the precarious balance between social, environmental & economic impacts of the mining industry.
- Gain a practical and theoretical understanding of corporate sustainability reporting.
- Understand the principles of impact investing in emerging and developed economies.
- Understand the principles and concepts of social entrepreneurship.

Deliverables at a Glance

Deliverable	Weight	Format
Class Attendance and Participation	25%	Individual
Reflection Paper	30%	Individual
Case Presentation	45%	Groups of 4 or 5
	100%	

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

Course Material

Required readings for this course includes the following:

1. Cases
Required cases for the course are available for purchase at www.iveycases.com. Instructions will be sent by e-mail.
2. Articles
Required articles are available at <https://www.library.yorku.ca/> (Passport York ID required).

Student Preparation for Class and Class Participation: Expectations

Method of Instruction

This course is designed around a variety of pedagogical tools—interactive lectures, class discussions, presentations, simulations/role-playing, case studies and individual/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 the most significant points. Most importantly, the course is taught in different modules by different professors specialized in a specific topic within the sustainability area.

Student Preparation

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

In addition, *students are expected to have read all assigned materials* and made an honest effort to think critically (“outside the box”) prior to each class meeting in order to be prepared to discuss them in class. Given that one of the key transferable skills engendered by the course is the development of an informed view on the role that corporations play within society, students will be expected to express their opinions on the subject matter and to debate the issues covered.

This course demands hard work and dedication. Additional time outside class will be required to prepare for presentations, projects and exams. If you do not understand something, ask questions in class. Instructors are here to help you learn.

Group Work

The Case Presentation will involve group formation (to be done by the Course Director) and work. Group sizes will depend on the number of students enrolled. Group member peer evaluation will be required and will count toward the grade of the Case Presentation component.

Group work is where you learn managerial skills. This is integral to your education. If you experience frustration with coordinating group meetings, or with the way others in your group participate (or fail to participate!), consider it an opportunity to develop your interpersonal skills. Every group will experience some problems during the term due to miscommunication and the life circumstances of group members. *It is expected that you will address these situations professionally.* Remember, successful managers are those who bring the best out of those around them, who help others succeed, who take responsibility for failure and share credit for success.

Attendance, Etiquette and Courtesy

Students are expected to attend all classes—lectures and site visits. *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 Course Director

The best way to reach the Course Director is via *e-mail.*

Disclaimer

The Course Director 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 and Evaluation

Class Participation (25% -- Individual)

Class participation is essential for the effectiveness of this course, as outlined above. Students will be evaluated primarily for demonstration of having prepared for class, as well as for their efforts and the quality of their contributions during class discussions (including case discussions and interactions with speakers) and in-class exercises and activities, if any. Each student will receive a baseline grade, which will be increased depending on such efforts and contributions.

Reflection Paper (30% -- Individual)

The Reflection Paper must be completed individually and submitted to the Course Director. It will be graded for creativity, originality and depth. Writing skills will also be evaluated. Further details will be provided at the beginning of the semester.

Case Presentation (45% -- Group)

The Case Presentation must be completed in groups (TBD) and will take place on the last day of the course. Each group will make a presentation to the class. Groups are also to adhere to the predetermined presentation time allotted to them. Groups going over time may be asked to conclude immediately, out of respect for the remaining groups. It will be graded for organization, delivery, and communication of key ideas. All students in a given group will receive the same mark, which will be then adjusted based on the results of the group member peer evaluation. Further details will be provided at the beginning of the semester.

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:

Graduate students

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

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

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

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1) for graduate students (see <http://ada.schulich.yorku.ca/teaching-learning/policies/grading/>).

To keep final grades comparable across courses, elective courses are expected to have a mean grade between 5.2 and 6.2 for graduate students.

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 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 / Time Location	Topic and Assigned Readings/Cases
Class 0 June 10 10:30-12:00 Keele Campus MB – G102	Arrival & Welcome Brief Overview and Course Introduction
Class 1 June 11 9:00-12:00 Keele Campus MB – G102	<u>Topic:</u> Sustainability: Societal and Organizational Issues <u>Instructor:</u> Professor Charles Cho
Class 2 June 12 9:00-12:00 Nadal Campus Training Room	<u>Topic:</u> Supply Chain Sustainability – From Compliance to Circularity <u>Instructor:</u> Ms. Kathrin Bohr
Class 3 June 13 9:00-16:00 Nadal Campus Training Room	<u>Topic:</u> Strategies for Sustainability: A Look at the Food Industry Articles and cases to read/prepare: <ol style="list-style-type: none"> 1. PepsiCo's Turning Point: Establishing a Role in a Sustainable Society 2. 5 Business Strategies for Sustainability https://www.organizingforsustainability.com/resources <u>Site visit:</u> <i>The Big Carrot Community Market</i> <u>Instructor:</u> Professor Mike Valente

<p>Class 4 June 14 9:00-16:00 Nadal Campus Training Room</p>	<p><u>Topic:</u> Environment, Social and Governance (ESG) Ratings & Responsible Investment)</p> <p><u>Site visit:</u> <i>Sustainalytics</i></p> <p><u>Instructor:</u> Ms. Heather Lang</p>
<p>Class 5 June 17 9:00-16:00 Keele Campus MB – G101</p>	<p><u>Topic:</u> Sustainability in Commercial Real Estate</p> <p><u>Site visit:</u> <i>Rob & Cheryl McEwen Graduate Study & Research Building</i></p> <p><u>Instructor:</u> Professor James McKellar and Professor Avis Devine</p>
<p>Class 6 June 18 9:00-16:00 Nadal Campus Lecture Room 1</p>	<p><u>Topic:</u> Corporate Philanthropy</p> <p><u>Articles and cases to read/prepare:</u></p> <ol style="list-style-type: none"> 1. The Competitive Advantage of Corporate Philanthropy 2. Timberland: Commerce and Justice <p><u>Instructor:</u> Ms. Lindsay Colley</p> <p><u>Guest speaker:</u> (Jays Foundation)</p>
<p>Class 7 June 19 9:00-16:00 Nadal Campus Lecture Room 2</p>	<p><u>Topic:</u> Social Entrepreneurship</p> <p><u>Site visits:</u> <i>Centre for Social Innovation</i></p> <p><u>Instructor:</u> Professor Geoff Kistruck</p>
<p>Class 8 June 20 9:00-12:00 Nadal Campus Lecture Room 2</p>	<p><u>Topic:</u> Sustainability Accounting & Accountability</p> <p><u>Instructor:</u> Professor Charles Cho</p>
<p>Class 9 June 21 15:00-18:00 Nadal Campus Training Room</p>	<p><u>Due:</u> Case Presentations</p> <p>Group Presentations</p> <p><u>Instructor:</u> Professor Charles Cho</p>

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 MBA program

2. Responsible Unit:

Sustainability Area (formerly Business and Sustainability (BSUS))

3. Subject Code (Rubric) and Course Number:

BSUS 6950

4. Credit Value:

1.5

5. Long Course Title:

Ethics and Finance

6. Short Course Title:

Ethics and Finance

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)
	in pre/co-requisite
	retire course
X	other (please specify) CHANGE TO COURSE RUBRIC

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

FALL 2022

9. Rationale:

With the creation of the Sustainability Area, the rubric for courses is changing to be consistent with the Responsible Area's name at both the undergraduate and graduate levels.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p><u>Current:</u> Current Course Rubric/Number: BSUS 6950 1.5</p>	<p>Title</p> <p><u>Proposed:</u> New Course Rubric/Number: SUST 6950 1.5</p>

11. Enrolment Notes:

No changes to enrolment from existing requirements

12. Consultation:

n/a

Originator:

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Approvals:

Area or Specialization

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

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Degree Program:

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

Ashwin Joshi

Signature

February 2, 2022

Date

Ashwin Joshi

Name of Program Director

MBA Program

Program

Program Committee:

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

Marcia Annisette

Signature

February 10, 2022

Date

Marcia Annisette

Name of Committee Chair

Masters Program Committee

Committee



SUST6950 S2021 CREDITS: 1.50

SUST 6950 S - ETHICS & FINANCE

🕒 THU 19:00-22:00 🏠 N/A

Office Hours

By appointment only.

INSTRUCTOR

Mikael Meir

✉️ mmeir@schulich.yorku.ca

📞 416.736.2100 Ext. 55268

🏠 N211 SSB

ADMIN

Menglin Mary Bai

✉️ mbai@schulich.yorku.ca

📞 416.736.2100 Ext. 55268

🏠 G324 MB

MIKAEL MEIR BIOGRAPHY

Mikael Meir runs a leadership consultancy where he designs and facilitates programs on leadership, team and organizational transformation to help executives and entrepreneurs make powerful changes in their lives, their organizations, and the world. He is also a part-time Instructor at the Schulich School of Business teaching Ethics and Finance and is a keynote speaker on Transformation, Conscious Leadership and Team Effectiveness.

BRIEF DESCRIPTION

Examines the role of ethics in the finance industry. It will look at the need for ethics in finance, codes of ethics, and ethical decision making. Tools for identifying ethical issues and making ethical decisions will be introduced and evaluated alongside an examination of ethical issues in financial services, financial markets, and financial management in non-financial organizations.

COURSE LEARNING OUTCOMES

This course will cover four main areas: 1) ethics in business and life; 2) ethics in financial markets; 3) ethics in the financial services industry; and 4) ethics for finance people in non-financial organizations.

While the course will primarily focus on ethics in the finance industry, significant attention will be given to enhancing personal moral awareness and giving students tools for dealing with ethical problems in the functional roles they're likely to assume.

At the end of the course, students are expected to have achieved the following learning outcomes:

1. Developed knowledge about ethical rules and frameworks that can be applied to their future roles and responsibilities;
2. Greater awareness of the types of ethical problems faced by finance people, why they are important, and what individuals can do about them;
3. Enhanced skills in understanding the main influences on ethical and unethical decision making and how to address these influences in developing a more ethical orientation.
4. The creation of a personal code of ethics to guide them in their careers.

LEARNING REMOTELY

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

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

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

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

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

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

Technical Issues

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

Time Zone

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

Etiquette and Courtesy

Courtesy in the classroom is crucial to an effective learning environment. Think of a Zoom lecture as a face-to-face meeting and conduct yourself as you would if you were all present in the same room. Zoom is our virtual classroom and therefore appropriate classroom behaviour is expected. Below are some useful tips to help ensure the session goes smoothly for all involved:

- Join early – up to 5 minutes before the session start time because the class will start on time.
- Attend from a distraction-free and quiet environment (to the extent possible).
- Turn-on your camera unless you are experiencing connection issues or have other concerns with having your camera being on.
- 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.

Student Notice of Recording for Remote Teaching and Learning

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University's Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with the York University's Policy on Access of Information and Protection of Privacy and the Freedom of Information and Protection of Privacy Act.

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, should not be shared with others without the permission of the instructor or event coordinator.

More information about accessibility can be obtained from Student Accessibility Services.

<https://currentstudents.yorku.ca/technology-protocol-for-students> (<https://currentstudents.yorku.ca/technology-protocol-for-students>)

COURSE MATERIAL

Required reading: for this course is a package of materials which have been assembled into a course kit. The kit is available for purchase from York University bookstore.

Reserved readings at the library have been selected from periodicals and journals. Go to <http://www.library.yorku.ca> (<http://www.library.yorku.ca/>), click on the "Reserves" tab and type in "" to access these readings.

Each section of a Schulich-based course is prepared in the Canvas web based environment which will contain access to additional readings and important general information for Schulich students.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Essay 40%			
Assignment: Essay		40%	Thu Jun 3, 2021 at 07:00pm EDT
Developing a Moral Identity		0%	
Discovering Your Personal Code of Ethics 10%			
Assignment: Discovering Your Personal Code of Ethics		10%	Thu Jun 17, 2021 at 07:00pm EDT
Group Project 30%			
Assignment: Group Project		30%	Thu Jun 24, 2021 at 07:00pm EDT
Class Participation 20%			
Assignment: Class Participation		20%	

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Assignment: Essay

 **Due Date:** Thu Jun 3, 2021 at 07:00pm EDT

ESSAY INSTRUCTIONS

- For your topic, choose an organization along with a financial based ethical breach connected to one or several of the 4 main sections covered in this course: Financial Markets, Financial Services, Finance in Non-Financial Organizations, and/or Financial Crises.
- Using the class lectures and reading materials covered, develop a thesis and then construct a detailed analysis and argument to support your thesis. Use research materials appropriate for your analysis.
- You are encouraged to develop your own essay topic, however, a number of options will be offered in class.
- The essay should be between 2000 and 2500 (maximum) words, 8 - 10 pages double spaced, excluding notes and references, and must be delivered in hard and soft copy to the instructor.
- The essay must include:
 1. A clear understanding and articulation of the ethical breaches connected to the primary

- decision makers in the organization
2. Your perspective on the systemic causes – (i.e. cultural, organizational, societal) - of the ethical issues pertaining to your topic
 3. What the decision makers could have done differently (drawing from decision making tools learned in class and readings)
 4. What your personal response would have been if you had worked in the organization and had been aware of the ethical breaches, and why you would choose your response (drawing from decision-making tools learned in class and readings)
 5. Note: Particular attention will be given to the depth of your analysis and understanding of the social impact of unethical behaviour - how were people affected?

Please submit a hard copy on the due date along with online submission uploaded to Canvas.

Value: 40%

Developing a Moral Identity

Assignment: Discovering Your Personal Code of Ethics

 **Due Date:** Thu Jun 17, 2021 at 07:00pm EDT

You have been assigned a reading – chapters 3 and 4 in “Ethics for the Real World: Creating A Personal Code to Guide Decisions in Work and Life”. This reading will guide you through the creation of your own code of ethics to help you increase your personal and professional integrity, enhance interpersonal relationships and make more satisfying choices. In Appendix B of the book, there are several examples to guide you.

You can access these chapters in the course kit, or by searching for the title in the library catalogue www.library.yorku.ca.

Students will be evaluated on diligence, thoughtfulness and insights developed when creating their personal codes.

All personal codes of ethics will be written, dated, signed and delivered to the instructor on the assignment date as well as uploading soft copies to Canvas.

Value: 10%

Assignment: Group Project

 **Due Date:** Thu Jun 24, 2021 at 07:00pm EDT

Group Project Instructions

Students will be assembled into groups of 4 or 5. Each group will be responsible for creating an informative 15-minute presentation analyzing the ethical activities of a specific financial services segment and its participation in the credit crisis of 2008. A “cast of characters” list will be provided (i.e. rating agencies, investment banks, commercial banks, mortgage brokers, insurance companies etc.).

During exam week groups will deliver an in-class presentation (15 min) followed by a question and answer discussion (5 min). Each group must analyze a different market segment. All class lectures and reading materials should be applied in your analysis.

In your analysis and presentation, attention should be given to:

- A basic overview of your assigned segment, and it’s ethical and functional responsibly in the financial services marketplace
- Where does your market segment fit into the overall food chain?
- How were the leaders of the key institution's in the market segment unethical?
- What do you see as the systemic causes of unethical behaviour (i.e. cultural, organizational, behavioural, societal)?
- Have the ethics in the segment changed? Is the same behaviour still going on today?
- How could ethical risks have been mitigated, and what are some ways to mitigate ethical risks in the future?
- What was the impact to human beings?
- Use of class “reasoning frameworks” and tools is critical (prescriptive, descriptive, character, situation/org influences)

The format of this presentation will consist of 2 parts:

1. 2-page executive summary of your presentation including the main points
2. Presentation for up to 15 minutes followed by Q&A.

Your executive summary and slides must be submitted before the presentation in hard copy and online via upload to Canvas.

Value: 30%

Assignment: Class Participation

Learning about ethics is highly dependent on hearing and debating the viewpoints of others, and in having your own ideas and perspectives subjected to critical debate. This means that participation is a critically important element of the learning mix. Students are required to attend, be prepared, and make active contributions to classes. Students are expected to arrive on time, and not leave early unless cleared through Instructor Meir. The participation grade is determined partly by attendance (5%) and partly by value-adding contributions to class (15%). For purposes of our Zoom based classroom, your video must be turned with attention focused on our discussions.

Attendance is calculated as follows:

Number of classes attended	Grade
1	0
2	1%
3	2%

4	3%
5	4%
6	5%

Value-added: At the end of each class I will select several students who have made the best contribution to the class. A good contribution will consist of evidence of preparation, insightful commentary, good quality presentation, facilitation and leadership of effective group work, etc. Every time you are selected, you get up to an additional 2.5% depending on the quality of this contribution. The maximum score for contribution over the summer term is 15% - i.e. you cannot compensate the attendance grade with the contribution grade, and vice-versa.

WRITTEN ASSIGNMENTS: EVALUATION

There are 3 assignments in this course. The specifications and criteria by which they will be evaluated are described below.

1. Essay (Due Date: Jun 3)

- For your topic, choose an organization along with a financial based ethical breach connected to one or several of the 4 main sections covered in this course: Financial Markets, Financial Services, Finance in Non-Financial Organizations, and/or Financial Crises.
- Using the class lectures and reading materials covered, develop a thesis and then construct a detailed analysis and argument to support your thesis. Use research materials appropriate for your analysis.
- You are encouraged to develop your own essay topic, however, a number of options will be offered in class.
- The essay should be between 2000 and 2500 (maximum) words, 8 - 10 pages double spaced, excluding notes and references, and must be delivered in hard and soft copy to the instructor.
- The essay must include:
 1. A clear understanding and articulation of the ethical breaches connected to the primary decision makers in the organization
 2. Your perspective on the systemic causes – (i.e. cultural, organizational, societal) - of the ethical issues pertaining to your topic
 3. What the decision makers could have done differently (drawing from decision making tools learned in class and readings)
 4. What your personal response would have been if you had worked in the organization and had been aware of the ethical breaches, and why you would choose your response (drawing from decision making tools learned in class and readings)
 5. Note: Particular attention will be given to the depth of your analysis and understanding of the social impact of unethical behavior - how were people effected?

Value: 40%

2. Discovering Your Personal Code of Ethics (Due Date: Jun 17)

You have been assigned a reading – chapters 3 and 4 in “Ethics for the Real World: Creating A Personal Code to Guide Decisions in Work and Life”. This reading will guide you through the creation of your own code of ethics to help you increase your personal and professional integrity, enhance interpersonal relationships and make more satisfying choices. In Appendix B of the book, there are several examples to guide you.

You can access these chapters in the course kit, or by searching for the title in the library catalogue www.library.yorku.ca (www.library.yorku.ca).

Students will be evaluated on diligence, thoughtfulness and insights developed when creating their personal codes.

All personal codes of ethics will be written, dated, signed and delivered to the instructor on the last class. Please email soft copies as well.

Value: 10%

3. Group Project (Due date: Jun 24)

Students will be assembled into groups of 4 or 5. Each group will be responsible for creating an informative 20 minute presentation analyzing the ethical activities of a specific financial services segment and its participation in the credit crisis of 2008. A “cast of characters” list will be provided (i.e. rating agencies, investment banks, commercial banks, mortgage brokers, insurance companies etc.).

During exam week groups will offer an in-class presentation followed by a question and answer discussion. Each group must analyze a different market segment. Class lectures and reading materials should be applied in your analysis.

In your analysis and presentation, attention should be given to:

- A basic overview of your assigned segment, and it's ethical and functional responsibly in the financial services marketplace
- Where does your market segment fit into the overall food chain?
- Where and why were the institutions in the market segment unethical? Which institutions led the pack and why?
- What were the systemic causes of unethical behavior (i.e. cultural, organizational, behavioral, societal)?
- Have the ethics in the segment changed? Is the same behavior still going on today?
- How could ethical risks have been mitigated, and what are some ways to mitigate ethical risks in the future?
- Use of class “reasoning frameworks” and tools (prescriptive, descriptive, character, situation/org influences)

The format of this presentation will consist of 2 parts:

1. 2-page executive summary of your presentation including the main points
2. Presentation for up to 20 minutes followed by Q&A. A full set of slides must be submitted.

Value: 30%

CALCULATING COURSE GRADE

The course grading scheme for Master's level courses at Schulich uses a 9-value grade-point system. The possible course letter grades for a course (and the corresponding grade points awarded for each

grade are:

A+	9
A	8
A-	7
B+	6
B	5
B-	4
C+	3
C	2
C-	1
F	0

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.

Where instructors use numerical or percentage grades, 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, which includes the learning activities and corresponding weights:

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 -- Introduction: The Case For Ethics In Business and Life

May 13/21

Overview: The Case for Ethics in Business and Life

“The Seduction and Destruction of Greed”

This first part of this class will address the basic questions of ethics: what are ethics? what are values? what are virtues? what is the difference and why do each matter? What is their relationship to society, organizations (financial and non-financial), individuals? What drives unethical behaviour, and what is the impact on you, our species, planet and profit? What is the benefit of living an ethical life?

In the second part of the class, Instructor Meir will put forth his life story as a case in point to illustrate the impact and consequences of both an unethical and an ethical stance.

Assigned Readings

Extract from "The Road to Character" by David Brooks. ↓

(https://schulich.instructure.com/courses/5464/files/468803/download?download_frd=1)

Class 2 -- Ethical Decision-Making in the Context of Financial Markets

May 20/21

Overview: Ethical Decision-Making in the Context of Financial Markets

“Aristotle and the Science of Happiness”

How do we decide what is responsible behaviour as business (and finance) professionals? This class will explore the philosophical (prescriptive) school of ethical theory with a focus on Virtue Ethics, leading to modern research on the science of happiness and insights into the key determinants of a life well lived.

In the second part of the class, we'll look at ethics in financial markets and analyze the ethicality of insider trading through a case study of former hedge fund magnate Steven Cohen. We'll then learn and apply a practical 8 step model that uses the prescriptive framework discussed above to recognize and diagnose ethical problems with a focus on financial markets and insider trading.

At the end of class, groups will be assigned for the group project.

Assigned Readings

Treviño and Nelson, Ch. 2 Deciding What's Right, A Prescriptive Approach: Managing Business Ethics (Course Kit)

Is Hedge Fund Steven Cohen Going Down? | Vanity Fair | (http://ezproxy.library.yorku.ca/login?url=https://link.gale.com/apps/doc/A338106789/AONE?u=yorku_main&sid=AONE&xid=66542724)

Class 3 -- Psychological Drivers of Ethical Decisions and The Ethicality of Financial Services in Canada

May 27/21

Overview: Psychological Drivers of Ethical Decisions and The Ethicality of Financial Services in Canada

“Blind Spots: Why We Fail to Do What’s Right and What To Do About It”

Guest Lecture: Noah Solomon, Chief Investment Officer, Outcome Wealth Management

In the first part of this class, former Goldman Sachs proprietary trader and hedge fund manager Noah Solomon will explore the ethicality of the Canadian financial services sector in the context of our oligopolistic banking structure, and the financial products and services have manifested from that. Noah's lecture will touch on common ethical issues in financial services, such as product integrity, deceptive sales practices, deceptive marketing, and concealment of information.

In the second part of this class, we'll do a deep dive into various psychological factors that influence ethical decision making and provide tools for identifying hidden biases that influence poor ethical choices and negative outcomes.

Assigned Readings

Treviño and Nelson, Ch. 3 Deciding What's Right, A Psychological Approach (Course Kit)

Nitan Noria, Sandra J. Sucher, Bridget Gurler: Note on Human Behavior: Character and Situation, Harvard Business School, Rev: Feb 1, 2011 (Online Case to Purchase)

Class 4 -- Personal Moral Development Through Self-Reflection, Emotional Intelligence And Contemplative Practices

Jun 3/21

Overview: Personal Moral Development Through Self-Reflection, Emotional Intelligence And Contemplative Practices

“Ethical Mindfulness”

This class will explore the connection between self-awareness/emotional intelligence and moral awareness by examining the brain science behind human behaviour.

We will then engage in a series of experiential exercises to practice raising self-awareness. Students will be encouraged to take these away and structure their own personal practice.

Assigned Readings

Ronald A. Howard, Clinton D. Korver, 2008, Ch-3, Ch-4, and Appendix B: Ethics for the Real World: Creating A Personal Code to Guide Decisions in Work and Life. Harvard Business Press Book. (Course Kit to prepare for Code of Ethics assignment due July 30th)

Assigned work due

Essay Due

Class 5 -- Ethical Decision-Making for Finance People In Non-Financial Organizations

Jun 10/21

Overview: Ethical Decision-Making for Finance People In Non-Financial Organizations

“Into Action: Giving Voice To Values”

Guest Lecture: Karen Lockridge, Director ESG (Environmental, Social and Governance), Canada Post Pension Plan

In the first part of this class, Karen Lockridge will explore Responsible Investing in a time of climate change, and the moral imperatives of honouring critical ESG issues, the most important of which is investing in a time of climate change and disruption.

In the second part of the class, we will leverage prior learnings on developing moral awareness and conducting ethical analyses, and focus on action –practicing “post-decision-making” processes for how to have difficult conversations and challenge unethical behaviour at work and prevail.

Students will learn strategies on how to confront ethical conflicts face to face, how to blow the whistle and will practice applying frameworks to simulations that assume a financial role in non-financial organizations with Worldcom as a case study.

Assigned Readings, Cases, etc.

Mary C. Gentile, Keeping Your Colleagues Honest, Harvard Business Review 88(3) 114 – 117. You can access this HBR case through York University Library <http://researchguides.library.yorku.ca/HBR>, (<http://researchguides.library.yorku.ca/HBR>), and search the case name to download the case. Ethics In Finance, Technical Note, Mini-Case WorldCom by Robert F. Bruner Darden Business Publishing, University of Virginia (Course Kit)

Class 6 -- Ethical Leadership

Jun 17/21

Overview: Ethical Leadership

“How Will You Measure Your Life”

We'll wrap up the course with a summary of lessons learned, an exploration of lessons from Harvard Professor Clayton Christensen's famous article "How Will You Measure Your Life" and explore your renewed commitment to ethical leadership in light of new knowledge and awareness garnered in the course.

Assigned Readings

“How will you measure your life”, Clayton Christensen (Online Case to Purchase).

Assigned work due

Personal Code of Ethics Due

Group Presentations (in lieu of final exam)

Jun 24/21

Overview: Group Presentations (in lieu of final exam)

In lieu of an exam, student groups will present their financial segment projects to their classmates. We'll analyze the 2008 Financial Crisis by financial market segment, including the precedent events causing the crisis, the impacts globally, the interdependency of all segments involved, and evaluate each player's ethical behaviour across the financial food chain.

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Learning about ethics is highly dependent on hearing and debating the viewpoints of others, and in having your own ideas and perspectives subjected to critical debate. This means that participation is a critically important element of the learning mix. Students are required to attend, be prepared, and make active contributions to classes.

Class Participation (contribution)

The participation grade is determined partly by attendance (5%) and partly by value-adding contributions to class (15%).

Attendance is calculated as follows:

Number of classes attended	Grade
1	0
2	1%
3	2%
4	3%
5	4%
6	5%

Value-added: At the end of each class I will select several students who have made the best contribution to the class. A good contribution will consist of evidence of preparation, insightful commentary, good quality presentation, facilitation and leadership of effective group work, etc. Every time you are selected, you get up to an additional 2.5% depending on the quality of this contribution. The maximum score for contribution over the summer term is 15% - i.e. you cannot compensate the attendance grade with the contribution grade, and vice-versa.

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.

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.

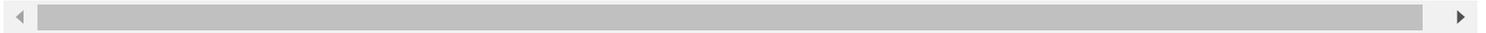
Violations of community standards are taken seriously and investigated by the Office of Student Community Relations and other appropriate parties (<http://oscr.students.yorku.ca/> (<http://oscr.students.yorku.ca/>)). For details on how to handle a breach of community standards, visit the Office of Student 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:

Schulich MBA program

2. Responsible Unit:

Sustainability Area (formerly Business and Sustainability (BSUS))

3. Subject Code (Rubric) and Course Number:

BSUS 6400

4. Credit Value:

3.0

5. Long Course Title:

Sustainability Accounting and Accountability

6. Short Course Title:

Sustainability Actg. And Accountability

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)
X	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
X	other (please specify) CHANGE TO COURSE RUBRIC

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

FALL 2022

9. Rationale:

With the creation of the Sustainability Area, it makes sense to align the rubric and guided study name for courses administered in the area with its new name. This will be more recognizable for Also, for this course has been running as an integrative course since its inception yet was not formalized as such. We are therefore seeking to make this official.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p><u>Current:</u> Current Course Rubric/Number: BSUS 6400 3.0</p>	<p>Title</p> <p><u>Proposed:</u> New Course Rubric/Number: SUST 6400 3.0</p>

11. Enrolment Notes:

No changes to enrolment from existing requirements

12. Consultation:

Course Integration Support:

Ashwin_Joshi, Director, Master of Business Administration Program, and

Mike Valente, Director and Chair, BBA-iBBA Program both support the integration of SUST 4400 Sustainability Accounting and Accountability (formerly BSUS 4400) and SUST 6400 Sustainability Accounting and Accountability (formerly BSUS 6400) which will be taught jointly bringing undergraduate and graduate students together in the classroom. With the creation of the Sustainability Area it makes sense to align the rubric and guided study name for courses administered in the area with its new name. This will be more recognizable for students. Also, the courses have been running as an integrated since its inception yet was not formalized as such. We are therefore seeking to make this official.

Originator:

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Approvals:

Area or Specialization

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

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Degree Program:

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

Ashwin Joshi

Signature

February 2, 2022

Date

Ashwin Joshi

Name of Program Director

MBA Program

Program

Program Committee:

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

Marcia Annisette

Signature

February 10, 2022

Date

Marcia Annisette

Name of Committee Chair

Masters Program Committee

Committee



SUST6400 W2020 CREDITS: 3.00

SUST 6400 F - SUSTAINABILITY ACCOUNTING AND ACCOUNTABILITY

🕒 TUE 11:30-14:30 🏠 SSB S126

INSTRUCTOR

Charles Cho

✉ ccho@schulich.yorku.ca

📞 416.736.2100 Ext. 33677

🏠 G322 MB

🕒 Tuesday 10:30 – 11:15, or by appointment

ADMIN

Menglin Mary Bai

✉ mbai@schulich.yorku.ca

📞 416.736.2100 Ext. 55268

🏠 G324 MB

CHARLES CHO BIOGRAPHY

Dr. Charles H. Cho is Professor of Accounting and the Erivan K. Haub Chair in Business & Sustainability at the Schulich School of Business, York University. His research interests include Sustainability, Corporate Social Responsibility (CSR), Social and Environmental Accounting and Accounting for the Public Interest. He has designed and taught a number of CSR/sustainability courses at both the undergraduate and graduate (MBA, MSc, PhD) levels as well as in executive programs for corporate managers.

BRIEF DESCRIPTION

This course situates corporate activity within the wider context of Sustainability. In particular, emphasis is placed upon the information that corporations produce in order to inform society about its social and environmental impacts, assessing whether such reporting is relevant and/or credible. The course also helps understand the interactions between stakeholders and the inherent issues related to their conflicting demands. Prerequisites: SB/ACTG 2011 3.00 and SB/ACTG 2020 3.00

COURSE LEARNING OUTCOMES

The course is designed to provide students with a practical and theoretical understanding of the growing field of **sustainability accounting and accountability**. At the conclusion of this course, it is expected that students should be able to:

- explain the nature of accountability & sustainability and its implications for organizational life;
- discuss the importance of sustainability and what might be necessary for its achievement;
- understand the various perspectives on sustainability;
- explain the limitations, definitions and possibilities of sustainability;
- locate corporate sustainability reporting within a wider political and economic context;
- critically assess current developments, approaches and regulatory issues relating to the sphere of sustainability reporting;
- critically and independently read, interpret and evaluate the sustainability information produced by corporations—and compare/contrast it with information produced by third parties such as NGOs;
- effectively work in groups/teams;
- produce a clear and effective written report and present findings to peers.

COURSE MATERIAL

Required reading for this course includes the following:

1. Articles

Required articles are available at <https://www.library.yorku.ca/> (<https://www.library.yorku.ca/>) (Passport York ID required).

2. Cases

Required cases for the course are available for purchase at www.iveycases.com (<http://www.iveycases.com/>) . Instructions will be sent via e-mail.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Individual Assignment 6 0%			
Peer Evaluation for Social Audit Project		0%	Mon Apr 6, 2020 at 12:00pm EDT
Individual Assignment 5 0%			
Group Evaluation for Social Audit Project		0%	Mon Apr 6, 2020 at 12:00pm EDT
Individual Assignment 4 0%			
Peer Evaluation for Sustainability Reporting in Canada Exercise omitted from final grade.		0%	Mon Feb 10, 2020 at 11:59pm EST
Individual Assignment 0 0%			
Student Survey omitted from final grade.		0%	Tue Jan 14, 2020 at 11:59pm EST
Individual Assignment 1 15%			
Class Participation/Activities		15%	
Group Assignment 1 10%			
"Sustainability Reporting in Canada" Assignment		10%	Tue Feb 4, 2020 at 11:00am EST
Individual Assignment 2 10%			
Reflection Essay		10%	
Individual Assignment 3 25%			
AIM2Flourish Project		25%	Tue Feb 25, 2020 at 11:00am EST
Group Assignment 2 40%			
Social Audit Project		40%	Tue Mar 31, 2020 at 11:00am EDT

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Peer Evaluation for Social Audit Project

 **Due Date:** Mon Apr 6, 2020 at 12:00pm EDT

Please complete the [Peer Evaluation Form for the Social Audit Project](https://schulich.instructure.com/courses/2558/files/200151/download?download_frd=1) 
(https://schulich.instructure.com/courses/2558/files/200151/download?download_frd=1) .

Group Evaluation for Social Audit Project

 **Due Date:** Mon Apr 6, 2020 at 12:00pm EDT

Please complete the [Group Evaluation Form for the Social Audit Project](https://schulich.instructure.com/courses/2558/files/200154/download?download_frd=1) 
(https://schulich.instructure.com/courses/2558/files/200154/download?download_frd=1) .

Peer Evaluation for Sustainability Reporting in Canada Exercise

 **Due Date:** Mon Feb 10, 2020 at 11:59pm EST

Please complete the [Peer Evaluation Form for Sustainability Reporting in Canada](https://schulich.instructure.com/courses/2558/files/179735/download?download_frd=1) 
(https://schulich.instructure.com/courses/2558/files/179735/download?download_frd=1) .

Student Survey

 **Due Date:** Tue Jan 14, 2020 at 11:59pm EST

Student Survey: [BSUS 6400-4400 Student Survey Winter 2020.docx](https://schulich.instructure.com/courses/2558/files/170901/download?download_frd=1) 
(https://schulich.instructure.com/courses/2558/files/170901/download?download_frd=1)

Class Participation/Activities

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

Students will be evaluated primarily for demonstration of having prepared for the class, and for their efforts and the quality of their contributions during class discussions (including case discussions and interactions with speakers). Each student will receive a baseline grade, which will be increased depending on such efforts and contributions.

“Sustainability Reporting in Canada” Assignment

 **Due Date:** Tue Feb 4, 2020 at 11:00am EST

The “Sustainability Reporting in Canada” assignment must be completed in groups (TBD) and will be due on Class 5. Each group will prepare a spreadsheet with a short analysis and make a **presentation** to the class. Further details will be provided at the beginning of the semester.

This assignment will be graded for analytical ability and critical thinking, not just for technical competence. The report will be graded 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 a given group will receive the same mark, which will then be weighted by a peer evaluation factor.

Detailed instructions: [BSUS 6400-4400 Sustainability Reporting in Canada Assignment Winter 2020.pdf](https://schulich.instructure.com/courses/2558/files/170887/download?download_frd=1) 
(https://schulich.instructure.com/courses/2558/files/170887/download?download_frd=1)

Spreadsheet: [BSUS 6400-4400 Sustainability Reporting in Canada - Spreadsheet for Analysis.xlsx](https://schulich.instructure.com/courses/2558/files/170886/download?download_frd=1) 
(https://schulich.instructure.com/courses/2558/files/170886/download?download_frd=1)

TSX 60 Constituents and Groups: [TX60_Constituents_01022020.pdf](https://schulich.instructure.com/courses/2558/files/172475/download?download_frd=1) 
(https://schulich.instructure.com/courses/2558/files/172475/download?download_frd=1)

Peer Evaluation Form: [BSUS 6400-4400 Sustainability Reporting in Canada Peer Evaluation Form - Winter 2020.docx](https://schulich.instructure.com/courses/2558/files/179735/download?download_frd=1)
 (https://schulich.instructure.com/courses/2558/files/179735/download?download_frd=1)

Reflection Essay

Students will be required to write a one-page (single space) reflection essay on a specifically assigned class session. Essays must be e-mailed to the instructor before the following class session, **by 11 AM at the latest**. Late submissions will be **penalized**. The essays should not consist of merely summarizing the class but **provide an analysis, critique and reflection** on the topics discussed during that class session. Students should also be prepared to briefly present and verbally share the content of their essay.

Essays will be assessed on the basis of the **quality** and **comprehensiveness** of the analysis and the reflection (as well as timeliness, writing and conciseness).

AIM2Flourish Project

 **Due Date:** Tue Feb 25, 2020 at 11:00am EST

The AIM2Flourish Project must be completed individually and will be due on Class 7. Each student will make a **short presentation** to the class. The project will eventually be submitted to AIM2Flourish for selection and featured on their website <http://www.AIM2Flourish.com> (<http://www.aim2flourish.com/>) (please visit their website and become familiar with what they do). After conducting an in-person or video interview with a business leader, each student will submit a written report to the instructor for review and after approval submit to AIM2Flourish. Further details will be provided at the beginning of the semester.

This project will be graded for creativity, originality and suitability to submit to AIM2 Flourish. Writing skills will also be evaluated.

Detailed instructions: [BSUS 6400-4400 AIM2Flourish Project Winter 2020.pdf](https://schulich.instructure.com/courses/2558/files/170888/download?download_frd=1) 
(https://schulich.instructure.com/courses/2558/files/170888/download?download_frd=1)

Consent Form: [AIM2Flourish Project_Informed Consent Form.docx](https://schulich.instructure.com/courses/2558/files/171417/download?download_frd=1) ↓
(https://schulich.instructure.com/courses/2558/files/171417/download?download_frd=1)

Social Audit Project

 **Due Date:** Tue Mar 31, 2020 at 11:00am EDT

The Social Audit Project must be completed in groups (TBD) and will be due on Class 12. Each group will prepare a written report and make a presentation to the class. Further details will be provided at the beginning of the semester.

This project will be graded for analytical ability and critical thinking, not just for technical competence. The report will be graded 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 a given group will receive the same mark, which will then be weighted by a peer evaluation factor.

Detailed instructions: [BSUS 6400-4400 Social Audit Project Winter 2020.pdf](https://schulich.instructure.com/courses/2558/files/170893/download?download_frd=1) ↓
(https://schulich.instructure.com/courses/2558/files/170893/download?download_frd=1)

CALCULATING 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:

Graduate students

Grade	Grade Point / Index Value	Percentage Points (Guideline)	Description
A+	9	90-100	Exceptional
A	8	85-89	Excellent
A-	7	80-84	Very Good
B+	6	75-79	Good
B	5	70-74	Competent
B-	4	65-69	Fairly Competent
C+	3	60-64	Passing

C	2	55-59	Barely Passing
C-	1	50-54	Marginally Failing
F	0	0-59%	Failing

Undergraduate students

Grade	Grade Point / Index Value	Percent Range	Description
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Barely Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

These letter grades correspond to the Schulich's 9- value index system as discussed in the Schulich Polices section in the syllabus.

CLASS-BY-CLASS SYLLABUS

Class 1 - Topic 1

Jan 7/20

Overview: Class Introduction, Overview and Setting the Context

Topic

Sustainability – Planetary issues and the *Ecological Crisis*

Assigned Readings

The 2018 Living Planet Report

https://wwf.panda.org/knowledge_hub/all_publications/living_planet_report_2018/
(https://wwf.panda.org/knowledge_hub/all_publications/living_planet_report_2018/)

Global Footprint Network

<https://www.footprintnetwork.org/> (<https://www.footprintnetwork.org/>)

Instructions for the AIM2Flourish Project

Class 2 - Topic 2

Jan 14/20

Overview: Business and the Natural Environment: Managing Environmental Responsibility

Topic

Business and the Natural Environment: Managing Environmental Responsibility

How does the natural environment matter for business?

How can a company best manage its environmental responsibility?

Assigned Readings

Case to read and prepare: *Hopworks Urban Brewery: A Case of Sustainable Beer*

(<https://oikos-international.org/publications/hopworks/>) <https://oikos-international.org/publications/hopworks/> (<https://oikos-international.org/publications/hopworks/>)
(<https://oikos-international.org/publications/hopworks/>)

Class 3 - Topic 3

Jan 21/20

Overview: Sustainability Accounting and Accountability

Topic

Sustainability Accounting and Accountability

Assigned Readings

Brown, and Fraser, M. (2006). Approaches and Perspectives in Social and Environmental Accounting: An Overview of the Conceptual Landscape. *Business Strategy and the Environment*, 15(2), 103-117. (https://journals.scholarsportal.info/details?uri=/09644733/v15i0002/103_aapisaaootcl.xml)

Moerman, and Van Der Laan, S. (2015). Exploring Shadow Accountability: The Case of James Hardie and Asbestos. *Social and Environmental Accountability Journal*, 35(1), 32-48.

(http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/0969160x/v35i0001/32_esatcojhaa.xml)

Class 4 - Topic 4

Jan 28/20

Overview: Sustainability Reporting I

Topic

Sustainability Reporting I

Assigned Readings

Boiral, (2013). Sustainability Reports as Simulacra? A Counter-Account of A and A+ GRI Reports. *Accounting, Auditing & Accountability Journal*, 26(7), 1036-1071. (<https://www-emeraldinsight-com.ezproxy.library.yorku.ca/doi/full/10.1108/AAAJ-04-2012-00998>)

Cho, H., Roberts, R.W., and Patten, D.M. (2010). The Language of U.S. Corporate Environmental Disclosure. *Accounting, Organizations and Society*, 35(4), 431-443.

(http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/03613682/v35i0004/431_tlouced.xml)

Parsa, , Roper, I., Muller-Camen, M., and Szigetvari, E. (2018) Have Labour Practices and Human Rights Disclosures Enhanced Corporate Accountability? The Case of The GRI Framework. *Accounting Forum*, 42(1), 47-64.

(http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/01559982/v42i0001/47_hlpahrtcotgf.xml)

Optional:

Cho, H., Guidry, R.P., Hageman, A.M., and Patten, D.M. (2012). Do Actions Speak Louder than Words? An Empirical Investigation of Corporate Environmental Reputation. *Accounting, Organizations and Society*, 37(1), 14-25.

(http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/03613682/v37i0001/14_dasltweiocer.xml)

Cho, H., Michelon, G., and Patten, D.M. (2012). Impression Management in Sustainability Reports: An Empirical Investigation of the Use of Graphs. *Accounting and the Public Interest*, 12, 16-37.

(<https://search-proquest-com.ezproxy.library.yorku.ca/docview/1272069654/36B7832301AA4C4FPQ/2?accountid=15182>)

Class 5 - Topic 5

Feb 4/20

Overview: Sustainability Reporting II

Topic

Sustainability Reporting II

Assigned work due

Sustainability Reporting in Canada Exercise

Guest speaker

Kathrin Bohr (Stakeholder Research Associates Canada)

Class 6 - Topic 6

Feb 11/20

Overview: Sustainability Assurance

Topic

Sustainability Assurance

Assigned Readings

Kolk, A. and Perego, P. (2010). Determinants of the Adoption of Sustainability Assurance Statements: An International Investigation. *Business Strategy and the Environment*, 19(3), 182-198.

(http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/09644733/v19i0003/182_dotaosasaii.xml)

Michelon, G., Patten, D.M., and Romi, A.M. (forthcoming). Creating Legitimacy for Sustainability Assurance Practices: Evidence from Sustainability Restatements. *European Accounting Review*.

(<https://www-tandfonline-com.ezproxy.library.yorku.ca/doi/full/10.1080/09638180.2018.1469424>)

O'Dwyer, B., Owen, D., and Unerman, J. (2011). Seeking Legitimacy for New Assurance Forms: The Case of Assurance on Sustainability Reporting. *Accounting, Organizations and Society*, 36(1), 31-52.

(http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/03613682/v36i0001/31_slfnafcoaosr.xml)

Rivière-Giordano, G., Giordano-Spring, S., and Cho, C.H. (2018). Does the Level of Assurance Statement on Environmental Disclosure Affect Investor Assessment? An Experimental Study. *Sustainability Accounting, Management and Policy Journal*, 9(3), 336-360.

(<https://www-emeraldinsight-com.ezproxy.library.yorku.ca/doi/full/10.1108/SAMPJ-03-2018-0054>)

Optional

Cho, C.H., Michelon, G., Patten, D.M., and Roberts, R.W. (2014). CSR Report Assurance in the United States: An Empirical Investigation of Determinants and Effects. *Sustainability Accounting, Management and Policy Journal*, 5(2), 130-14

(<https://search-proquest-com.ezproxy.library.yorku.ca/docview/1517921707/561BAB9A1BE34193PQ/1?accountid=15182>)

Guest speaker

Alice Bao (PwC)

Class 7 - Topic 7

Feb 25/20

Overview: AIM2Flourish Project

Topic

AIM2Flourish Project

Project Presentation

Assigned work due

AIM2Flourish Project

Class 8 - Topic 8

Mar 3/20

Overview: "Measuring" CSR

Topic

"Measuring" CSR

Assigned Readings and Cases

Chatterji, A. K., Durand, R., Levine, D., and S. Touboul. (2016). Do Ratings of Firms Converge? Implications for Managers, Investors and Strategy Researchers. *Strategic Management Journal*, 37(8), 1597-1614.
(http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/01432095/v37i0008/1597_drofcifmiasr.xml)
Case to read and prepare: *Diamond Developers: Measuring Sustainability*

Guest speaker

Heather Lang (Sustainalytics)

Class 9 - Topic 9

Mar 10/20

Overview: Climate Change, Astroturfing and Environmental Politics

Topic

Climate Change, Astroturfing and Environmental Politics

Assigned Readings

Cho, C.H., Martens, M., Kim, H., and Rodrigue, M. (2011). Astroturfing Global Warming: It Isn't Always Green on the Other Side of the Fence. *Journal of Business Ethics*, 104(4), 571-587.
(<https://link-springer-com.ezproxy.library.yorku.ca/article/10.1007/s10551-011-0950-6>)

Cho, C.H., Laine, M., Roberts, R.W., and Rodrigue, M. The Frontstage and Backstage of Corporate Sustainability Reporting: Evidence from the Arctic National Wildlife Refuge Bill. (2018). *Journal of Business Ethics*, 152(3), 865-886. (<https://link-springer-com.ezproxy.library.yorku.ca/article/10.1007/s10551-016-3375-4>)

Lewandowsky, S., Ecker, U.K.H., Seifert, C.M., Schwarz, N., and Cook, J. (2012). Misinformation and its Correction: Continued Influence and Successful Debiasing. *Psychological Science in the Public Interest*, 13(3), 106-131. (<https://journals-sagepub-com.ezproxy.library.yorku.ca/doi/full/10.1177/1529100612451018>)

Optional

Cho, C.H., Chen, J.C., and Roberts, R.W. (2008). The Politics of Environmental Disclosure Regulation in the Chemical and Petroleum Industries: Evidence from the Emergency Planning and Community Right-to-Know Act of 1986. *Critical Perspectives on Accounting*, 19(4), 450-465
(<https://www-sciencedirect-com.ezproxy.library.yorku.ca/science/article/pii/S1045235407001050>)

Class 10 - Topic 10

Mar 17/20

Overview: Business Ethics

Topic

Business Ethics

Guest speaker

Mikael Meir (Mikael Meir Inc. – Leadership Development Consultancy)

In-class exercise

TBD

Class 11 - Topic 11

Mar 24/20

Overview: Managing Stakeholder Conflicts: Organized Hypocrisy and Sustainability Reporting

Topic

Managing Stakeholder Conflicts: Organized Hypocrisy and Sustainability Reporting

Assigned Readings

- Cho, C.H., Laine, M., Roberts, R.W. and Rodrigue, M. (2015). **Organized Hypocrisy, Organizational Façades, and Sustainability Reporting.** *Accounting, Organizations and Society*, 40(1), 78-94. (http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/03613682/v40i01complete/78_ohofasr.xml)
- She, C. and Michelon, G. (forthcoming). **Managing Stakeholder Perceptions: Organized hypocrisy in CSR disclosures on Facebook.** *Critical Perspectives on Accounting.* (<https://www.sciencedirect-com.ezproxy.library.yorku.ca/science/article/pii/S1045235418303009>)
- Hahn, T., Pinkse, J., Preuss, L., and Figge, F. (2015). **Tensions in Corporate Sustainability: Towards an Integrative Framework.** *Journal of Business Ethics*, 127(2), 297-316. (<https://link-springer-com.ezproxy.library.yorku.ca/article/10.1007/s10551-014-2047-5>)
- <http://arc.eaa-online.org/blog/sustainability-reporting-frontstage-backstage-façades-and-hypocrisy> (<http://arc.eaa-online.org/blog/sustainability-reporting-frontstage-backstage-façades-and-hypocrisy>)
- <https://councilcommunity.com/2016/03/08/do-you-trust-me-corporate-sustainability-reporting-from-its-dawn-to-duskier-side/> (<https://councilcommunity.com/2016/03/08/do-you-trust-me-corporate-sustainability-reporting-from-its-dawn-to-duskier-side/>)
- <https://councilcommunity.com/2016/03/10/how-hypocrisy-and-façades-can-be-good-for-people-planet-and-profit/> (<https://councilcommunity.com/2016/03/10/how-hypocrisy-and-façades-can-be-good-for-people-planet-and-profit/>)

Optional

- Fassin, Y. and Buelens, M. (2011). **The Hypocrisy-Sincerity Continuum in Corporate Communication and Decision Making: A Model of Corporate Social Responsibility and Business Ethics Practices.** *Management Decision*, 49(4), 586 – 600. (http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/00251747/v49i0004/586_thciccadm.xml)

Class 12 - Topic 12

Mar 31/20

Overview: Group Presentations

Topic

Group Presentations

Assigned work due

Social Audit Project

Final Exam

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Method of Instruction

This course is designed around a variety of pedagogical tools—interactive lectures, class discussions, presentations, simulations/role-playing, case studies and individual/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 the most significant points. There will also be a number of guest speakers (to the extent of availabilities) throughout the semester who will present their experience in various topics.

Student Preparation

A key pedagogical assumption of this course is that students are co-creators of the learning experience. Students help create learning for themselves and others through active participation. This means both listening to others carefully and contributing respectfully. Past students who performed well in this course not only attended classes faithfully, but came fully prepared to participate in discussions. Class discussions are an important opportunity to practice communicating about concepts and information. Therefore, and given the method of instruction described above, students are strongly encouraged to ask questions and actively participate during class.

In addition, students are expected to have read all assigned materials and made an honest effort to think critically (“outside the box”) prior to each class meeting in order to be prepared to discuss them in class. Given that one of the key transferable skills engendered by the course is the development of an informed view on the role that corporations play within society, students will be expected to express their opinions on the subject matter and to debate the issues covered.

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, projects and exams. If you do not understand something, ask questions in class. If necessary, e-mail the instructor for an appointment. The instructor is here to help you learn.

Group Work

The In-Class Exercises/Activities and the Social Audit Project will involve group formation (to be done by Instructor) and work. Group sizes will depend on the number of students enrolled.

Group work is where you learn managerial skills. This is integral to your education. If you experience frustration with coordinating group meetings, or with the way others in your group participate (or fail to participate!), consider it an opportunity to develop your interpersonal skills. Every group will experience some problems during the term due to miscommunication and the life circumstances of group members. It is expected that you will address these situations professionally. Remember, successful managers are those who bring the best out of those around them, who help others succeed, who take responsibility for failure and share credit for success.

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 instructor is via *e-mail*.

Disclaimer

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

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

Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is D (2). To keep final grades comparable across courses, the average course grade within a section of an undergraduate course is normally between 5.5 and 7.0.

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

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

Academic Honesty

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

Accommodations

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

Exams (Absence from)

Midterm

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

Final

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

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

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



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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:

Schulich MBA program

2. Responsible Unit:

Sustainability Area (formerly Business and Sustainability (BSUS))

3. Subject Code (Rubric) and Course Number:

BSUS 6900

4. Credit Value:

1.5 and 3.0 credit courses

5. Long Course Title:

Individual Study BSUS

6. Short Course Title:

Individual Study BSUS

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
X	other (please specify) CHANGE TO COURSE RUBRIC

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

FALL 2022

9. Rationale:

With the creation of the Sustainability Area, the rubric and title is changing to be consistent with the Responsible Area's name at both the undergraduate and graduate levels.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p><u>Current:</u> Current Course Rubric/Number: BSUS 6900 1.5 and 3.0 Title: Individual Study-BSUS</p>	<p>Title</p> <p><u>Proposed:</u> New Course Rubric/Number: SUST 6900 1.5 and 3.0 Title: Individual Study</p>

11. Enrolment Notes:

No changes to enrolment from existing requirements

12. Consultation:

n/a

Originator:

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Approvals:

Area or Specialization

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

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Degree Program:

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

Ashwin Joshi

Signature

February 2, 2022

Date

Ashwin Joshi

Name of Program Director

MBA Program

Program

Program Committee:

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

Marcia Annisette

Signature

February 10, 2022

Date

Marcia Annisette

Name of Committee Chair

Masters Program Committee

Committee

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 MBA program

2. Responsible Unit:

Sustainability Area (formerly Business and Sustainability (BSUS))

3. Subject Code (Rubric) and Course Number:

BSUS 6902

4. Credit Value:

1.5

5. Long Course Title:

Individual Study: BSUS

6. Short Course Title:

Individual Study: BSUS

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
X	other (please specify) CHANGE TO COURSE RUBRIC

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

FALL 2022

9. Rationale:

With the creation of the Sustainability Area, the rubric and title is changing to be consistent with the Responsible Area's name at both the undergraduate and graduate levels.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p><u>Current:</u> Current Course Rubric/Number: BSUS 6902 1.5 Title: Individual Study: BSUS</p>	<p>Title</p> <p><u>Proposed:</u> New Course Rubric/Number: SUST 6902 1.5 Title: Individual Study:</p>

11. Enrolment Notes:

No changes to enrolment from existing requirements

12. Consultation:

n/a

Originator:

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Approvals:

Area or Specialization

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

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Degree Program:

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

Ashwin Joshi

Signature

February 2, 2022

Date

Ashwin Joshi

Name of Program Director

MBA Program

Program

Program Committee:

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

Marcia Annisette

Signature

February 10, 2022

Date

Marcia Annisette

Name of Committee Chair

Masters Program Committee

Committee

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Ashwin Joshi, MBA Program Director
Date: August 17, 2021
Re: Retirement of International Business (IBUS) Specialization

Motion: That Faculty Council approve the retirement of the IBUS specialization in the MBA Program, effective Summer 2022.

Rationale: There has been a marked decline in interest for the IBUS specialization as evidenced by low and declining enrollments in the one required course for this specialization over the last few years. Therefore, in consultation with the Dean, the ADA, the EDSSIR and the Director of the Specialization, a decision was taken in Feb 2021 to cease advertising and recruiting for the specialization for the Fall 2021 semester. As a result, by retiring the specialization effective Summer 2022, all Fall 2020 and earlier intakes, would have completed the requirements for the specialization and would not be affected by the retirement. Given the international orientation of the Schulich MBA and the plethora of internationally oriented electives that will continue, the retirement of this specialization would not involve a shortfall of content for students interested in this area and therefore will not affect demand for the MBA.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
 From: Geoffrey Kistruck, Area Coordinator, Sustainability
 Date: February 1, 2022
 Re: BSUS course rubric change – undergraduate

Motion: That Faculty Council approve the change in rubric (and guided study name) for all BSUS courses to become SUST courses in alignment with the creation of the Sustainability Area in the Schulich School of Business.

ORIGINAL		TITLE	CHANGE		
Undergraduate					
BSUS 4400	3.0	Sustainability Accounting and Accountability	SUST 4400	3.0	Sustainability Accounting and Accountability
BSUS 4900	1.5	Business and Sustainability Guided Study	SUST 4900	1.5	Sustainability Guided Study
BSUS 4900	3.0	Business and Sustainability Guided Study	SUST 4900	3.0	Sustainability Guided Study
BSUS 4901	3.0	Business and Sustainability Guided Study	SUST 4901	3.0	Sustainability Guided Study

Rationale: With the creation of the Sustainability Area it makes sense to align the rubric and guided study name for courses administered in the area with its new name. This will be more recognizable for students.

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 BBA, iBBA

2. Responsible Unit:

Sustainability Area (formerly Business and Sustainability (BSUS))

3. Subject Code (Rubric) and Course Number:

BSUS 4400

4. Credit Value:

3.0 credit course

5. Long Course Title:

Sustainability Accounting and Accountability

6. Short Course Title:

Sustainability Actg and Accountability

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)
X	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
X	other (please specify) CHANGE TO COURSE RUBRIC

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

FALL 2022

9. Rationale:

With the creation of the Sustainability Area, the rubric for courses is changing to be consistent with the Responsible Area's name at both the undergraduate and graduate levels.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p><u>Current:</u> Current Course Rubric/Number: BSUS 4400 3.0 Title: Sustainability Accounting and Accountability Calendar Description: This course situates corporate activity within the wider context of Sustainability. In particular, emphasis is placed upon the information that corporations produce in order to inform society about its social and environmental impacts, assessing whether such reporting is relevant and/or credible. The course also helps understand the interactions between stakeholders and the inherent issues related to their conflicting demands. Prerequisite: SB/ACTG 2011 3.00, SB/ACTG 2020 3.00</p>	<p>Title</p> <p><u>Proposed:</u> New Course Rubric/Number: SUST 4400 3.0 Title: Sustainability Accounting and Accountability Calendar Description: no change from existing</p>

11. Enrolment Notes:

No changes to enrolment from existing requirements

12. Consultation:

Course Integration Support:

i) Ashwin Joshi, Master of Business Administration Program Director, supports the integration of SUST 4400 Sustainability Accounting and Accountability (formerly BSUS 4400) and SUST 6400 Sustainability Accounting and Accountability (formerly BSUS 6400) which will be taught jointly bringing undergraduate and graduate students together in the classroom.

ii) Undergraduate Program Director statement of support attached.

Originator:

<u>Geoffrey Kistruck</u>	<u>February 2, 2022</u>
Signature	Date

<u>Geoffrey Kistruck</u>	<u>Sustainability</u>
Name	Area or Specialization

Approvals:

Area or Specialization

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

<u>Geoffrey Kistruck</u>	<u>February 2, 2022</u>
Signature	Date

<u>Geoffrey Kistruck</u>	<u>Sustainability</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>February 11, 2022</u>
Signature	Date

<u>Mike Valente</u>	<u>BBA-iBBA Program</u>
Name of Program Director	Program

Program Committee:

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

Mike Valente

Signature

February 11, 2022

Date

Mike Valente

Name of Committee Chair

BBA- iBBA Program Committee
Chair

Committee



SUST4400 W2020 CREDITS: 3.00

SUST 4400 R - SUSTAINABILITY ACCOUNTING AND ACCOUNTABILITY

🕒 TUE 11:30-14:30 🏠 SSB S126

INSTRUCTOR

Charles Cho

✉ ccho@schulich.yorku.ca

📞 416.736.2100 Ext. 33677

🏠 G322 MB

🕒 Tuesday 10:30 – 11:15, or by appointment

ADMIN

Menglin Mary Bai

✉ mbai@schulich.yorku.ca

📞 416.736.2100 Ext. 55268

🏠 G324 MB

CHARLES CHO BIOGRAPHY

Dr. Charles H. Cho is Professor of Accounting and the Erivan K. Haub Chair in Business & Sustainability at the Schulich School of Business, York University. His research interests include Sustainability, Corporate Social Responsibility (CSR), Social and Environmental Accounting and Accounting for the Public Interest. He has designed and taught a number of CSR/sustainability courses at both the undergraduate and graduate (MBA, MSc, PhD) levels as well as in executive programs for corporate managers.

BRIEF DESCRIPTION

This course situates corporate activity within the wider context of Sustainability. In particular, emphasis is placed upon the information that corporations produce in order to inform society about its social and environmental impacts, assessing whether such reporting is relevant and/or credible. The course also helps understand the interactions between stakeholders and the inherent issues related to their conflicting demands. Prerequisites: SB/ACTG 2011 3.00 and SB/ACTG 2020 3.00

COURSE LEARNING OUTCOMES

The course is designed to provide students with a practical and theoretical understanding of the growing field of **sustainability accounting and accountability**. At the conclusion of this course, it is expected that students should be able to:

- explain the nature of accountability & sustainability and its implications for organizational life;
- discuss the importance of sustainability and what might be necessary for its achievement;
- understand the various perspectives on sustainability;
- explain the limitations, definitions and possibilities of sustainability;
- locate corporate sustainability reporting within a wider political and economic context;
- critically assess current developments, approaches and regulatory issues relating to the sphere of sustainability reporting;
- critically and independently read, interpret and evaluate the sustainability information produced by corporations—and compare/contrast it with information produced by third parties such as NGOs;
- effectively work in groups/teams;
- produce a clear and effective written report and present findings to peers.

COURSE MATERIAL

Required reading for this course includes the following:

1. Articles

Required articles are available at <https://www.library.yorku.ca/> (<https://www.library.yorku.ca/>) (Passport York ID required).

2. Cases

Required cases for the course are available for purchase at www.iveycases.com (<http://www.iveycases.com/>) . Instructions will be sent via e-mail.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Individual Assignment 6 0%			
Peer Evaluation for Social Audit Project		0%	Mon Apr 6, 2020 at 12:00pm EDT
Individual Assignment 5 0%			
Group Evaluation for Social Audit Project		0%	Mon Apr 6, 2020 at 12:00pm EDT
Individual Assignment 4 0%			
Peer Evaluation for Sustainability Reporting in Canada Exercise omitted from final grade.		0%	Mon Feb 10, 2020 at 11:59pm EST
Individual Assignment 0 0%			
Student Survey omitted from final grade.		0%	Tue Jan 14, 2020 at 11:59pm EST
Individual Assignment 1 15%			
Class Participation/Activities		15%	
Group Assignment 1 10%			
"Sustainability Reporting in Canada" Assignment		10%	Tue Feb 4, 2020 at 11:00am EST
Individual Assignment 2 10%			
Reflection Essay		10%	
Individual Assignment 3 25%			
AIM2Flourish Project		25%	Tue Feb 25, 2020 at 11:00am EST
Group Assignment 2 40%			
Social Audit Project		40%	Tue Mar 31, 2020 at 11:00am EDT

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Peer Evaluation for Social Audit Project

 **Due Date:** Mon Apr 6, 2020 at 12:00pm EDT

Please complete the [Peer Evaluation Form for the Social Audit Project](https://schulich.instructure.com/courses/2558/files/200151/download?download_frd=1) 
(https://schulich.instructure.com/courses/2558/files/200151/download?download_frd=1) .

Group Evaluation for Social Audit Project

 **Due Date:** Mon Apr 6, 2020 at 12:00pm EDT

Please complete the [Group Evaluation Form for the Social Audit Project](https://schulich.instructure.com/courses/2558/files/200154/download?download_frd=1) 
(https://schulich.instructure.com/courses/2558/files/200154/download?download_frd=1) .

Peer Evaluation for Sustainability Reporting in Canada Exercise

 **Due Date:** Mon Feb 10, 2020 at 11:59pm EST

Please complete the [Peer Evaluation Form for Sustainability Reporting in Canada](https://schulich.instructure.com/courses/2558/files/179735/download?download_frd=1) 
(https://schulich.instructure.com/courses/2558/files/179735/download?download_frd=1) .

Student Survey

 **Due Date:** Tue Jan 14, 2020 at 11:59pm EST

Student Survey: [BSUS 6400-4400 Student Survey Winter 2020.docx](https://schulich.instructure.com/courses/2558/files/170901/download?download_frd=1) 
(https://schulich.instructure.com/courses/2558/files/170901/download?download_frd=1)

Class Participation/Activities

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

Students will be evaluated primarily for demonstration of having prepared for the class, and for their efforts and the quality of their contributions during class discussions (including case discussions and interactions with speakers). Each student will receive a baseline grade, which will be increased depending on such efforts and contributions.

“Sustainability Reporting in Canada” Assignment

 **Due Date:** Tue Feb 4, 2020 at 11:00am EST

The “Sustainability Reporting in Canada” assignment must be completed in groups (TBD) and will be due on Class 5. Each group will prepare a spreadsheet with a short analysis and make a **presentation** to the class. Further details will be provided at the beginning of the semester.

This assignment will be graded for analytical ability and critical thinking, not just for technical competence. The report will be graded 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 a given group will receive the same mark, which will then be weighted by a peer evaluation factor.

Detailed instructions: **BSUS 6400-4400 Sustainability Reporting in Canada Assignment Winter 2020.pdf** 
(https://schulich.instructure.com/courses/2558/files/170887/download?download_frd=1)

Spreadsheet: **BSUS 6400-4400 Sustainability Reporting in Canada - Spreadsheet for Analysis.xlsx** 
(https://schulich.instructure.com/courses/2558/files/170886/download?download_frd=1)

TSX 60 Constituents and Groups: **TX60_Constituents_01022020.pdf** 
(https://schulich.instructure.com/courses/2558/files/172475/download?download_frd=1)

Peer Evaluation Form: **BSUS 6400-4400 Sustainability Reporting in Canada Peer Evaluation Form - Winter 2020.docx**
 (https://schulich.instructure.com/courses/2558/files/179735/download?download_frd=1)

Reflection Essay

Students will be required to write a one-page (single space) reflection essay on a specifically assigned class session. Essays must be e-mailed to the instructor before the following class session, **by 11 AM at the latest**. Late submissions will be **penalized**. The essays should not consist of merely summarizing the class but **provide an analysis, critique and reflection** on the topics discussed during that class session. Students should also be prepared to briefly present and verbally share the content of their essay.

Essays will be assessed on the basis of the **quality** and **comprehensiveness** of the analysis and the reflection (as well as timeliness, writing and conciseness).

AIM2Flourish Project

 **Due Date:** Tue Feb 25, 2020 at 11:00am EST

The AIM2Flourish Project must be completed individually and will be due on Class 7. Each student will make a **short presentation** to the class. The project will eventually be submitted to AIM2Flourish for selection and featured on their website <http://www.AIM2Flourish.com> (<http://www.aim2flourish.com/>) (please visit their website and become familiar with what they do). After conducting an in-person or video interview with a business leader, each student will submit a written report to the instructor for review and after approval submit to AIM2Flourish. Further details will be provided at the beginning of the semester.

This project will be graded for creativity, originality and suitability to submit to AIM2 Flourish. Writing skills will also be evaluated.

Detailed instructions: **BSUS 6400-4400 AIM2Flourish Project Winter 2020.pdf** 
(https://schulich.instructure.com/courses/2558/files/170888/download?download_frd=1)

Consent Form: [AIM2Flourish Project_Informed Consent Form.docx](#) ↓
(https://schulich.instructure.com/courses/2558/files/171417/download?download_frd=1)

Social Audit Project

 **Due Date:** Tue Mar 31, 2020 at 11:00am EDT

The Social Audit Project must be completed in groups (TBD) and will be due on Class 12. Each group will prepare a written report and make a presentation to the class. Further details will be provided at the beginning of the semester.

This project will be graded for analytical ability and critical thinking, not just for technical competence. The report will be graded 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 a given group will receive the same mark, which will then be weighted by a peer evaluation factor.

Detailed instructions: [BSUS 6400-4400 Social Audit Project Winter 2020.pdf](#) ↓
(https://schulich.instructure.com/courses/2558/files/170893/download?download_frd=1)

CALCULATING 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:

Graduate students

Grade	Grade Point / Index Value	Percentage Points (Guideline)	Description
A+	9	90-100	Exceptional
A	8	85-89	Excellent
A-	7	80-84	Very Good
B+	6	75-79	Good
B	5	70-74	Competent
B-	4	65-69	Fairly Competent
C+	3	60-64	Passing

C	2	55-59	Barely Passing
C-	1	50-54	Marginally Failing
F	0	0-59%	Failing

Undergraduate students

Grade	Grade Point / Index Value	Percent Range	Description
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Barely Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

These letter grades correspond to the Schulich's 9- value index system as discussed in the Schulich Policies section in the syllabus.

CLASS-BY-CLASS SYLLABUS

Class 1 - Topic 1

Jan 7/20

Overview: Class Introduction, Overview and Setting the Context

Topic

Sustainability – Planetary issues and the *Ecological Crisis*

Assigned Readings

The 2018 Living Planet Report

https://wwf.panda.org/knowledge_hub/all_publications/living_planet_report_2018/
(https://wwf.panda.org/knowledge_hub/all_publications/living_planet_report_2018/)

Global Footprint Network

<https://www.footprintnetwork.org/> (<https://www.footprintnetwork.org/>)

[Instructions for the AIM2Flourish Project](#)

Class 2 - Topic 2

Jan 14/20

Overview: Business and the Natural Environment: Managing Environmental Responsibility

Topic

Business and the Natural Environment: Managing Environmental Responsibility

How does the natural environment matter for business?

How can a company best manage its environmental responsibility?

Assigned Readings

Case to read and prepare: *Hopworks Urban Brewery: A Case of Sustainable Beer*

(<https://oikos-international.org/publications/hopworks/>) <https://oikos-international.org/publications/hopworks/> (<https://oikos-international.org/publications/hopworks/>)

(<https://oikos-international.org/publications/hopworks/>)

Class 3 - Topic 3

Jan 21/20

Overview: Sustainability Accounting and Accountability

Topic

Sustainability Accounting and Accountability

Assigned Readings

Brown, and Fraser, M. (2006). Approaches and Perspectives in Social and Environmental Accounting: An Overview of the Conceptual Landscape. *Business Strategy and the Environment*, 15(2), 103-117. (https://journals.scholarsportal.info/details?uri=/09644733/v15i0002/103_aapisaaootcl.xml)

Moerman, and Van Der Laan, S. (2015). Exploring Shadow Accountability: The Case of James Hardie and Asbestos. *Social and Environmental Accountability Journal*, 35(1), 32-48.

(http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/0969160x/v35i0001/32_esatcojhaa.xml)

Class 4 - Topic 4

Jan 28/20

Overview: Sustainability Reporting I

Topic

Sustainability Reporting I

Assigned Readings

Boiral, (2013). Sustainability Reports as Simulacra? A Counter-Account of A and A+ GRI Reports. *Accounting, Auditing & Accountability Journal*, 26(7), 1036-1071. (<https://www-emeraldinsight-com.ezproxy.library.yorku.ca/doi/full/10.1108/AAAJ-04-2012-00998>)

Cho, H., Roberts, R.W., and Patten, D.M. (2010). The Language of U.S. Corporate Environmental Disclosure. *Accounting, Organizations and Society*, 35(4), 431-443.

(http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/03613682/v35i0004/431_tlouced.xml)

Parsa, , Roper, I., Muller-Camen, M., and Szigetvari, E. (2018) Have Labour Practices and Human Rights Disclosures Enhanced Corporate Accountability? The Case of The GRI Framework. *Accounting Forum*, 42(1), 47-64.

(http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/01559982/v42i0001/47_hlpahrtcotgf.xml)

Optional:

Cho, H., Guidry, R.P., Hageman, A.M., and Patten, D.M. (2012). Do Actions Speak Louder than Words? An Empirical Investigation of Corporate Environmental Reputation. *Accounting, Organizations and Society*, 37(1), 14-25.

(http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/03613682/v37i0001/14_dasltweiocer.xml)

Cho, H., Michelon, G., and Patten, D.M. (2012). Impression Management in Sustainability Reports: An Empirical Investigation of the Use of Graphs. *Accounting and the Public Interest*, 12, 16-37.

(<https://search-proquest-com.ezproxy.library.yorku.ca/docview/1272069654/36B7832301AA4C4FPQ/2?accountid=15182>)

Class 5 - Topic 5

Feb 4/20

Overview: Sustainability Reporting II

Topic

Sustainability Reporting II

Assigned work due

Sustainability Reporting in Canada Exercise

Guest speaker

Kathrin Bohr (Stakeholder Research Associates Canada)

Class 6 - Topic 6

Feb 11/20

Overview: Sustainability Assurance

Topic

Sustainability Assurance

Assigned Readings

Kolk, A. and Perego, P. (2010). Determinants of the Adoption of Sustainability Assurance Statements: An International Investigation. *Business Strategy and the Environment*, 19(3), 182-198.

(http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/09644733/v19i0003/182_dotaosasaii.xml)

Michelon, G., Patten, D.M., and Romi, A.M. (forthcoming). Creating Legitimacy for Sustainability Assurance Practices: Evidence from Sustainability Restatements. *European Accounting Review*.

(<https://www-tandfonline-com.ezproxy.library.yorku.ca/doi/full/10.1080/09638180.2018.1469424>)

O'Dwyer, B., Owen, D., and Unerman, J. (2011). Seeking Legitimacy for New Assurance Forms: The Case of Assurance on Sustainability Reporting. *Accounting, Organizations and Society*, 36(1), 31-52.

(http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/03613682/v36i0001/31_slfnafcoaosr.xml)

Rivière-Giordano, G., Giordano-Spring, S., and Cho, C.H. (2018). Does the Level of Assurance Statement on Environmental Disclosure Affect Investor Assessment? An Experimental Study. *Sustainability Accounting, Management and Policy Journal*, 9(3), 336-360.

(<https://www-emeraldinsight-com.ezproxy.library.yorku.ca/doi/full/10.1108/SAMPJ-03-2018-0054>)

Optional

Cho, C.H., Michelon, G., Patten, D.M., and Roberts, R.W. (2014). CSR Report Assurance in the United States: An Empirical Investigation of Determinants and Effects. *Sustainability Accounting, Management and Policy Journal*, 5(2), 130-14

(<https://search-proquest-com.ezproxy.library.yorku.ca/docview/1517921707/561BAB9A1BE34193PQ/1?accountid=15182>)

Guest speaker

Alice Bao (PwC)

Class 7 - Topic 7

Feb 25/20

Overview: AIM2Flourish Project

Topic

AIM2Flourish Project

Project Presentation

Assigned work due

AIM2Flourish Project

Class 8 - Topic 8

Mar 3/20

Overview: "Measuring" CSR

Topic

"Measuring" CSR

Assigned Readings and Cases

Chatterji, A. K., Durand, R., Levine, D., and S. Touboul. (2016). Do Ratings of Firms Converge? Implications for Managers, Investors and Strategy Researchers. *Strategic Management Journal*, 37(8), 1597-1614. (http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/01432095/v37i0008/1597_drofcifmiasr.xml)
Case to read and prepare: *Diamond Developers: Measuring Sustainability*

Guest speaker

Heather Lang (Sustainalytics)

Class 9 - Topic 9

Mar 10/20

Overview: Climate Change, Astroturfing and Environmental Politics

Topic

Climate Change, Astroturfing and Environmental Politics

Assigned Readings

Cho, C.H., Martens, M., Kim, H., and Rodrigue, M. (2011). Astroturfing Global Warming: It Isn't Always Green on the Other Side of the Fence. *Journal of Business Ethics*, 104(4), 571-587. (<https://link-springer-com.ezproxy.library.yorku.ca/article/10.1007/s10551-011-0950-6>)

Cho, C.H., Laine, M., Roberts, R.W., and Rodrigue, M. The Frontstage and Backstage of Corporate Sustainability Reporting: Evidence from the Arctic National Wildlife Refuge Bill. (2018). *Journal of Business Ethics*, 152(3), 865-886. (<https://link-springer-com.ezproxy.library.yorku.ca/article/10.1007/s10551-016-3375-4>)

Lewandowsky, S., Ecker, U.K.H., Seifert, C.M., Schwarz, N., and Cook, J. (2012). Misinformation and its Correction: Continued Influence and Successful Debiasing. *Psychological Science in the Public Interest*, 13(3), 106-131. (<https://journals-sagepub-com.ezproxy.library.yorku.ca/doi/full/10.1177/1529100612451018>)

Optional

Cho, C.H., Chen, J.C., and Roberts, R.W. (2008). The Politics of Environmental Disclosure Regulation in the Chemical and Petroleum Industries: Evidence from the Emergency Planning and Community Right-to-Know Act of 1986. *Critical Perspectives on Accounting*, 19(4), 450-465 (<https://www-sciencedirect-com.ezproxy.library.yorku.ca/science/article/pii/S1045235407001050>)

Class 10 - Topic 10

Mar 17/20

Overview: Business Ethics

Topic

Business Ethics

Guest speaker

Mikael Meir (Mikael Meir Inc. – Leadership Development Consultancy)

In-class exercise

TBD

Class 11 - Topic 11

Mar 24/20

Overview: Managing Stakeholder Conflicts: Organized Hypocrisy and Sustainability Reporting

Topic

Managing Stakeholder Conflicts: Organized Hypocrisy and Sustainability Reporting

Assigned Readings

- Cho, C.H., Laine, M., Roberts, R.W. and Rodrigue, M. (2015). **Organized Hypocrisy, Organizational Façades, and Sustainability Reporting.** *Accounting, Organizations and Society*, 40(1), 78-94. (http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/03613682/v40i01complete/78_ohofasr.xml)
- She, C. and Michelon, G. (forthcoming). **Managing Stakeholder Perceptions: Organized hypocrisy in CSR disclosures on Facebook.** *Critical Perspectives on Accounting.* (<https://www.sciencedirect-com.ezproxy.library.yorku.ca/science/article/pii/S1045235418303009>)
- Hahn, T., Pinkse, J., Preuss, L., and Figge, F. (2015). **Tensions in Corporate Sustainability: Towards an Integrative Framework.** *Journal of Business Ethics*, 127(2), 297-316. (<https://link-springer-com.ezproxy.library.yorku.ca/article/10.1007/s10551-014-2047-5>)
- <http://arc.eaa-online.org/blog/sustainability-reporting-frontstage-backstage-façades-and-hypocrisy> (<http://arc.eaa-online.org/blog/sustainability-reporting-frontstage-backstage-façades-and-hypocrisy>)
- <https://councilcommunity.com/2016/03/08/do-you-trust-me-corporate-sustainability-reporting-from-its-dawn-to-duskier-side/> (<https://councilcommunity.com/2016/03/08/do-you-trust-me-corporate-sustainability-reporting-from-its-dawn-to-duskier-side/>)
- <https://councilcommunity.com/2016/03/10/how-hypocrisy-and-façades-can-be-good-for-people-planet-and-profit/> (<https://councilcommunity.com/2016/03/10/how-hypocrisy-and-façades-can-be-good-for-people-planet-and-profit/>)

Optional

- Fassin, Y. and Buelens, M. (2011). **The Hypocrisy-Sincerity Continuum in Corporate Communication and Decision Making: A Model of Corporate Social Responsibility and Business Ethics Practices.** *Management Decision*, 49(4), 586 – 600. (http://resolver.scholarsportal.info.ezproxy.library.yorku.ca/resolve/00251747/v49i0004/586_thciccadm.xml)

Class 12 - Topic 12

Mar 31/20

Overview: Group Presentations

Topic

Group Presentations

Assigned work due

Social Audit Project

Final Exam

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Method of Instruction

This course is designed around a variety of pedagogical tools—interactive lectures, class discussions, presentations, simulations/role-playing, case studies and individual/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 the most significant points. There will also be a number of guest speakers (to the extent of availabilities) throughout the semester who will present their experience in various topics.

Student Preparation

A key pedagogical assumption of this course is that students are co-creators of the learning experience. Students help create learning for themselves and others through active participation. This means both listening to others carefully and contributing respectfully. Past students who performed well in this course not only attended classes faithfully, but came fully prepared to participate in discussions. Class discussions are an important opportunity to practice communicating about concepts and information. Therefore, and given the method of instruction described above, students are strongly encouraged to ask questions and actively participate during class.

In addition, students are expected to have read all assigned materials and made an honest effort to think critically (“outside the box”) prior to each class meeting in order to be prepared to discuss them in class. Given that one of the key transferable skills engendered by the course is the development of an informed view on the role that corporations play within society, students will be expected to express their opinions on the subject matter and to debate the issues covered.

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, projects and exams. If you do not understand something, ask questions in class. If necessary, e-mail the instructor for an appointment. The instructor is here to help you learn.

Group Work

The In-Class Exercises/Activities and the Social Audit Project will involve group formation (to be done by Instructor) and work. Group sizes will depend on the number of students enrolled.

Group work is where you learn managerial skills. This is integral to your education. If you experience frustration with coordinating group meetings, or with the way others in your group participate (or fail to participate!), consider it an opportunity to develop your interpersonal skills. Every group will experience some problems during the term due to miscommunication and the life circumstances of group members. It is expected that you will address these situations professionally. Remember, successful managers are those who bring the best out of those around them, who help others succeed, who take responsibility for failure and share credit for success.

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 instructor is via *e-mail*.

Disclaimer

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

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

Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is D (2). To keep final grades comparable across courses, the average course grade within a section of an undergraduate course is normally between 5.5 and 7.0.

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

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

Academic Honesty

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

Accommodations

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

Exams (Absence from)

Midterm

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

Final

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

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

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



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

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

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Mike Valente, Director and Chair, BBA-iBBA Programs
Date: February 3, 2022
Re: Support of Integration of SUST 4400 and SUST 6400 (formerly BSUS 4400 and BSUS 6400)

I support the integration of SUST 4400 *Sustainability Accounting and Accountability* (formerly BSUS 4400) and SUST 6400 *Sustainability Accounting and Accountability* (formerly BSUS 6400), such that undergraduate and graduate students are together in the classroom.

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 BBA, iBBA

2. Responsible Unit:

Sustainability Area (formerly Business and Sustainability (BSUS))

3. Subject Code (Rubric) and Course Number:

BSUS 4900

4. Credit Value:

1.5 and 3.0 credit courses

5. Long Course Title:

Business and Sustainability Guided Study

6. Short Course Title:

BSUS Guided Study

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
X	other (please specify) CHANGE TO COURSE RUBRIC

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

FALL 2022

9. Rationale:

With the creation of the Sustainability Area, the rubric for courses is changing to be consistent with the Responsible Area's name at both the undergraduate and graduate levels.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p><u>Current:</u> Current Course Rubric/Number: BSUS 4900 1.5 and 3.0 Title: Business and Sustainability Guided Study Calendar Description:.</p>	<p>Title</p> <p><u>Proposed:</u> New Course Rubric/Number: SUST 4900 1.5 and 3.0 Title: Sustainability Guided Study Calendar Description: no change from existing</p>

11. Enrolment Notes:

No changes to enrolment from existing requirements

12. Consultation:

n/a

Originator:

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Approvals:

Area or Specialization

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

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Degree Program:

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

Mike Valente

Signature

February 11, 2022

Date

Mike Valente

Name of Program Director

BBA-iBBA Program

Program

Program Committee:

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

Mike Valente

Signature

February 11, 2022

Date

Mike Valente

Name of Committee Chair

BBA- iBBA Program Committee
Chair

Committee

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 BBA, iBBA

2. Responsible Unit:

Sustainability Area (formerly Business and Sustainability (BSUS))

3. Subject Code (Rubric) and Course Number:

BSUS 4901

4. Credit Value:

3.0 credit courses

5. Long Course Title:

Business and Sustainability Guided Study

6. Short Course Title:

BSUS Guided Study

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
X	other (please specify) CHANGE TO COURSE RUBRIC

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

FALL 2022

9. Rationale:

With the creation of the Sustainability Area, the rubric for courses is changing to be consistent with the Responsible Area's name at both the undergraduate and graduate levels.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title</p> <p><u>Current:</u> Current Course Rubric/Number: BSUS 4901 3.0 Title: Business and Sustainability Guided Study Calendar Description:..</p>	<p>Title</p> <p><u>Proposed:</u> New Course Rubric/Number: SUST 4901 3.0 Title: Sustainability Guided Study Calendar Description: no change from existing</p>

11. Enrolment Notes:

No changes to enrolment from existing requirements

12. Consultation:

n/a

Originator:

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Approvals:

Area or Specialization

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

Geoffrey Kistruck

Signature

February 2, 2022

Date

Geoffrey Kistruck

Name

Sustainability

Area or Specialization

Degree Program:

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

Mike Valente

Signature

February 11, 2022

Date

Mike Valente

Name of Program Director

BBA-iBBA Program

Program

Program Committee:

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

Mike Valente

Signature

February 11, 2022

Date

Mike Valente

Name of Committee Chair

BBA- iBBA Program Committee
Chair

Committee

To: Faculty Council, Schulich School of Business
From: Professor Farrokh Zandi, Associate Director, Undergraduate Programs
Date: November 15, 2021
Re: SB/IBUS 3100 3:0 – Curriculum Change

Curriculum Change: SB /IBUS3100 3:0 – Course title: Global Business Environment

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.*

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

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):

V. July 2021

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>Global Business Environment</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:

Consultation on the most appropriate title of this course took place with Preet Aulakh, Steve Weiss and Theodore Tolias

Originator:

F. Zandi

November 15, 2021

Signature

Date

Farrokh Zandi

Name

International Business

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

November 15, 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

February 11, 2022

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

February 11, 2022

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 -Global Business Environment

Office Hours

By appointment

INSTRUCTOR

Theodore Toliás

ttolias@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.



February 2, 2022

TO: Faculty Council, Schulich School of Business
FROM: Adam Diamant, OMIS Area Faculty
RE: OMIS Course Descriptions

Motions & Rationale

Motion: Change the course descriptions for OMIS 3020, OMIS 3730, OMIS 4000, and OMIS 4010 so that they end with “*Previous programming knowledge is expected.*”

- **Rationale:** Students are having trouble with the jump from second year to third year, and in particular, with some of the OMIS courses in the business analytics specialization (e.g., report from student services in the September iBBA/BBA meeting). This issue has also been discussed within the OMIS department as many students find that OMIS 3020, OMIS 3730, OMIS 4000, and OMIS 4010 have a steep learning curve if you have never been exposed to programming concepts. These courses have coalesced around using [Python](#) to deliver their content, and because each course contains several introductory lectures teaching students basic [Python](#) knowledge, it makes sense to have students exposed to a programming language prior to taking these courses

Since Schulich does not teach students how to code, it seems sensible to recommend to them how these skills can be acquired. There are several well-known platforms that are experts at teaching students how to program. We have talked to a few vendors and think that the best approach is to use [LinkedIn Learning](#) because it's free, has great content, is championed by York University, and a certificate of completion appears on student's LinkedIn profile. We have also settled on the number of hours and have vetted multiple courses (see attached spreadsheet). The benefit to students is that the learning curve in all relevant OMIS courses will be gentler; this has mental health implications. For professors, courses can focus more on teaching useful managerial and data science content rather than ensuring students learn how to code. The variability in student competency, as it pertains to coding, will be reduced while minimizing the redundancies between the courses (i.e., teaching the same introductory lectures on [Python](#) in OMIS 3020, OMIS 3730, OMIS 4000, and OMIS 4010). Finally, it has positive externalities as several courses outside of OMIS (e.g., FINE 3310) require [Python](#) knowledge.

Students will be informed of the requirement in OMIS 2010 and OMIS 2050 and the spreadsheet of recommended tutorials will be disseminated. Students will also be informed of this expectation via the change in course description (see the motion statement). This programmatic structure allows students to complete the [LinkedIn Learning](#) tutorials, or any set of programming tutorials, at their leisure and does not prevent them from registering for the courses in the first place. However, it does signal to students that instructors will assume they have previous exposure to a programming language either through the completion of online courses, in high school, at work, etc.

Class	Name	Hours	Minutes	Total Minutes
Foundations	Learning Python	2	27	147
Foundations	Programming Foundations: Fundamentals	2	14	134
Foundations	Python Data Analysis	2	30	150
Foundations	Python Essential Training	4	37	277
Foundations	Python for Students	1	8	68
Foundations	Python Quick Start	1	36	96
Advanced	Advanced Python	2	27	147
Advanced	Functional Programming with Python	1	45	105
Advanced	Learning the Python 3 Standard Library	2	9	129
Advanced	Processing Text with Python Essential Training	0	33	33
Advanced	Python Data Structures and Algorithms	2	16	136
Advanced	Python Essential Libraries	2	15	135
Advanced	Programming Foundations: Data Structures	2	20	140
Advanced	Python: Programming Efficiently	2	19	139
Advanced	Python: Working with Files	1	42	102
Advanced	Using Python with Excel	1	22	82
Web Development	Building a Paid Membership Site with Django	1	15	75
Web Development	Building a Personal Portfolio with Django	1	54	114
Web Development	Data Ingestion with Python	1	25	85
Web Development	Learning Django	1	40	100
Web Development	Python: XML, JSON, and the Web	1	38	98
Web Development	Using Python for Automation	0	56	56
Web Development	Web Scraping with Python	1	23	83
Python Language	Learning Python Generators	0	44	44
Python Language	Python Data Structures: Dictionaries	0	57	57
Python Language	Python Data Structures: Linked Lists	1	30	90
Python Language	Python Data Structures: Stacks, Queues, and Deques	1	24	84
Python Language	Python Data Structures: Trees	1	16	76
Python Language	Python: Recursion	2	10	130
Artificial Intelligence	Building a Recommendation System with Python Machine Learning & AI	1	38	98
Artificial Intelligence	Data Science Foundations: Data Mining in Python	3	3	183
Artificial Intelligence	Machine Learning and AI Foundations: Recommendations	0	58	58
Artificial Intelligence	NLP with Python for Machine Learning Essential Training	4	14	254
Artificial Intelligence	Text Analytics and Predictions with Python Essential Training	0	35	35
Data Science	Advanced Pandas	1	2	62
Data Science	Advanced Python: Working with Databases	4	51	291
Data Science	Data Cleaning in Python Essential Training	0	49	49
Data Science	Data Science Foundations: Python Scientific Stack	3	34	214
Data Science	Python for Data Science Essential Training Part 1	6	2	362
Data Science	Python for Data Science Essential Training Part 2	3	44	224
Data Science	Python for Marketing	1	44	104
Data Science	Python Statistics Essential Training	2	58	178
Data Science	Using SQL with Python	1	39	99
Deep Learning	Advanced NLP with Python for Machine Learning	2	14	134
Deep Learning	Deep Learning: Image Recognition	1	43	103
Deep Learning	PyTorch Essential Training: Deep Learning	0	56	56
Deep Learning	Training Neural Networks in Python	1	45	105
Deep Learning	Transfer Learning for Images Using PyTorch: Essential Training	0	58	58
Machine Learning	Applied Machine Learning: Algorithms	2	24	144
Machine Learning	Applied Machine Learning: Foundations	2	38	158
Machine Learning	Machine Learning with Python: Foundations	1	43	103
Machine Learning	Python: Working with Predictive Analytics	1	22	82

Class	Average Minutes	Total Minutes
Foundations	145.333	872
Advanced	114.800	1148
Artificial Intelligence	125.600	628
Data Science	175.889	1583
Deep Learning	91.200	456
Machine Learning	121.750	487
Python Language	80.167	481
Web Development	87.286	611
Total	117.753	783.25

Recommendation: At least 5 hours

New programmers should take at least one **Foundations** course but are free to take more. Experienced programmers should take courses that correspond to what they wish to learn. **Artificial Intelligence**, **Data Science**, and **Deep Learning** may want to be deemphasized. **Python Language** courses may be too focused on particular aspect of syntax (remove?). Most students should take a combination of **Foundations**, **Advanced**, and **Web Development** given their interests.

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:

iBBA/BBA program

2. Responsible Unit:

OMIS

3. Subject Code (Rubric) and Course Number:

OMIS 3020

4. Credit Value:

3.00

5. Long Course Title:

Predictive Analytics

6. Short Course Title:

Predictive Analytics

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)
	in pre/co-requisite
	retire course
	other (please specify)

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

Fall 2022

Rationale:

Students are having trouble with the jump from second year to third year, and in particular, with some of the OMIS courses in the business analytics specialization (e.g., report from student services in the September iBBA/BBA meeting). This issue has also been discussed within the OMIS department as many students find that OMIS 3020, OMIS 3730, OMIS 4000, and OMIS 4010 have a steep learning curve if you have never been previously exposed to programming concepts. These courses have coalesced around using [Python](#) to deliver their content, and because each course contains several introductory lectures teaching students basic [Python](#) knowledge, it makes sense to have students exposed to a programming language prior to taking these courses.

Since Schulich does not teach students how to code, it makes sense to recommend to them how these skills can be acquired. There are several well-known platforms that are experts at teaching students how to program. We have talked to a few vendors and think that the best approach is to use [LinkedIn Learning](#) because it's free, has great content, is championed by York University, and a certificate of completion appears on student's LinkedIn profile. We have also settled on the number of hours and have vetted multiple courses (see attached spreadsheet). The benefit to students is that the learning curve in all relevant OMIS courses will be much gentler; this has mental health implications for the students. For professors, courses can focus more on teaching useful managerial and data science content rather than ensuring students learn how to code. The variability in student competency, as it pertains to coding, will be reduced while minimizing the redundancies between the courses (i.e., teaching the same introductory lectures on [Python](#) in OMIS 3020, OMIS 3730, OMIS 4000, and OMIS 4010). Finally, it has positive externalities as several courses outside of OMIS (e.g., FINE 3310) require [Python](#) knowledge.

Students will be informed of the requirement in OMIS 2010 and OMIS 2050. It will also be included in the course description (see below). This allows students to complete the [LinkedIn Learning](#) tutorials at their leisure and does not prevent them from registering for any of the courses in the first place. However, it does signal that instructors will assume students have previous exposure to a programming language.

9. Proposed Course Information:

See attached syllabus.

10. Enrolment Notes:

N/A

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 course descriptions.

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Description: Predictive analytics is the practice of extracting insight from data by creating models that accurately predict future outcomes. This course presents a wide range of data science techniques that support the art of prediction. This includes the manipulation of large data sets, exploratory data analysis, quantitative modelling, performance evaluation, and the effective communication of business insight.</p> <p>Prerequisites: SB/OMIS 2010 3.00 and SB/OMIS 2050 3.00</p>	<p>Description: Predictive analytics is the practice of extracting insight from data by creating models that accurately predict future outcomes. This course presents a wide range of data science techniques that support the art of prediction. This includes the manipulation of large data sets, exploratory data analysis, quantitative modelling, and the effective communication of business insight. <i>Previous programming knowledge is expected.</i></p> <p>Prerequisites: SB/OMIS 2010 3.00 and SB/OMIS 2050 3.00</p>

Originator:

Diamant

Signature

February 1, 2022

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.

Manus R

Signature

February 2, 2022

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

February 11, 2022

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

February 11, 2022

Date

Name of Committee Chair

BBA/iBBA Program Committee

Committee

last updated: Nov 23 3:11am EST.



OMIS3020 F2021 CREDITS: 3.00

OMIS 3020 A - PREDICTIVE ANALYTICS

THU 11:30-13:30 REMOTE

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

Monday, October 11, 2021: Thanksgiving - University Closed

Undergraduate Co-curricular days: October 9, 10, 12, 13, 14, 15, 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

Predictive analytics is the practice of extracting insight from data by creating models that accurately predict future outcomes. This course presents a wide range of data science techniques that support the art of prediction. This includes the manipulation of large data sets, exploratory data analysis, quantitative modelling, performance evaluation, and the effective communication of business insight. Prerequisites: SB/OMIS 2010 3.00 and SB/MGMT 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/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

Text: There are no required texts for the course. However, there are several online resources that are recommended for learning reinforcement and for practice questions.

- Burkov (2019). The Hundred-Page Machine Learning Book. <http://themlbook.com> (<http://themlbook.com>)
- Max Kuhn and Kjell Johnson (2019). Feature Engineering and Selection: A Practical Approach for Predictive Models. <https://bookdown.org/max/FES/> (<https://bookdown.org/max/FES/>)
- Jake VanderPlas (2016). Python Data Science. Handbook. <https://github.com/jakevdp/PythonDataScienceHandbook> (<https://github.com/jakevdp/PythonDataScienceHandbook>)
- Hal Daume III (2017). A Course in Machine Learning. <http://ciml.info> (<http://ciml.info>)

- Andreas Mueller (2011). Machine Learning with Scikit-Learn.

<http://gael-varoquaux.info/scikit-learn-tutorial/> (<http://gael-varoquaux.info/scikit-learn-tutorial/>)

You will receive a free 6-month license for DataCamp, a website specialized in Data Analytics which will be used for several of your assignments during the course. DataCamp also offers additional videos, extra exercises, and even full courses on related concepts if you are keen in going beyond the class material.

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 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 expressed 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
DataCamp Exercises 10%			
DataCamp Exercises		10%	Wed Dec 1, 2021 at 06:00pm EST
Assignments 30%			
Assignment 1		15%	Sun Oct 24, 2021 at 11:59pm EDT
Assignment 2		15%	Sun Dec 5, 2021 at 11:59pm EST
Midterm Exam 30%			
Midterm		30%	Wed Nov 3, 2021 at 10:00pm EDT
Hackathon 30%			
Hackathon		0%	
Hackathon Proposal		10%	Sat Nov 20, 2021 at 11:30pm EST

WRITTEN ASSIGNMENTS: DESCRIPTIONS

DataCamp Exercises

 **Due Date:** Wed Dec 1, 2021 at 06:00pm EST

DataCamp Exercises

The link to DataCamp page of this course is

https://www.datacamp.com/groups/shared_links/4503a70c519aa654ac8deda703c87599c6ee1eb4d3776f0e8819ff2c7ae96d99

(https://www.datacamp.com/groups/shared_links/4503a70c519aa654ac8deda703c87599c6ee1eb4d3776f0e8819ff2c7ae96d99)

Students are requested to check their DataCamp account regularly. The due date for each exercise is specified in the DataCamp page of this course.

Ten (10) online exercises, each worth 1%, will be assigned during the course. They will be completed on DataCamp and will reinforce ideas discussed during class. Exercise will be assigned immediately after the related content is discussed and students will have one week (until the beginning of the next class) to complete the module. Exercises consist of a mix of multiple choice answers and specific Python coding questions; each module is expected to take approximately 1-hour.

Late exercises will not be accepted although they will remain available for self-study.

*Value: 10 * 1% = 10%*

Assignment 1

 **Due Date:** Sun Oct 24, 2021 at 11:59pm EDT

Assignments

Two (2) take home assignments, each worth 15%, will be assigned during the course.

The first case study will require students to apply the material learned from lectures 1-4. The second assignment will require students to apply the material learned from lectures 5-8.

All assignments, their due date and time, and detailed submission instructions, will be posted on **Canvas** (<https://moodle.yorku.ca/>). All instructions for the assignments are expected to be followed. Assignments are to be completed individually and submitted online using your **Canvas** (<https://moodle.yorku.ca/>) account before the designated due date.

All assignments are due at the date and time specified; the exact date and time will be given in the assignment and on Canvas (<https://moodle.yorku.ca/>) ***.. Late work 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 your 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.

Value: $2 * 15\% = 30\%$

Assignment 2

 **Due Date:** Sun Dec 5, 2021 at 11:59pm EST

Assignments

Two (2) take home assignments, each worth 15%, will be assigned during the course.

The first case study will require students to apply the material learned from lectures 1-4.

The second assignment will require students to apply the material learned from lectures 5-8.

All assignments, their due date and time, and detailed submission instructions, will be posted on **Canvas** (<https://moodle.yorku.ca/>). All instructions for the assignments are expected to be followed. Assignments are to be completed individually and submitted online using your **Canvas** (<https://moodle.yorku.ca/>) account before the designated due date.

All assignments are due at the date and time specified; the exact date and time will be given in the assignment and on Canvas (<https://moodle.yorku.ca/>) . . **Late work 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 your 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.

Value: $2 * 15\% = 30\%$

Midterm

 **Due Date:** Wed Nov 3, 2021 at 10:00pm EDT

Please read the instructions carefully on the front page of the assignment!

Hackathon

Hackathon

Two components:

During the final class, students will work in teams of 3-4 during a 3-hour hackathon event. The hackathon covers all

course topics.

1. Hackathon Proposal:

To prepare for the event, students will receive a problem description with a data dictionary several weeks in advance. With this information, the students should develop a proposal (maximum 3 pages, single-spaced) detailing the relevant issues that must be addressed, how the analysis will be approached, the delegation of responsibilities to each group member, how the (potentially) separate analyses will be combined, what the group wishes to conclude from their work, and any relevant implications (e.g., ethical, social, financial) or limitations of their results. The proposal is worth 10% and is due during week 8; critical feedback will be given.

2. Hackathon:

During the hackathon, students will have 3-hours to enact their plan. Specifically, they will receive the data set and will be required to analyze it using the tools discussed in the course. The group should report on any insights they obtain. Only code/text written during the hackathon will be accepted; these deliverables are worth 20%.

Two components:

Hackathon Proposal: 10%

Hackathon: 20%

Hackathon Proposal

 **Due Date:** Sat Nov 20, 2021 at 11:30pm EST

Hackathon Proposal

To prepare for the Hackathon event, students will receive a problem description with a data dictionary 1.5 week in advance. With this information, the students should develop a proposal (maximum 3 pages, single-spaced) detailing the relevant issues that must be addressed, how the analysis will be approached, the delegation of responsibilities to each group member, how the (potentially) separate analyses will be combined, what the group wishes to conclude from their work, and any relevant implications (e.g., ethical, social, financial) or limitations of their results. The proposal is worth 10% and is due during week 8; critical feedback will be given.

Hackathon Proposal: 10%

CLASS-BY-CLASS SYLLABUS

Class 1: Introduction to Predictive Analytics

Sep 9/21

Overview: Introduction to Predictive Analytics

Introduction to Predictive Analytics

Introduction to data science and machine learning
Data collection, management, and preprocessing (e.g., normalization)
The prediction paradigm: Training, testing, and evaluation
The bias-variance tradeoff (overfitting vs. underfitting)

Class 2: Python Programming and Its Representation of Data

Sep 16/21

Overview: Python Programming and Its Representation of Data

Python Programming and Its Representation of Data

Python review and relevant libraries (**numpy** (<https://numpy.org>), **scipy** (<https://www.scipy.org>), **scikit-learn** (<https://scikit-learn.org/stable/>))
Data analysis in Python with the **Pandas** (<https://pandas.pydata.org>) library and **DataFrames** (<https://www.geeksforgeeks.org/python-pandas-dataframe/>)
Visualizing (**matplotlib** (<https://matplotlib.org>)) and manipulating data in Python

Class 3: Exploratory Data Analysis

Sep 23/21

Overview: Exploratory Data Analysis

Exploratory Data Analysis
Data cleaning: Dealing with missing and corrupted data
Data imputation techniques (e.g., deletion, substitution)
Summary statistics and correlations (Pearson, Kendall's Tau)

Assignment 1



Assignment 1



homework_1.pdf



assignment_raw_data.csv

Class 4: Regression Methods

Sep 30/21

Overview: Regression Methods

Regression Methods

Linear (ordinary least-squares) and quantile regression

Model performance: Collinearity, residual analysis, prediction intervals

Class 5: Regularization Methods

Oct 7/21

Overview: Regularization Approaches

Regularization Approaches

Lasso and ridge regression (1-norm and 2-norm regularization)

Best subset selection (0-norm regularization)

Class 6: Classification Methods

Oct 21/21

Overview: Classification Methods

Classification Methods

Logistic regression and the prediction of binary outcomes

Model performance: Accuracy, recall, precision, F1-score

Class 7: Midterm Exam



Midterm



midterm.pdf



midterm_data.csv

Class 8: Unsupervised Learning

Nov 4/21

Overview: Unsupervised Learning

Unsupervised Learning

Principal component analysis

Class 9: Decision Tree Learning

Nov 11/21

Overview: Decision Tree Learning

Decision Tree Learning

Decision trees, random forests, bagging, and boosting

Assignment Due: Hackathon Proposal

Hackathon Proposal



proposal assignment.pdf



Hackathon Proposal

Assignment 2



Assignment 2



homework_2.pdf



creditscores_dataset.csv

Class 10: Support Vector Machines

Nov 18/21

Overview: Support Vector Machines:

Support Vector Machines

Support vector machines (SVMs) and regression (SVRs)

The kernel trick: Inner product transformations

Class 11: Introduction to Deep Learning

Nov 25/21

Overview: Introduction to Deep Learning

Introduction to Deep Learning

Feed-forward neural networks and activation functions
Loss functions and training with stochastic gradient descent
Modern architectures: LSTM, autoencoders, GANs, attention

Class 12: Hackathon

Overview: Hackathon-2

Hackathon

Two components:

During the final class, students will work in teams of 3-4 during a 3-hour hackathon event. The hackathon covers all course topics.

1. Hackathon Proposal:

To prepare for the event, students will receive a problem description with a data dictionary several weeks in advance. With this information, the students should develop a proposal (maximum 3 pages, single-spaced) detailing the relevant issues that must be addressed, how the analysis will be approached, the delegation of responsibilities to each group member, how the (potentially) separate analyses will be combined, what the group wishes to conclude from their work, and any relevant implications (e.g., ethical, social, financial) or limitations of their results. The proposal is worth 10% and is due during week 8; critical feedback will be given.

2. Hackathon:

During the hackathon, students will have 3-hours to enact their plan. Specifically, they will receive the data set and will be required to analyze it using the tools discussed in the course. The group should report on any insights they obtain. Only code/text written during the hackathon will be accepted; these deliverables are worth 20%.

Two components:

*Hackathon Proposal: 10%**Hackathon: 20%*

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

GENERAL SCHULICH ACADEMIC POLICIES

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.

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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

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.

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<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:

iBBA/BBA program

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)
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)
	in pre/co-requisite
	retire course
	other (please specify)

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

V. July 2021

Fall 2022

Rationale:

Students are having trouble with the jump from second year to third year, and in particular, with some of the OMIS courses in the business analytics specialization (e.g., report from student services in the September iBBA/BBA meeting). This issue has also been discussed within the OMIS department as many students find that OMIS 3020, OMIS 3730, OMIS 4000, and OMIS 4010 have a steep learning curve if you have never been previously exposed to programming concepts. These courses have coalesced around using [Python](#) to deliver their content, and because each course contains several introductory lectures teaching students basic [Python](#) knowledge, it makes sense to have students exposed to a programming language prior to taking these courses.

Since Schulich does not teach students how to code, it makes sense to recommend to them how these skills can be acquired. There are several well-known platforms that are experts at teaching students how to program. We have talked to a few vendors and think that the best approach is to use [LinkedIn Learning](#) because it's free, has great content, is championed by York University, and a certificate of completion appears on student's LinkedIn profile. We have also settled on the number of hours and have vetted multiple courses (see attached spreadsheet). The benefit to students is that the learning curve in all relevant OMIS courses will be much gentler; this has mental health implications for the students. For professors, courses can focus more on teaching useful managerial and data science content rather than ensuring students learn how to code. The variability in student competency, as it pertains to coding, will be reduced while minimizing the redundancies between the courses (i.e., teaching the same introductory lectures on [Python](#) in OMIS 3020, OMIS 3730, OMIS 4000, and OMIS 4010). Finally, it has positive externalities as several courses outside of OMIS (e.g., FINE 3310) require [Python](#) knowledge.

Students will be informed of the requirement in OMIS 2010 and OMIS 2050. It will also be included in the course description (see below). This allows students to complete the [LinkedIn Learning](#) tutorials at their leisure and does not prevent them from registering for any of the courses in the first place. However, it does signal that instructors will assume students have previous exposure to a programming language.

9. Proposed Course Information:

See attached syllabus.

10. Enrolment Notes:

N/A

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 course descriptions.

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>Prerequisites: SB/OMIS 2010 3.00 and SB</p> <p>Course Credit Exclusions: LE/CSE 1550 3.00, LE/EECS 1550 3.00/OMIS 2050 3.00</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. Previous programming knowledge is expected.</p> <p>Prerequisites: SB/OMIS 2010 3.00 and SB/OMIS 2050 3.00</p> <p>Course Credit Exclusions: LE/CSE 1550 3.00, LE/EECS 1550 3.00</p>

Originator:

Diamant

Signature

February 1, 2022

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

February 2, 2022

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

February 11, 2022

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

February 11, 2022

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

✉️ ymeron@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

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~~

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!

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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:

iBBA/BBA program

2. Responsible Unit:

OMIS

3. Subject Code (Rubric) and Course Number:

OMIS 4000

4. Credit Value:

3.00

5. Long Course Title:

Prescriptive Analytics

6. Short Course Title:

Prescriptive Analytics

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)
	in pre/co-requisite
	retire course
	other (please specify)

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

V. July 2021

Fall 2022

Rationale:

Students are having trouble with the jump from second year to third year, and in particular, with some of the OMIS courses in the business analytics specialization (e.g., report from student services in the September iBBA/BBA meeting). This issue has also been discussed within the OMIS department as many students find that OMIS 3020, OMIS 3730, OMIS 4000, and OMIS 4010 have a steep learning curve if you have never been previously exposed to programming concepts. These courses have coalesced around using [Python](#) to deliver their content, and because each course contains several introductory lectures teaching students basic [Python](#) knowledge, it makes sense to have students exposed to a programming language prior to taking these courses.

Since Schulich does not teach students how to code, it makes sense to recommend to them how these skills can be acquired. There are several well-known platforms that are experts at teaching students how to program. We have talked to a few vendors and think that the best approach is to use [LinkedIn Learning](#) because it's free, has great content, is championed by York University, and a certificate of completion appears on student's LinkedIn profile. We have also settled on the number of hours and have vetted multiple courses (see attached spreadsheet). The benefit to students is that the learning curve in all relevant OMIS courses will be much gentler; this has mental health implications for the students. For professors, courses can focus more on teaching useful managerial and data science content rather than ensuring students learn how to code. The variability in student competency, as it pertains to coding, will be reduced while minimizing the redundancies between the courses (i.e., teaching the same introductory lectures on [Python](#) in OMIS 3020, OMIS 3730, OMIS 4000, and OMIS 4010). Finally, it has positive externalities as several courses outside of OMIS (e.g., FINE 3310) require [Python](#) knowledge.

Students will be informed of the requirement in OMIS 2010 and OMIS 2050. It will also be included in the course description (see below). This allows students to complete the [LinkedIn Learning](#) tutorials at their leisure and does not prevent them from registering for any of the courses in the first place. However, it does signal that instructors will assume students have previous exposure to a programming language.

9. Proposed Course Information:

See attached syllabus.

10. Enrolment Notes:

N/A

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 course descriptions.

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Description: This course surveys topics in prescriptive analytics. It focuses on developing quantitative methods and computer simulations to gain insight into real-world problems. Emphasis is placed on practical applications rather than mathematical proofs. Students are expected to create mathematical models and solve them using Excel and by programming in Python. Application areas include supply chain and revenue management, logistics, and healthcare.</p> <p>Prerequisites: SB/OMIS 2010 3.00 and SB/OMIS 2050 3.00</p>	<p>Description: This course surveys topics in prescriptive analytics. It focuses on developing quantitative methods to gain insight into real-world business problems. Emphasis is placed on practical applications rather than on mathematical proofs. Students are expected to create mathematical models and solve them using Python. Application areas include supply chain and revenue management, logistics, and healthcare. <i>Previous programming knowledge is expected.</i></p> <p>Prerequisites: SB/OMIS 2010 3.00 and SB/OMIS 2050 3.00</p>

Originator:

Diamant

Signature

February 1, 2022

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.

Manus Rungtusanatham

Signature

February 2, 2022

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

February 11, 2022

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

February 11, 2022

Date

Mike Valente

Name of Committee Chair

BBA/iBBA Program Committee

Committee



OMIS4000 F2021 CREDITS: 3.00

OMIS 4000 A - PRESCRIPTIVE ANALYTICS

🕒 THU 14:30-16:30 🏠 REMOTE

INSTRUCTOR

Adam Diamant

✉️ adiamant@schulich.yorku.ca

📞 416.736.2100 Ext. 77947

🏠 S340 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

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

~~This course surveys topics in prescriptive analytics. It focuses on developing quantitative methods and computer simulations to gain insight into real-world problems. Emphasis is placed on practical applications rather than mathematical proofs. Students are expected to create mathematical models and solve them using Excel and by programming in Python. Application areas include supply chain and revenue management, logistics, and healthcare. Prerequisites: SB/OMIS 2010 3.00 and SB/MGMT 2050 3.00.~~

COURSE LEARNING OUTCOMES

Prescriptive analytics uses scientific techniques to find the best course of action given the available data and plays an important role in solving decision-making problems in virtually every sector of the economy. It has aided in improving the productivity of countless organizations and has been the determining factor in many cost savings and quality improvement initiatives. Tools from this field are used to make informed decisions in complicated managerial settings, situations with imperfect observations and/or data, and in environments where the outcomes are uncertain. It is also a fundamental component in modern machine learning systems and artificial intelligence solutions.

The purpose of this course is to provide students with an exposure to, and an appreciation for, the field of applied prescriptive analytics as it relates to the practice of data science. A wide range of cases and applications will be discussed, and some state-of-the-art software presently available for formulating and solving complex decision-making problems will be demonstrated. The central theme of the course will be to have all topics motivated by circumstances

that require data-driven managerial insight. Students who complete this course will be able to build quantitative models and use computational tools to support questions revolving around “*What should be done and what will the effect be?*” Students will also develop the necessary skills to effectively understand when to apply these tools to improve organizational processes and how best to interpret and present the results.

The objectives of this course are:

- To expose students to the main concepts of quantitative reasoning and comparative analysis for making decisions, for business environments, that are defensible and can be rigorously justified.
- To develop a proficiency with the formulation of mathematical models and the implementation of computational tools associated with prescriptive analytics and data-driven optimization.
- To provide students with opportunities to improve their problem solving and critical thinking skills by analyzing situations from a wide variety of business areas in order to produce managerial insight.
- To gain experience working on a real problem and deliver professional quality reports/presentations.

Organization of the Course:

The first part of the course introduces students to fundamental techniques for constrained optimization used by data science professionals. It includes topics such as linear programming, integrality constraints, mixed-integer linear programs (MILPs), and linear reformulations for MILP models. Emphasis is placed on formulating problems for practical applications versus theory-based mathematical proofs. The second part of the course discusses more complicated settings. It expands upon the basic mathematical programming models learned in the first part of the course and applies them to situations in which there are multiple goals or competing objectives, nonlinearities in the constraints and/or the objective function, and uncertainty in the outcomes and/or in the data used to parameterize the models. Topics include goal programming, multi-objective optimization, nonlinear programs, and stochastic programming models. Finally, the course covers a broad range of application areas including financial management, inventory modelling, revenue management, marketing, production systems, transportation and logistics, process analysis, scheduling, economics, service operations, healthcare, and supply chain management.

Classes will be motivated by practical applications although some emphasis will be placed on computational modeling. Techniques and concepts will be reinforced by in-class examples, take-home assignments, and exams. Students should be 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. 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**.

Students are expected to have basic knowledge of computer programming. Computations in the course will require the use of the **Python** (<https://www.python.org>) programming language. Solution techniques using **Python** (<https://www.python.org>) will be discussed in class and students will also be expected to use these tools to complete all deliverables.

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/tap/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. Course materials, such as videos, PowerPoint slides, tests, and course notes, will be provided by the course instructor on **Canvas** and are protected by copyright. As the creator of those materials, the instructor 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** (<https://www.coursehero.com>)) without written permission. Nevertheless, there are several third-party resources that can be used for additional self-study.

Online (Free) Textbooks:

- **Bradley, S. P., Hax, A. C., & Magnanti, T. L. (1977). Applied mathematical programming.** (<https://web.mit.edu/15.053/www/AMP.htm>)
- **Birge, J. R., & Louveaux, F. (2011). Introduction to stochastic programming** ([http://ie.sharif.edu/~sp/%5bJohn_R_Birge,_Fran%u00e7ois_Louveaux%5d_Introduction_t\(BookFi.%20org\).pdf](http://ie.sharif.edu/~sp/%5bJohn_R_Birge,_Fran%u00e7ois_Louveaux%5d_Introduction_t(BookFi.%20org).pdf)) . **Springer Science.**
- **Ragsdale, C. (2010). Spreadsheet modeling & decision analysis: A practical introduction to management science.** (http://www.wiredglitz.com/Spreadsheet_Modeling_and_Decision_Analysis__A_Practical_Introduction_to_Management_Science.pdf) . **Nelson Education.**

Articles:

- Kennedy, T. (2016). Monte Carlo Methods-a special topics course. University of Arizona. <https://www.math.arizona.edu/~tgk/mc/book.pdf> (<https://www.math.arizona.edu/~tgk/mc/book.pdf>) .
- Bisschop, J. (2006). *AIMMS optimization modeling*. https://download.aimms.com/aimms/download/manuals/AIMMS3_OM.pdf (https://download.aimms.com/aimms/download/manuals/AIMMS3_OM.pdf)
- Purdue Engineering. *Multi-Objective Optimization. Classic MOO Methods*. <https://engineering.purdue.edu/~sudhoff/ee630/Lecture09.pdf>

(<https://engineering.purdue.edu/~sudhoff/ee630/Lecture09.pdf>)

Videos:

- Tutorial on Linear Programming (**Gurobi** (<https://www.gurobi.com>)):
<https://www.gurobi.com/resource/mathematical-programming-tutorial-linear-programming/>
(<https://www.gurobi.com/resource/mathematical-programming-tutorial-linear-programming/>)
- Intro to Modeling with Python (**Gurobi** (<https://www.gurobi.com>)): <https://www.gurobi.com/resource/python-i-webinar/>
(<https://www.gurobi.com/resource/python-i-webinar/>)

Examples:

- Constrained Optimization Examples (**Gurobi** (<https://www.gurobi.com>)):
<https://www.gurobi.com/resource/modeling-examples-using-the-gurobi-python-api-in-jupyter-notebook/>
(<https://www.gurobi.com/resource/modeling-examples-using-the-gurobi-python-api-in-jupyter-notebook/>)

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Individual Assignments 36%			
Assignment #1: Linear Programming and MILP Models		12%	Fri Oct 1, 2021 at 02:30pm EDT
Assignment #2: Linear Reformulations and Nonlinear Optimization		12%	Wed Oct 20, 2021 at 11:59pm EDT
Assignment #3: Multi-Objective Optimization and Stochastic Programming		12%	Thu Nov 18, 2021 at 11:59pm EST
Final Group Project 35%			
Project Outline		5%	Sun Nov 7, 2021 at 11:59pm EST
Written Report		25%	Tue Nov 30, 2021 at 11:59pm EST
Presentation		5%	Thu Dec 2, 2021 at 05:30pm EST
Midterm Exam 25%			
Midterm Exam		25%	Thu Oct 21, 2021 at 05:58pm EDT
Participation 4%			
DataCamp Tutorials		4%	Thu Sep 23, 2021 at 02:30pm EDT

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Assignment #1: Linear Programming and MILP Models

 **Due Date:** Thu Sep 30, 2021 at 02:30pm EDT

This assignment will cover material from Module A (Weeks 1-3).

OMIS_4000__Assignment_1__Fall_2021 - Questions.pdf 
https://schulich.instructure.com/courses/5886/files/579013/download?download_frd=1

Answer Key:**OMIS_4000__Assignment_1__Fall_2021 - Answers.pdf** ↓https://schulich.instructure.com/courses/5886/files/591022/download?download_frd=1**Feedback:**

The average for this assignment was 72% while the median was 77%. For the most part, I was super impressed at everyone's coding skills. However, please be careful with some of the formulation/implementation details. Some things to think about for the future:

- Please make sure to linearize your formulation/code unless the model is supposed to be non-linear. For example, a product of decision variables (as discussed during lecture on Week 4) makes the formulation non-linear.
- Be careful with your indices when moving from the math world to the coding world! I know it's confusing, but it's also confusing to read.
- Redundant constraints do not change the shape of the feasible range. If they are logical, that means that there are other constraints that enforce the same, or even stricter, requirements. Constraints that are not active in the optimal solution are not necessarily redundant.
- Make sure your code runs before you submit it. For several submissions, running it without any modification produced an error.
- 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.
- At this point, I expect everyone to be using Python constructs in their code when necessary, e.g., for loops and if-statements.

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 Python 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 code checker for review. The code checker will compare your work with other students in the class as well as the answer key to determine the amount of similarity between the code base. High similarity on a question will result in a mark of 0.

Assignment #2: Linear Reformulations and Nonlinear Optimization

 **Due Date:** Mon Oct 18, 2021 at 11:59pm EDT

This assignment will cover material from Module B (Weeks 4-5).

[OMIS_4000__Assignment_2__Fall_2021 - Questions.pdf](#) ↓

(https://schulich.instructure.com/courses/5886/files/601121/download?download_frd=1)

[Routes.csv](#) ↓ (https://schulich.instructure.com/courses/5886/files/593158/download?download_frd=1)

Answer Key:

[OMIS_4000__Assignment_2__Fall_2021 - Answers.pdf](#) ↓

(https://schulich.instructure.com/courses/5886/files/606521/download?download_frd=1)

Feedback:

The average for this assignment was 77% while the median was 83%. Surprisingly, at least to me, the first question turned out to be harder than the second. However, it is based on the volume discounts example in class. The second question was based on our discussion of revenue management in the non-linear optimization lecture (i.e., markdown optimization).

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 Python 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 code checker for review. The code checker will compare your work with other students in the class as well as the answer key to determine the amount of similarity between the code base. High similarity on a question will result in a mark of 0.

Assignment #3: Multi-Objective Optimization and Stochastic Programming

 **Due Date:** Thu Nov 18, 2021 at 11:59pm EST

This assignment will cover material from Module C (Weeks 7-9).

[OMIS_4000__Assignment_3__Fall_2021 - Questions.pdf](#) ↓

(https://schulich.instructure.com/courses/5886/files/616115/download?download_frd=1)

Answer Key:

[OMIS_4000__Assignment_3__Fall_2021 - Answers.pdf](#) ↓

(https://schulich.instructure.com/courses/5886/files/645290/download?download_frd=1)

Feedback:

The average for this assignment was 81% while the median was 85%. Incorrect numerical answers indicated that there was at least one issue with the code. Additional points were deducted if I noticed multiple significant coding issues.

- 1d) Multiple answers were accepted as long as you (correctly) related statements about the problem to the mathematical formulation. Writing down a statement without any justification was considered incorrect.
- 1j) Again, multiple answers were accepted as long as there was a general discussion of which model made the most sense rather than specifically focusing on the exact numbers in the problem. Note that these numbers can help justify the answer, however, it is also important to defend which *model* you would recommend rather than which *answer* you would recommend.
- 2j) Although many students suggested that it was important to create a predictive model, this is not the end of the story. There needs to be some discussion regarding how you use the predictive model for revenue management as VIP customers produce higher revenues.

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 (<http://undergradblog.schulich.yorku.ca/2012/12/04/exams-what-you-need-to-know/>) 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 Python 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 code checker for review. The code checker will compare your work with other students in the class as well as the answer key to determine the amount of similarity between the code base. High similarity on a question will result in a mark of 0.

Project Outline

 **Due Date:** Sun Nov 7, 2021 at 11:59pm EST

This component is meant as an interim check to ensure that all groups are well on their way to creating models that produce useful managerial insight. The proposal should detail:

1. The problem that the group wishes to focus on and how this relates to the project's overall objective(s).
2. Relevant data that will be used. This includes additional datasets and primary/secondary resources.
3. A high-level description of the mathematical model.
4. How the model will be used to produce recommendations and business insight.
5. What the group wishes to conclude from their work.
6. Relevant implications (e.g., ethical, social, financial) or limitations of the results.

The project outline should include a work plan describing the responsibilities of each group member and how the (potentially) separate analyses will be combined. No mathematical details or computer code should be included in the proposal, however, an overview of the analysis that the group expects to perform must be present.

The submission should be no more than two-pages, single-spaced, Times New Roman and sized 12- font with one-inch margins.

FinalProjectGuidelines-OMIS4000.pdf ↓ (https://schulich.instructure.com/courses/5886/files/564104/download?download_frd=1)

BikeDemand.csv ↓ (https://schulich.instructure.com/courses/5886/files/564102/download?download_frd=1)

DistanceMatrix.csv ↓ (https://schulich.instructure.com/courses/5886/files/564101/download?download_frd=1)

Written Report

 **Due Date:** Tue Nov 30, 2021 at 11:59pm EST

The purpose of the final report is to present your solution approach and managerial recommendations to the industry partner. The report should be catered to a business audience although mathematical details should be included in an appendix. There should be a detailed description of the problem that the group is focusing on, the relevant data that has been used, a summary of the model, the solution approach, and what experiments were performed. The report should include a set of managerial insights that have been derived from the model and any relevant implications (e.g., ethical, social, financial) or limitations. Please do not add an implementation plan unless you think feasibility is an issue.

Clear and concise writing will be considered in the evaluation of the written component of the group project. You may lose points for writing that impedes communication: poor organization, weak paragraph development, excessive wordiness, a hard-to-follow writing style, spelling mistakes, and grammatical errors. Full paragraphs and proper sentence structure is expected. Stay on point, don't burden the reader with dense language or unnecessary jargon. A cover page (*not included in the 10-pages*), an executive summary, and intermediate development of your analysis should be included. Detailed and correct quantitative analysis (e.g., math formulation) should be relegated to the appendix and a bibliography (APA style) must be submitted if secondary research is performed. The final written report is due during the second last week of class and copies should be submitted to the instructor on **Canvas** and to the industry partner via email. Note that learning to work together in teams is an important aspect of your education and preparation for your future careers. You are therefore reminded of the following expectations with respect to behavior and contributions to your team project. When working in a team, Schulich students are expected to:

- Treat other members with courtesy and respect and honor the group ground rules.
- Contribute substantially and proportionally to each component of the
- Ensure enough familiarity with the entire contents of the assignment so as to be able to sign off on it as original work and meet the project timeline as established by the team.

The executive summary should be one-page in length. It should briefly describe the problem, contain only major details of your analysis, clearly summarize the high-level solution approach as well as the recommendations made by the group, and highlight the conclusions of the report. An executive summary should make sense even if the rest of the report is not read.

- **Introduction:** Succinctly outline the problem you are trying to solve, give pertinent background information that will be useful for framing your solution approach, and provide a brief roadmap for what the report will cover. Define the objective of your analysis; include any relevant company constraints, industry standards, and add any necessary secondary information. Do not use vague terminology and make sure the problem is clearly laid out.
- **Data Collection & Analysis:** Explain the data that was collected and the methods used to analyze it. Sufficient detail should be provided so that the reader understands what steps were taken, why certain modeling decisions were made, and the different components that comprise each quantitative model that was implemented. You must defend why your model faithfully addresses the problem and justify why the assumptions you made were appropriate. Demonstrate that your solution approach is acceptable with focused and methodical analysis. Mathematical equations, graphs, figures, tables, diagrams, and pictures can all be used to support your discussion. *Note that Python should be an integral part of your data analysis; you will lose marks if this is not the case.*
- **Recommendations:** How should the approach described in the previous section be interpreted and acted upon? Your recommendations should follow *directly* from your analysis. They should suggest how your work can be used to

improve some aspect of the business. Make sure your recommendations are clear, concise, and rigorously justified, i.e., they should rest on good quantitative analysis and sound secondary research. They should be implementable, and the strengths and weaknesses of the proposed approach should be addressed.

- **Appendix (Optional):** Technical information not necessary to the explanations in the main document can be provided including any additional details that support your findings (e.g., equations, tables, and diagrams) and analysis that demonstrates the robustness of your results. The appendix is considered part of the 10-page limit.
- **References (Optional):** A detailed bibliography must be submitted. Citations (APA style) must be included in body of the document. Note that references are not considered part of the 10-page limit.

Your report will be assessed based on both content and style (as discussed above). You are presenting a document that should clearly outline the problem, your solution approach (i.e., the process changes and the quantitative models to test the effects), and your advice. Make sure the document defends any assumptions you make in your modeling approach, why you think your recommendations are feasible, and how the company can implement your ideas. Rigor and depth in the analysis essential! It is more important to test the robustness of your solution than present several separate ideas. The submission should be no more than ten pages, single-spaced, Times New Roman and sized 12- font with one-inch margins.

The report should be written with the industry partner in mind. That is, the body of the report should be written such that representatives from the organization understand the quantitative approach being employed by the group. The industry partner should also be able to clearly connect the analysis that was performed to the managerial recommendations. As such, detailed mathematical calculations and technical jargon can be relegated to the appendix, although they should still be presented clearly should an interested reader decide to review it. That being said, it is important to be precise. If quantitative analyses are performed and few details are given (either in the body of the document or in the appendix), then marks will be deducted. Further, if in order to be precise, mathematical formulae need to be presented in the body of the report, then that is fine. The point is to ensure that the report is organized in such a way that the findings can be understood at different levels (i.e., with and without diving into all the details of the quantitative analysis).

FinalProjectGuidelines-OMIS4000.pdf  (https://schulich.instructure.com/courses/5886/files/564104/download?download_frd=1)

BikeDemand.csv  (https://schulich.instructure.com/courses/5886/files/564102/download?download_frd=1)

DistanceMatrix.csv  (https://schulich.instructure.com/courses/5886/files/564101/download?download_frd=1)

Presentation

 **Due Date:** Thu Dec 2, 2021 at 05:30pm EST

The presentation must be coherent, succinct, and must include any aids to facilitate participant understanding (e.g., Microsoft PowerPoint, Google Slides, Prezi). The presentation should include a summary of the problem, a brief discussion of the process by which your group came to a solution, what issues are particularly important (and why), and a set of managerial recommendations that follow from the analysis. The presentation should be viewed as a chance pitch to the company why they should implement the ideas outlined in the 10-page report. Be prepared to rigorously defend your recommendations; you should demonstrate how your quantitative analysis supports the suggestions your group is proposing. Each group member must speak during the presentation and questions should be answered by more than one group participant. Note that because so many groups need to present, the 10-minute presentation length is strict. Presentations are scheduled for the last day of class (week 12) and members of the industry partner may attend.

FinalProjectGuidelines-OMIS4000.pdf  (https://schulich.instructure.com/courses/5886/files/564104/download?download_frd=1)

BikeDemand.csv  (https://schulich.instructure.com/courses/5886/files/564102/download?download_frd=1)

DistanceMatrix.csv  (https://schulich.instructure.com/courses/5886/files/564101/download?download_frd=1)

Midterm Exam

 **Due Date:** Thu Oct 21, 2021 at 05:58pm EDT

Students will **individually** write a **3-hour, open-book, take-home**, midterm exam that covers all topics taught during weeks 1 - 5 inclusive. Both quantitative and qualitative questions can be expected and Python programming is required. The format is as follows: on **October 21 @ 2:30 pm**, the exam questions will be posted. You will have until **October 21 @ 5:53 pm** to complete the exam. After which, you will have until **October 21 @ 5:58 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.

Practice Questions: OMIS4000-PracticeQuestions.pdf 
(https://schulich.instructure.com/courses/5886/files/603513/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 where Gurobi was not used (this is the first term). As a result, there is no Python 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, Binary Programs, MILP models, Nonlinear 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 Python 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 Python implementation for each question.
2. A document (**AnswerSheetMidterm.docx**  (https://schulich.instructure.com/courses/5886/files/596321/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 code checker for review. The code checker will compare your work with other

students in the class as well as the answer key to determine the amount of similarity between the code base. 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 \(https://support.zoom.us/hc/en-us/articles/206476313-Managing-Breakout-Rooms\)](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 Solutions:

[OMIS_4000__Midterm_Exam__Fall_2021 - Answers.pdf](https://schulich.instructure.com/courses/5886/files/611269/download?download_frd=1) 
(https://schulich.instructure.com/courses/5886/files/611269/download?download_frd=1)

DataCamp Tutorials

 **Due Date:** Thu Sep 23, 2021 at 02:30pm EDT

Students must complete a selection of **DataCamp** (<https://www.udemy.com/courses/>) tutorials that provide an introduction on how to code using Python. This deliverable is marked by completion only (pass/fail). The list of modules are posted below:

- **DataCamp Course: Introduction to Python** (<https://www.datacamp.com/courses/intro-to-python-for-data-science>)
 - Python Basics
 - Python Lists
 - Functions and Packages
 - Numpy
- **DataCamp Course: Intermediate Python for Data Science** (<https://www.datacamp.com/courses/intermediate-python-for-data-science>)
 - Logic, Control Flow, and Filtering
 - Dictionaries and Pandas
 - Loops

Please click the following link for access to the DataCamp modules: **LINK**

(https://www.datacamp.com/groups/shared_links/756db56ca012c4b034731b4c0a51867b9397b2aeed97ccbf7a229dc491f94b87) .

Note that when you register for **DataCamp** (<https://www.udemy.com/courses/>), please use your Schulich email address.

GRADING SCHEME

A+	100% to 90%
A	< 90% to 80%
B+	< 80% to 75%
B	< 75% to 70%
C+	< 70% to 65%
C	< 65% to 60%
D+	< 60% to 55%
D	< 55% to 50%

F < 50% to 0%

CLASS-BY-CLASS SYLLABUS

Introduction - Welcome!

	Slide Deck: Introduction to Prescriptive Analytics
	Video: Introduction to Prescriptive Analytics
	Organization of the Course
	Course Support
	Academic Honesty

Week 1 - Review of Prescriptive Analytics

Sep 9/21

Overview : Course Introduction and Review of Mathematical Programming

Class Session

Introduction to prescriptive analytics and optimization.
Review of linear programming and Python.

To Do:

Figure out your group for the final project and sign-up on Canvas.
Familiarize yourself with the final project guidelines document.
Sign up and start the DataCamp Python programming tutorials.

Week 2 - Linear Programming with Python

Sep 16/21

Overview : Linear Programming with Python

Class Session

Review of large-scale linear programming models.
Introduction to constraint optimization in Python using **Gurobi** (<https://www.gurobi.com>).
Applications: Transshipment, multi-period planning, health care.

To Do:

Figure out your group for the final project and sign-up on Canvas.
Familiarize yourself with the final project guidelines document.
Complete the DataCamp Python programming tutorials.
Work on the first assignment (see the **Assignments** page).

Week 3 - Mixed Integer Linear Programs (MILPs)

Sep 23/21

Overview : Mixed Integer Linear Programs (MILPs)

Class Session

Prescriptive modeling when making multiple types of decisions.
Linking constraints (i.e., connecting mixed-type decision variables).
Applications: Supply chain management, logistics, construction.

To Do:

Familiarize yourself with the final project guidelines document.
Work on the first assignment (see the **Assignments** page).

Week 4 - Linear Reformulations for MILP Models

Sep 30/21

Overview : Linear Reformulations for MILP Models

Class Session

Constraint linearization (e.g., absolute values, either-or, products).
Minimax/maximin objectives and linear-fractional programs.
Applications: Startups, volume discounts, social welfare.

To Do:

Work on the final project with your fellow group members.
Work on the second assignment (see the **Assignments** page).
Submit the first assignment on **Canvas**.

Week 5 - Nonlinear Optimization

Oct 7/21

Overview : Nonlinear Optimization

Class Session

Quadratic programming problems and machine learning.
Applications: Facility location, investments, revenue management.

To Do:

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

Fall Reading Week

Week 6 - Midterm Exam



Midterm Exam



Assignment #2: Linear Reformulations and Nonlinear Optimization

Week 7 - Goal Programming Models

Oct 28/21

Overview : Goal Programming

Class Session

Balancing multiple competing priorities (i.e., soft vs. hard constraints).
Applications: Operations, capacity expansion, production, advertising.

To Do:

Work on the final project with your fellow group members.

Week 8 - Multi-Objective Optimization

Nov 4/21

Overview: Multi-objective Programming

Class Session

Linear scalarization, epsilon-constraints, and the weighted metric method.
Applications: Equitable distribution, sustainable investment.

To Do:

Submit the **Final Project Outline** document on Canvas.
 Work on the third assignment (see the **Assignments** page).

Week 9 - Stochastic Programming

Nov 11/21

Overview : Stochastic Programming

Class Session

Scenario-based optimization with uncertain outcomes.
 Two-stage stochastic programming with recourse decisions.
Applications: Procurement, strategic farming, resource management.

To Do:

Work on the final project with your fellow group members.
 Work on the third assignment (see the **Assignments** page).

Week 10 - Monte Carlo Simulation

Nov 18/21

Overview : Monte Carlo Simulation

Class Session

Calculating output statistics (mean, variance, standard error).

Applications: Process analysis, insurance, sales, policy evaluation.

To Do:

Work on the final project with your fellow group members.

Submit the third assignment is due on **Canvas**.

Week 11 - Data Driven Stochastic Programming

Nov 25/21

Overview : Data-Driven Stochastic Programming

Class Session

Sample average approximation (SAA) for stochastic programs.

Applications: Vaccine procurement, disaster management, scheduling.

To Do:

Submit the **Final Project Written Report** on **Canvas**.

Work on the final project presentation with your fellow group members.

Week 12 - Final Project Presentations

Dec 2/21

Overview: Final Project Presentations

Class Session

Presentations associated with the final project.

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Class Participation (contribution)

Although there is no formal participation mark in the course, it is strongly suggested that students attend all sessions and actively participate in lectures. This will ensure that 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, however, most students meet with the professor at least once during the semester to discuss their final project*), professional interaction with your industry partner, and being punctual to all scheduled meetings with the instructor and your group. Third, in the final class, each group will deliver a presentation summarizing their work on the final project. Students who are not presenting are expected to listen to their peers and, in some instances, hand in an assessment form that provides constructive feedback. Notice, as discussed above, professionalism and appropriate course participation does impact your final project grade.

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:

iBBA/BBA program

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:

Artificial Intelligence Fundamentals for Business

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)
	in pre/co-requisite
	retire course
	other (please specify)

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

V. July 2021

Fall 2022

Rationale:

Students are having trouble with the jump from second year to third year, and in particular, with some of the OMIS courses in the business analytics specialization (e.g., report from student services in the September iBBA/BBA meeting). This issue has also been discussed within the OMIS department as many students find that OMIS 3020, OMIS 3730, OMIS 4000, and OMIS 4010 have a steep learning curve if you have never been previously exposed to programming concepts. These courses have coalesced around using [Python](#) to deliver their content, and because each course contains several introductory lectures teaching students basic [Python](#) knowledge, it makes sense to have students exposed to a programming language prior to taking these courses.

Since Schulich does not teach students how to code, it makes sense to recommend to them how these skills can be acquired. There are several well-known platforms that are experts at teaching students how to program. We have talked to a few vendors and think that the best approach is to use [LinkedIn Learning](#) because it's free, has great content, is championed by York University, and a certificate of completion appears on student's LinkedIn profile. We have also settled on the number of hours and have vetted multiple courses (see attached spreadsheet). The benefit to students is that the learning curve in all relevant OMIS courses will be much gentler; this has mental health implications for the students. For professors, courses can focus more on teaching useful managerial and data science content rather than ensuring students learn how to code. The variability in student competency, as it pertains to coding, will be reduced while minimizing the redundancies between the courses (i.e., teaching the same introductory lectures on [Python](#) in OMIS 3020, OMIS 3730, OMIS 4000, and OMIS 4010). Finally, it has positive externalities as several courses outside of OMIS (e.g., FINE 3310) require [Python](#) knowledge.

Students will be informed of the requirement in OMIS 2010 and OMIS 2050. It will also be included in the course description (see below). This allows students to complete the [LinkedIn Learning](#) tutorials at their leisure and does not prevent them from registering for any of the courses in the first place. However, it does signal that instructors will assume students have previous exposure to a programming language.

9. Proposed Course Information:

See attached syllabus.

10. Enrolment Notes:

N/A

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 course descriptions.

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>Prerequisites: SB/OMIS 2010 3.00 and SB/OMIS 2050 3.00</p>	<p>Description: This course addresses how to apply machine learning to managerial tasks. Students will learn how artificial intelligence is used for decision making. Specifically, students will develop technical skills revolving around business value discovery through data mining and apply it to tasks such as statistical learning, text mining, recommendation, outlier detection and social network analysis. Previous programming knowledge is expected.</p> <p>Prerequisites: SB/OMIS 2010 3.00 and SB/OMIS 2050 3.00</p>

Originator:



Signature

February 1, 2022

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.

Man R, H

Signature

February 2, 2022

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

February 11, 2022

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

February 11, 2022

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~~

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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MEMORANDUM

February 14, 2022

TO: Faculty Council, Schulich School of Business
FROM: M. Johnny Rungtusanatham
OMIS Area Coordinator and OMIS Area Ph.D. Representative
RE: Major Program Changes to the Ph.D. in OMIS

Motions

Motion 1

To reduce the number of “core” credits from 36 to 18 (thereby increasing the number of “elective” credits from 9 to 27) by changing the following courses (18 credits) from “core” to “elective”:

- Psy2001HF Design of Experiments I (3 credits)
- Psy2002HS Design of Experiments II (3 credits)
- GS/ECON 5100 Macroeconomics Theory (3 credits)
- GS/ECON 5320 Game Theory (3 credits)
- GS/ECON 5220 Microeconomics Theory (3 credits)
- SC/MATH 6904 Modern Optimization (3 credits)

Motion 2

To add the following new courses (9 credits) as “core” courses for the OMIS Ph.D.:

- SB/OMIS 7101 OMIS Foundations I (3 credits)
- SB/OMIS 7102 OMIS Foundations II (3 credits)
- SB/OMIS 7103 OMIS Emerging Topics (3 credits)

Motion 3

To withdraw/retire the following courses (9 credits) from the OMIS Ph.D. curriculum:

- SB/OMIS 7300 Empirical Methods in Operations (3 credits)
- SB/OMIS 7100 Strategic Operations Management I (3 credits)
- SB/OMIS 7200 Strategic Operations Management II (3 credits)

Rationale

- The current OMIS Ph.D. curriculum has 36 “core” credits requiring the following courses:
 - 6 credits focusing on disciplinary knowledge expertise (OMIS 7100, OMIS 7200)
 - 3 credits focusing on research design (DCAD 7250)
 - 6 credits focusing on economics-based theories (ECON 5100, ECON 5310)
 - 3 credits on optimization theory (MATH 6904)
 - 3 credits, multiple-term, research project “course” (OMIS 7985)
 - 15 credits focusing on methods to analyze data
- There is an over-emphasis on methodological skills at the expense of developing disciplinary knowledge expertise. The current curriculum also caters to the discipline of Operations and Supply Chain Management at the expense of Information Systems. Finally, the current curriculum overlooks the challenges of designing research to collect data, focusing instead on analyzing data.
- The proposed changes:
 - Adjust the “core-to-elective” ratio of courses from 36:9 to 21:24. The 24 “elective” credits now allow maximal flexibility for students to develop theoretical and methodological skills to fulfill their dissertation research goals.
 - Retire and replace SB/OMIS 7100, SB/OMIS 7200, and SB/OMIS 7300 are being replaced with new seminar courses (i.e., SB/OMIS 7101, SB/OMIS 7102, and SB/OMIS 7103).
 - ✓ SB/OMIS 7101 and SB/OMIS 7102 are new “core” OMIS seminar designed to be reading-/discussion-based courses that introduce students to foundational topics defining either the Operations and Supply Chain Management discipline or the Information Systems discipline. The content of these two seminars will change from Operations and Supply Chain Management to Information Systems based on the profile of the incoming cohort.
 - ✓ SB/OMIS 7103 introduces students to contemporary research topics undertaken by OMIS Area faculty. The content of these seminars will change based on OMIS Area faculty involvement.
 - ✓ The four seminars develop student capabilities to successfully defend a dissertation research proposal in their third year as shown in the table below.

	Fall	Winter	Summer
Year 1	SB/OMIS 7101 (Major deliverable: Literature Review Paper)	SB/OMIS 7102 (Major deliverable: Research Proposal)	Research Apprenticeship
Year 2	SB/OMIS 7103 Dissertation Research Topic Direction Proposal - Motivation, Justification, Relevant Literature, and Expected Contributions	SB/OMIS 7985 Dissertation Research Design Proposal - Methods	Comprehensive Exams and Proposal Defense Preparation

Major Modifications Proposal

1. Faculty

Schulich School of Business

2. Department

Operations Management & Information Management (OMIS)

3. Program:

Ph.D. Program in Administration (Field = OMIS)

4. Degree Designation:

Doctor of Philosophy

5. Type of Modification: (Example: deletion of or change to a field; changes to program requirements / content that affects the learning outcomes.)

A. Moving the following courses (18 credits) from “core” curriculum to “elective” curriculum:

- Psy2001HF Design of Experiments I (3 credits)
- Psy2002HS Design of Experiments II (3 credits)
- GS/ECON 5100 Macroeconomics Theory (3 credits)
- GS/ECON 5320 Game Theory (3 credits)
- GS/ECON 5220 Microeconomics Theory (3 credits)
- SC/MATH 6904 Modern Optimization (3 credits)

B. Adding three courses (9 credits):

- SB/OMIS 7101 OMIS Foundations I (3 credits)
- SB/OMIS 7102 OMIS Foundations II (3 credits)
- SB/OMIS 7103 OMIS Emerging Topics (3 credits)

C. Retiring three courses (9 credits):

- SB/OMIS 7300 Empirical Methods in Operations (3 credits)
- SB/OMIS 7100 Strategic Operations Management I (3 credits)
- SB/OMIS 7200 Strategic Operations Management II (3 credits)

6. Location:

Keele

7. Effective Date:

Fall 2022

8. General Description of Proposed Changes:

- #### A. Replace 3 OMIS seminars/courses (9 credits) with 3 new OMIS seminars (9 credits)

- B. Increase the number of courses focusing on research philosophy and research design from one course (3 credits) to 2 courses (6 credits)
- C. Remove the mandate for OMIS Ph.D. students to take specific methodological courses and economics-based theory courses and relegating these to “elective” credits
- D. Change the timing of when students receive credit for OMIS 7985 to Year 2, Winter term.

These changes adjust the “core-to-elective” credits as follows:

	Current Ph.D. in OMIS	Post-Changes
Core	36 credits	21 credits
Elective	9 credits	24 credits

Figure 1 in the Appendix compares the curriculum for the current versus proposed Ph.D. in OMIS.

9. Provide Rationale for Changes

The Ph.D. Program in Administration (Field = OMIS) requires 45 credits as follows:

- 36 credits constitute “core” courses
 - 6 credits focusing on disciplinary knowledge expertise (OMIS 7100, OMIS 7200)
 - 3 credits focusing on research design (DCAD 7250)
 - 6 credits focusing on economics-based theories (ECON 5100, ECON 5310)
 - 3 credits on optimization theory (MATH 6904)
 - 3 credits, multiple-term, research project “course” (OMIS 7985)
 - 15 credits focusing on methods to analyze data
- 9 credits constitute “elective” courses

The current curriculum over-emphasizes development of methodological skills over development of disciplinary knowledge expertise, with only two courses (6 credits) focusing on disciplinary knowledge expertise. The current curriculum also caters to the discipline of Operations and Supply Chain Management at the expense of Information Systems. Finally, the current curriculum overlooks the challenges of designing research to collect data, focusing instead on analyzing data.

The proposed changes seek to remedy these concerns, without altering the number of credits (= 45). They adjust the “core-to-elective” ratio of courses from 36:9 to 21:24. Two (6 credits) of the three new “core” seminars are designed to reading-/discussion-based courses that introduce students to foundational topics defining either the Operations and Supply Chain Management discipline or the Information Systems

discipline. The focus of these two seminars will change from Operations and Supply Chain Management to Information Systems depending on the profile of the incoming cohort. One of the three new “core” seminar introduce students to research currently undertaken by OMIS Area faculty. The 24 “elective” credits now allow maximal flexibility for students to develop theoretical and methodological skills to fulfill their dissertation research goals.

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

The OMIS area with the Schulich School of Business hosts a diverse faculty, with this diversity reflected in its name – Operations Management versus Information Systems. Beyond the name, the faculty is diverse in terms of methodological paradigms (e.g., social sciences versus mathematics/engineering).

The proposed changes increase flexibility to allow focus in recruiting students that resonate with this diversity. Approval of the proposed changes, for example, will allow Ph.D. students to be recruited with an interest in pursuing dissertation research on topics in Information Systems, empirical research in Operations Management or Information Systems, analytical modeling research in Operations Management or Information Systems.

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

Figure 1 in the Appendix provides details as to the proposed curriculum changes relative to the current curriculum for the Ph.D. in OMIS.

The Schulich Ph.D. in Administration has six learning objectives:

1. Depth and Breadth of Knowledge
2. Knowledge of Methodologies
3. Level of Application of Knowledge
4. Awareness of Limits of Knowledge
5. Level of Communication Skills
6. Autonomy of Professional Capacity

These six learning objectives ensure that students graduating with a Ph.D. in OMIS:

1. Are exposed to the breadth of foundational topics for Operations Management or Information Systems.
2. Have deep knowledge of topics and theories within and beyond Operations Management or Information Systems relevant to their dissertation research topic.
3. Develop awareness, applicability, and limitations of diverse methods used in research on and foundational topics.
4. Develop expertise to apply relevant methods for their dissertation research topic.
5. Demonstrate ability to apply relevant disciplinary and beyond-discipline knowledge and relevant methods to complete their dissertation research topic.
6. Demonstrate ability to engage in scholarly discussions on disciplinary topics and their dissertation research topic.

Table 1 in the Appendix summarizes how proposed changes to the Ph.D. in OMIS support the achievement of the six learning outcomes.

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

The proposed changes have little to no impact on other specializations in the Ph.D. Program in Administration. OMIS Area faculty has been consulted and has ratified this vision at a March 2021 area meeting and approved these documents at a January 2022 area meeting.

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

The admissions requirements are not changing but the wording in the calendar copy is being clarified. The old wording puts primary focus on an undergraduate degree requirement, plus a masters. The revised wording flips the sequence and is more aligned with other areas' wording.

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

The proposed changes do not change the number of OMIS-specific doctoral courses.

To realize this vision, the OMIS Area faculty will share the "credits" for delivering the three new seminars over a two-year cycle. The OMIS Area Ph.D. representative and/or the OMIS Area Coordinator will be

responsible for notifying administration as to allocation of the 9 credits among participating faculty.

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

A team of eligible OMIS faculty collectively delivering a seminar allows OMIS Ph.D. students to be exposed to a larger number of research faculty and their research agenda. This exposure increases the likelihood of faculty mentors to OMIS Ph.D. students in terms of topical interest and relationship dynamics.

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

The assessment of teaching and learning for the Ph.D. in OMIS remains unchanged.

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

The expected implementation of these changes is Fall 2023, at which point, there will be only one OMIS Ph.D. student in progress. This student will not be adversely affected as he is being guided through his Year 1 curriculum, such that neither (a) approval of the proposed curricular changes nor (b) non-approval of the proposed curricular changes will impact the student's timely progress through the Ph.D. in OMIS.

**18. Provide the following appendices:
A) Program Learning Outcomes (eight to twelve)**

See Table 1 in Appendix

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

See Table 2 in Appendix

Appendix

Figure 1. Ph.D. Program in Administration (Field = OMIS): Current versus **Proposed** Curriculum[&]

Term	Year 1		Year 2	
	Current	Proposed	Current	Proposed
Fall	SB/DCAD 7060 Introduction to Applied Statistics	<u>CORE</u> SB/DCAD 7060 Introduction to Applied Statistics (or more advanced course from within or beyond SB)	GS/ECON 5100 Microeconomics Theory	Elective: Theory or Methods IV
	SB/DCAD 7250 Research Design	<u>CORE</u> SB/DCAD 7250 Research Design	GS/ECON 5320 Game Theory	Elective: Theory or Methods V
	SB/OMIS 7100 Strategic Operations Management I	<u>CORE</u> SB/OMIS 7101 OMIS Foundations I	Elective	<u>CORE</u> SB/OMIS 7103 OMIS Emerging Topics
	PSY2001HF Design of Experiments I	<u>CORE</u> SB/DCAD 7100 Logics of Social Research	X	X
Winter	SB/OMIS 7300 Empirical Methods in Operations	<u>CORE</u> SB/OMIS 7102 OMIS Foundations II	SB/OMIS 7200 Strategic Operations Management II	Elective: Theory or Methods VI
	SC/MATH 6904 Modern Optimization	Elective: Theory or Methods I	Elective	Elective: Theory or Methods VII
	GS/ECON 5220 Econometric Theory	Elective: Theory or Methods II	Elective	Elective: Theory or Methods VIII
	PSY2002HS Design of Experiments II	Elective: Theory or Methods III	X	<u>CORE</u> SB/OMIS 7985 Research Project in OMIS
Summer (3 credits)	SB/OMIS 7985 Research Project in OMIS	X		

[&] In the proposed curriculum, students may take as elective courses that are designated as “core” in the current curriculum. The proposed change merely removes the mandate for students to take these courses as “core.” As student interest evolve, the proposed curriculum provides flexibility for students to develop theoretical and methodological depth to support their interest and progress.



Appendix

Table 1. Ph.D. in Administration Learning Objectives and Proposed Curriculum for OMIS

	Learning Objective					
	1	2	3	4	5	6
YEAR 1						
SB/DCAD 7060 Introduction to Applied Statistics (or advanced course)		✓		✓		
SB/DCAD 7250 Research Design		✓		✓		
SB/DCAD 7100 Logics of Social Research		✓		✓		
SB/OMIS 7101 OMIS Foundations I	✓			✓	✓	✓
SB/OMIS 7102 OMIS Foundations II	✓			✓	✓	
Elective: Theory or Methods I	✓	✓		✓	✓	
Elective: Theory or Methods II	✓	✓		✓	✓	
Elective: Theory or Methods III	✓	✓		✓	✓	
YEAR 2						
SB/OMIS 7103 Emerging Topics	✓	✓	✓	✓	✓	✓
Elective: Theory or Methods IV	✓	✓		✓	✓	
Elective: Theory or Methods V	✓	✓		✓	✓	
Elective: Theory or Methods VI	✓	✓		✓	✓	
Elective: Theory or Methods VII	✓	✓		✓	✓	
Elective: Theory or Methods VIII	✓	✓		✓	✓	
SB/OMIS 7985 Research Project in OMIS	✓	✓	✓	✓	✓	✓

- Learning Objective 1 Depth and Breadth of Knowledge
- Learning Objective 2 Knowledge of Methodologies
- Learning Objective 3 Level of Application of Knowledge
- Learning Objective 4 Awareness of Limits of Knowledge
- Learning Objective 5 Level of Communication Skills
- Learning Objective 6 Autonomy of Professional Capacity



Appendix



Table 2. Existing versus Proposed Requirements in the FGS Calendar

Existing	Proposed
<p>OPERATIONS MANAGEMENT & INFORMATION SYSTEMS FIELD The Operations Management & Information Systems field within the doctoral program in Administration at the Schulich School of Business, York University offers outstanding students the opportunity to develop the theoretical and methodological skills that will enable them to conduct leading edge research in business. Graduates of the program have gone on to successful careers in universities, <u>government</u> and industry, in Canada and in other countries.</p> <p>The doctorate is an individualized program of study that is composed of the four tightly linked phases of study. Students first take a series of core courses and electives to acquire in-depth knowledge of prior research, theories and methods used in Operations Management & Information Systems. These courses also help develop the skills and competencies necessary to conduct research and to teach Operations Management & Information Systems. Second, candidates complete a comprehensive examination to test mastery of Operations Management & Information Systems and the methods used to study the field. The third phase of the PhD program consists of the preparation of the formal research proposal, which must be defended. Then students go on to conduct the research that is reported in their dissertation, the culmination of the PhD degree.</p>	<p>OPERATIONS MANAGEMENT & INFORMATION SYSTEMS FIELD The Operations Management & Information Systems field within the doctoral program in Administration at the Schulich School of Business, York University offers outstanding students the opportunity to develop the theoretical and methodological skills that will enable them to conduct leading edge research in business. Graduates of the program have gone on to successful careers in universities, <u>government</u> and industry, in Canada and in other countries.</p> <p>The doctorate is an individualized program of study that is composed of the four tightly linked phases of study. Students first take a series of core courses and electives to acquire in-depth knowledge of prior research, theories and methods used in Operations Management & or Information Systems. These courses also help develop the skills and competencies necessary to conduct research and to teach Operations Management & or Information Systems. Second, candidates complete a comprehensive examination to test mastery of Operations Management & or Information Systems and the methods used to study the field. The third phase of the PhD program consists of the preparation of the formal research proposal, which must be defended. Then students go on to conduct the research that is reported in their dissertation, the culmination of the PhD degree.</p>



Appendix



Table 2. Existing versus Proposed Requirements in the FGS Calendar (Continued)

Existing	Proposed
<p>ADMISSION REQUIREMENTS Competitive applicants typically have an undergraduate degree in a quantitative discipline such as engineering, mathematics, statistics, computer science, physics or economics, plus a master's degree in one of these fields or management. Exceptional students with only an undergraduate-level education in a quantitative discipline are also considered.</p>	<p>ADMISSION REQUIREMENTS Competitive applicants typically have a relevant master's degree in business with a quantitative orientation or in a related quantitative discipline—such as engineering, mathematics, statistics, computer science, physics or economics from a recognized university. Exceptional students with only an undergraduate-level education in relevant disciplines may also be considered.</p>

The admissions requirements are not changing but the wording in the calendar copy is being clarified. The old wording puts primary focus on an undergraduate degree requirement, plus a ma sters. The revised wording flips the sequence and is more aligned with other areas' wording.



Appendix

Table 2. Existing versus Proposed Requirements in the FGS Calendar (Continued)

Existing	Proposed
<p>DEGREE REQUIREMENTS Candidates for the Organization Studies field PhD degree must fulfil the following minimum requirements:</p> <p>1. Courses Students must successfully complete the following course requirements:</p> <p>Required Courses</p> <p>Doctoral Course in Administrative Studies 7060 3.0: Introduction to Applied Statistics Doctoral Course in Administrative Studies 7250 3.0: Research Design Operations Management and Information Systems 7100 3.0: Strategic Operations Management I Operations Management and Information Systems 7200 3.0: Strategic Operations Management II Operations Management and Information Systems 7300 3.0: Empirical Methods in Operations Management Operations Management and Information Systems 7985 3.0: Research Project in Operations Management and Information Systems Mathematics 6904 3.0: Modern Optimizations Economics 5320 3.0: Game Theory Economics 5100 3.0: Microeconomic Theory Economics 5220 3.0: Econometric Theory Psychology 2001 3.0: Design of Experiments I Psychology 2002 3.0: Design of Experiments</p> <p>Three Elective Courses These courses are selected with the assistance of the Operations Management & Information Systems PhD program coordinator from among those offered in other fields in Schulich or from other relevant postgraduate programs at York.</p>	<p>DEGREE REQUIREMENTS Candidates for the Organization Studies field PhD degree must fulfil the following minimum requirements:</p> <p>1. Courses Students must successfully complete the following course requirements:</p> <p>Required Courses</p> <p>Doctoral Course in Administrative Studies 7060 3.0: Introduction to Applied Statistics Doctoral Course in Administrative Studies 7100 3.0: Logics of Social Research Doctoral Course in Administrative Studies 7250 3.0: Research Design Operations Management and Information Systems 7101 3.0: OMIS Foundations I Operations Management and Information Systems 7102 3.0: OMIS Foundations II Operations Management and Information Systems 7103 3.0: OMIS Emerging Topics Operations Management and Information Systems 7985 3.0: Research Project in Operations Management and Information Systems</p> <p>Eight Elective Courses These courses are selected with the assistance of the Operations Management & Information Systems PhD program coordinator from among those offered in other fields in Schulich or from other relevant postgraduate programs at York. The eight elective courses expose students to theoretical and methodological courses relevant to their dissertation research interest.</p>



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:
Ph.D. Program

2. Responsible Unit:
OMIS

3. Subject Code (Rubric) and Course Number:
OMIS 7101

4. Credit Value:
3.00

5. Long Course Title:
OMIS Foundations I

6. Short Course Title:
OMIS Foundations I

7. Effective Term/Calendar Year:
Fall 2022

8. Language of Instruction:
English

9. Calendar (Short) Course Description:
This is the first of two seminars introducing students to core topics constituting either Operations and Supply Chain Management (OSCM) or Information Systems (IS). This readings-based/discussed-based seminar provides a historical perspective as to the evolution the discipline, the topics defining past and current research agenda for the discipline, and articles considered as classics for each topic.

10. Expanded Course Description:

OMIS 7101 OMIS Foundations I is the first of two, first-year Ph.D. seminars introducing OMIS Ph.D. students to core topics that constitute the discipline of Operations and Supply Chain Management (OSCM) or, alternatively, the discipline of Information Systems (IS). This introduction provides a historical perspective as to the evolution of either the OSCM or IS discipline, the topics defining the past and current research agenda for the discipline, and articles considered as classics for each topic. The readings-based/discussion-based seminar is led by a team of OMIS Area faculty and coordinated by the OMIS Area Ph.D. representative or designate.

Multiple readings are assigned for each weekly session. Students come prepared to discuss, debate, answer directed question about, and present their summary and insights into readings. Depending on the faculty leading the session, students may be asked to prepare written notes and/or a PowerPoint presentation.

Students also meet weekly, one-on-one, with the OMIS Area Ph.D. representative regarding progress on a literature review paper. Students identify and propose a research topic to pursue, develop the search parameters, read relevant publications, synthesize insights from relevant publications, critique relevant publications, and highlights gaps for future research.

11. Course Learning Outcomes:

At the completion of OMIS 7101 OMIS Foundations I, students are able to:

1. Articulate how the discipline of OSCM (or IS) evolved in terms of research topics, paradigms, and methods.
2. Explain the inclusion of a topic in a typical course introducing undergraduate students to the discipline of OSCM (or IS).
3. Develop skills to systematically review, synthesize, and critique relevant literature for a self-identified research topic.
4. Develop skills to present academic findings in an academic setting.

12. Rationale:

The Schulich Ph.D. in Administration has six learning objectives:

1. Depth and Breadth of Knowledge
2. Knowledge of Methodologies
3. Level of Application of Knowledge
4. Awareness of Limits of Knowledge
5. Level of Communication Skills
6. Autonomy of Professional Capacity

OMIS 7101 OMIS Foundations I ensures that students are exposed to the breadth of foundational topics for OSCM or IS, are aware of the depth of knowledge on foundational topics for OSCM or IS, understand limitations in their own knowledge on foundational topics for OSCM or IS, are able to engage in scholarly discussions on

foundational topics in OSMC or IS, and are able to link their research interest to foundational topics in OSM or IS.

OMIS 7101 OMIS Foundations I does not overlap with other courses.

13. Evaluation:

Deliverable		Total %
[1]	Weekly Session Attendance and Participation	40
[2]	Weekly Progress Reports on Literature Review Paper	15
[3]	End-of-Term Literature Review Presentation	15
[4]	End-of-Term Literature Review Paper	30
TOTAL		100

14. Integrated Courses:

No integration with undergraduate courses.

15. Cross-listed Courses:

No cross-listing with other programs.

16. Enrolment Notes:

Limited to students pursuing a doctorate degree in OMIS or related discipline.

17. Faculty Resources:

The readings-based/discussion-based seminar is led by a team of tenure-track/tenured OMIS Area faculty and coordinated by the OMIS Area Ph.D. representative or designate. No new faculty resources are required.

18. Physical Resources:

No new physical resources needed. Seminar will be delivered in existing classrooms.

19. Bibliography and Library Statement:

Suggested readings are detailed in corresponding course outline. A corresponding library statement is attached.

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

20. Instructors and Faculty Coordinator

Initial instructor:
M. Rungtusanatham

Alternative instructors:
Any tenure-track/tenured OMIS Area faculty

Course coordinator:
Not relevant

21. Specializations

Primary area or specialization:
OMIS

Secondary areas or specializations:
Not relevant

22. Student Contact and Enrolment

Contact hours:
48
No lab hours

Maximum enrolment:
55

Expected enrolment:
3

Evidence for enrolment expectations:
OMIS Area admits 2 Ph.D. students annually, who are required to take this seminar.
Ph.D. students from other Ontario universities are also able to take this seminar.

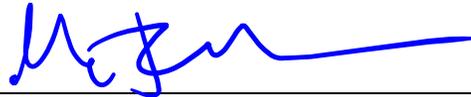
23. Human Participants Research

N/A

24. Conditions for Approval

- a) The Area is deleting courses with at least the same total number of credits.
SB/OMIS 7100 Strategic Operations Management I

Originator:



Signature

February 17, 2022

Date

M. Rungtusanatham

Name

OMIS

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.

Markus Biehl, OMIS

Moren Levesque, OMIS

Murat Kristal, OMIS

Julian Scott Yeomans, OMIS

Adam Diamant, OMIS

Raha Imanirad, OMIS

Guangrui Li, OMIS

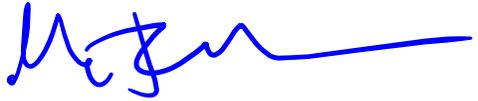
Vibhuti Dhingra, OMIS

Henry Kim, OMIS

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.



February 17, 2022

Signature

Date

M. Rungtusanatham

OMIS

Name of Coordinator or Director

Area or Specialization

Degree Program:

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

Eileen Fischer

__February 17, 2022__

Signature

Date

__Eileen Fischer__

__PhD__

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.

Eileen Fischer

__February 17, 2022__

Signature

Date

__Eileen Fischer__

__PhD Committee__

Name of Committee Chair

Committee

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Course Coordinator



M. Johnny Rungtusanatham, Ph.D.
 Canada Research Chair in Supply Chain Management
 Operations Management and Information Systems

Assistant

Paula Gowdie Rose
 SSB S337
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Email	rung001@yorku.ca
URL	https://schulich.yorku.ca/faculty/manus-johnny-rungtusanatham/

Brief Description

OMIS 7101 OMIS Foundations I (3 credits) is the first of two, first-year Ph.D. seminars introducing OMIS Ph.D. students to core topics that constitute the discipline of Operations and Supply Chain Management (OSCM) or, alternatively, the discipline of Information Systems (IS). This introduction provides a historical perspective as to the evolution of either the OSCM or IS discipline, the topics defining the past and current research agenda for the discipline, and articles considered as classics for each topic. The readings-based/discussion-based seminar is led by a team of OMIS Area faculty and coordinated by the OMIS Area Ph.D. representative or designate.

Syllabus Contents

Learning Outcomes	1
Course Materials	2
Deliverables and Student Evaluation	2
General Academic Policies	3
Topics and Assigned Readings	4

Learning Outcomes

At the completion of *OMIS 7101 OMIS Foundations I*, students are able to:

1. Articulate how the discipline of OSCM (or IS) evolved in terms of research topics, paradigms, and methods.
2. Explain the inclusion of a topic in a typical course introducing undergraduate students to the discipline of OSCM (or IS).
3. Develop skills to systematically review, synthesize, and critique relevant literature for a self-identified research topic.
4. Develop skills to present academic findings in an academic setting.

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Course Materials

Select textbook(s), book chapters, and journal articles.

Deliverables and Student Evaluation

The Final Course Grade will be computed based on the following evaluation categories and subject to relevant academic policies (see [General Academic Policies](#)):

Deliverable		Total %
[1]	Weekly Session Attendance and Participation	40
[2]	Weekly Progress Reports on Research Proposal	15
[3]	End-of-Term Literature Review Presentation	15
[4]	End-of-Term Literature Review Paper	30
TOTAL		100

[1] Weekly Session Attendance and Participation

Multiple readings are assigned for each weekly session. Students attend weekly sessions and come prepared to discuss, debate, answer directed question about, and present their summary and insights into readings. Depending on the faculty leading the session, students may be asked to prepare written notes and/or a PowerPoint presentation, with such requests being conveyed at least one week before each session.

[2] Weekly Progress Reports on Literature Review Paper

Each week, students meet with the Course Coordinator individually regarding the literature review paper. Students identify and propose a research topic to pursue, develop the search parameters, read relevant publications, synthesize insights from relevant publications, critique relevant publications, and highlights gaps for future research. Ideally, the literature review paper becomes a part of the student's dissertation research.

[3] End-of-Term Literature Review Paper Presentation

The last session is devoted to student presentations for the literature review they conducted for their self-chosen research topic. Students receive feedback on the substance of the presentation, as well as presentation delivery. Students are then expected to address the feedback before submitting the final version of the literature review paper.

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[4] End-of-Term Literature Review Paper

Students turn in their literature review paper by an agreed date and time, ideally before their Final Course Grade is submitted. The literature review paper is expected to include the following sections:

Section	Section Title	Section Purpose
1	Introduction	<ul style="list-style-type: none"> Justification for why a literature review for the topic is necessary and/or appropriate Audience that benefits from a literature review
2	Methods	<ul style="list-style-type: none"> Description of search parameters (e.g., key words, journal sources, non-journal sources, coding of search outputs, etc.)
3	Results	<ul style="list-style-type: none"> Structured description of search results chronologically, thematically, or other appropriate organization <ul style="list-style-type: none"> Tabular presentation is expected
4	Critique	<ul style="list-style-type: none"> Discussion of strengths and weaknesses of existing work Highlight of unanswered questions and appropriate approaches to address these questions
5	Conclusion	

General Academic Policies**Grading**

Grades at the Schulich School of Business 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.

Letter Grade	Index System	Approximate Percentage Range
A+	9	87-100
A	8	84-86
A-	7	80-83
B+	6	77-79
B	5	74-76
B-	4	70-73
C+	3	67-69
C	2	64-66
C-	1	60-63
F	0	< 60

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

Academic Honesty

Academic honesty is fundamental to the integrity of university education and degree programs. This principle applies to 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 Schulich website: <http://schulich.yorku.ca/current-students/academic-honesty/>.

Accommodations

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

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

Absence from Exams

Students who miss a final 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. 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>.

Topics and Assigned Readings

The following is a listing of topics and associated seminal readings for both *OMIS 7101 OMIS Foundations I* and *OMIS 7101 OMIS Foundations II*, **intended for a cohort of students with interest relevant to the OSCM discipline**. These topics will change, when IS faculty are ready to engage in mentoring a cohort of students with interest relevant to the IS discipline.

Each topic spans 2-3 sessions. Other than "The OSCM Discipline" (sequenced as the first topic for *OMIS 7101 OMIS Foundations I*), the sequencing of other topics depends on availability of faculty volunteers to be leads for a topic.

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The OSCM Discipline	<p>Cummings, L.L. 1977. "Needed Research in Production/Operations Management: A Behavioral Perspective." <u>Academy of Management Review</u>. 2: 500-504.</p> <p>Sprague, L.G. 1977. "Needed Research in Organizational Behavior: A Production/Operations Management Perspective." <u>Academy of Management Review</u>. 2 : 504-507.</p> <p>Buffa, E.S. 1980. "Research in Operations Management." <u>Journal of Operations Management</u>. 1: 1-7.</p> <p>Andrew, C.G. and G.A. Johnson. 1982. "The Critical Importance of Operations Management." <u>Academy of Management Review</u>. 7: 143-147.</p> <p>Chase, R.B. and E.L. Prentis. 1982. "Operations Management: A Field Rediscovered." <u>Journal of Operations Management</u>. 13: 351-366.</p> <p>Sprague, L. G. 2007. "Evolution of the Field of Operations Management." <u>Journal of Operations Management</u>. 25: 219-238.</p> <p>Harland, C.M., R.C. Lamming, H. Walker, W.E. Phillips, N.D. Caldwell, T.E. Johnsen, L. A. Knight, J. Zheng. 2006. "Supply Management: Is It a Discipline?" <u>International Journal of Operations & Production Management</u>. 26: 730-753.</p> <p>Heineke, J. and M. Davis. 2007. "The Emergence of Service Operations as an Academic Discipline." <u>Journal of Operations Management</u>. 25: 364-374.</p> <p>Melnyk, S.A., R.R. Lummus, R.J. Vokurka, L.J. Burns, and J. Sandor. 2009. "Mapping the Future of Supply Chain Management: A Delphi Study." <u>International Journal of Production Research</u>. 47: 4629-4653.</p> <p>Helmuth, C.A., C.W. Craighead, B.L. Connelly, D.Y. Collier, and J.B. Hanna. 2015. "Supply Chain Management Research: Key Elements of Study Design and Statistical Testing." <u>Journal of Operations Management</u>. 36: 178-186.</p> <p>Sanders, N.R., Z.G. Zacharia, and B. Fugate. 2013. "The Interdisciplinary Future of Supply Chain Management Research." <u>Decision Sciences</u>. 44: 413-429.</p> <p>Zinn, W. and T.J. Goldsby. 2014. "Logistics Professional Identity: Strengthening the Discipline as Galaxies Collide." <u>Journal of Business Logistics</u>. 35: 23-28.</p>
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Capacity Planning and Management	<p>Holt, C., F. Modigliani, and H. Simon. 1955. "A Linear Decision Rule for Production and Employment Scheduling." <u>Management Science</u>. 2: 1-30.</p> <p>Bakshi, M.S. and S.R. Arora. 1969. "The Sequencing Problem." <u>Management Science</u>. Application Series. 16: B247-263.</p> <p>Schroeder, R.G., J.C. Anderson, S.E. Tupy, and E.M. White. 1981. "A Study of MRP Benefits and Costs." <u>Journal of Operations Management</u>. 2:1-9.</p> <p>Baker, K.R. and G.A. Scudder. 1990. "Sequencing with Earliness and Tardiness Penalties: A Review." <u>Operations Research</u>. 38: 22-36.</p> <p>Mieghem, J.A. 2003. "Capacity Management, Investment, and Hedging: Review and Recent Developments." <u>Manufacturing and Service Operations Management</u>. 4: 269-302.</p> <p>Watson, K.J., J.H. Blackstone, and S.C. Gardiner. 2007. "The Evolution of a Management Philosophy: The Theory of Constraints." <u>Journal of Operations Management</u>. 25: 387-402.</p> <p>Jacobs, F.R. and F.C. Weston. 2007. "Enterprise Resource Planning (ERP) – A Brief History." <u>Journal of Operations Management</u> 25: 357-363.</p> <p>Song, J.-S., G.-J. van Houtum, and J.A. V. Mieghem. 2020 "Capacity and Inventory Management: Review, Trends, and Projections." <u>Manufacturing & Service Operations Management</u>. 22: 36-46.</p>
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<p>Flexibility and Mass Customization</p>	<p>Gerwin, D. 1993. "Manufacturing Flexibility: A Strategic Perspective." <u>Management Science</u>. 39: 395-410.</p> <p>Ettlie, J.E. and J.D. Penner-Hahn. 1994. "Flexibility Ratios and Manufacturing Strategy." <u>Management Science</u>. 40: 1444-1454.</p> <p>Upton, D. 1997. "Process Range in Manufacturing: An Empirical Study of Flexibility." <u>Management Science</u>. 43: 1079-1092.</p> <p>Kotha, S. 1995. "Mass Customization: Implementing the Emerging Paradigm for Competitive Advantage." <u>Strategic Management Journal</u>. 16: 21-42.</p> <p>Lee, H. L. and C.S. Tang. 1997. "Modelling the Costs and Benefits of Delayed Product Differentiation." <u>Management Science</u>. 43: 40-53.</p> <p>Koste, L.L. and M.K. Malhotra. 1999. "A Theoretical Framework for Analyzing the Dimensions of Manufacturing Flexibility." <u>Journal of Operations Management</u>. 18: 75-93.</p> <p>Duray, R., P.T. Ward, G.W. Milligan, and W.L. Berry. 2000. "Approaches to Mass Customization: Configurations and Empirical Validation." <u>Journal of Operations Management</u>. 18: 605-625.</p> <p>van Hoek, R.I. 2001. "The Rediscovery of Postponement: A Literature Review and Directions for Research." <u>Journal of Operations Management</u>. 19: 161-184.</p> <p>Salvador, F., C. Forza, and M. Rungtusanatham. 2002. "Product Variety, Modularity, and Component Sourcing Decisions: Theorizing Beyond Generic Prescriptions." <u>Journal of Operations Management</u>. 20: 549-575.</p> <p>Graves, S.C. and B. T. Tomlin. 2003. "Process Flexibility in Supply Chains." <u>Management Science</u>. 49: 907-919.</p>
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Inventory Management	<p>Biçer, I. "Inventory Management under Demand Uncertainty." Unpublished manuscript.</p> <p>Arrow, K.T., T. Harris, and J. Marschak. 1951. "Optimal Inventory Policy." <u>Econometrica</u>. 19: 250-272.</p> <p>Wagner, H.M. and T.M. Whitin. 1958. "Dynamic Version of the Economic Lot Size Model." <u>Management Science</u>. 5: 1-142.</p> <p>Clark, A.J. and H. Scarf. 1960. "Optimal Policies for a Multi-Echelon Inventory Problem." <u>Management Science</u>. 6: 475-490.</p> <p>Eppen, G.D. 1979. "Effects of Centralization on Expected Costs in a Multi-Location Newsboy Problem." <u>Management Science</u>. 25: 498-501.</p> <p>Federgruen, A. and P. Zipkin. 1984. "Computational Issues in an Infinite-Horizon, Multiechelon Inventory Model." <u>Operations Research</u>. 32: 818-836.</p> <p>Banerjee, A. 1986. "A Joint Economic-Lot-Size Model with Purchaser and Vendor." <u>Decision Sciences</u>. 17: 292-311.</p> <p>Flores, B.E. and D.C. Whybark. 1987. "Implementing Multiple Criteria ABC Analysis." <u>Journal of Operations Management</u>. 7: 79-85.</p> <p>Scarf, H.E. 2002. "Inventory Theory." <u>Operations Research</u>. 50: 186-191.</p> <p>Yano, C.A. and H.L. Lee. 1995. "Lot Sizing with Random Yields: A Review." <u>Operations Research</u>. 43: 311-334.</p> <p>Wallin, C., M.J. Rungtusanatham, and E. Rabinovich. 2006. "What Is the 'Right' Inventory Management Approach for a Purchased Item?" <u>International Journal of Operations and Production Management</u>. 26: 50-68.</p> <p>Rungtusanatham, M., E. Rabinovich, B. Ashenbaum, and C. Wallin. 2007. "Vendor-Owned Inventory Management Arrangements in Retail Operations: An Agency Theory Perspective." <u>Journal of Business Logistics</u>. 28: 111-135.</p>
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<p>Just-in-Time, Lean, and Six Sigma</p>	<p>Sakakibara, S., Flynn, B.B., Schroeder, R.G., Morris, W.T., 1997. "The impact of just-in-time manufacturing and its infrastructure on manufacturing performance." <u>Management Science</u>. 43: 1246–1257.</p> <p>Shah, R. and P. Ward. 2003. "Lean Manufacturing: Context, Practice Bundles and Performance." <u>Journal of Operations Management</u>. 21: 129-149.</p> <p>Linderman, K., R.G. Schroeder, A. Choo, and S. Zaheer. 2003. "Six Sigma: A Goal Theoretic Perspective." <u>Journal of Operations Management</u>. 21: 193-203.</p> <p>Holweg, M. 2007. "The Genealogy of Lean Production." <u>Journal of Operations Management</u>. 25: 420-437.</p> <p>Schroeder, R.G., K. Linderman, C. Liedtke, and A. Choo. 2008. "Six Sigma: Definitions and Underlying Theory." <u>Journal of Operations Management</u>. 26: 536-554.</p>
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FALL Term (Every Other Year)

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Logistics and Transportation Network Design	<p>Floor, M.M. 1956. "The Traveling-Salesman Problem." <u>Operations Research</u>. 4: 61-75.</p> <p>Prager, W. 1957. "On Warehousing Problems." <u>Operations Research</u>. 5: 504-512.</p> <p>G.B. Dantzig and J.H. Ramser. 1959. "The Truck Dispatching Problem." <u>Management Science</u>. 6: 80-91.</p> <p>P.C. Gilmore and R.E. Gomory. 1965. "Multistage Cutting Stock Problems of Two and More Dimensions." <u>Operations Research</u>. 13: 94-120.</p> <p>O'Kelly, M. 1986. "The Location of Interacting Hub Facilities." <u>Transportation Science</u>. 20: 92-106.</p> <p>Petersen, C.G., II. 1997. "An Evaluation of Order Picking Routeing Policies." <u>International Journal of Operations & Production Management</u>. 17: 1098-1111.</p> <p>Fleischmann, M., P. Beullens, J.M. Bloemhof-Ruwaard, and L.N. Wassenhove. 2001. "The Impact of Product Recovery on Logistics Network Design." <u>Production and Operations Management</u>. 10: 156-173.</p> <p>Özdamar, L., E. Ekinçi., and B. Küçükyazıcı. 2004. "Emergency Logistics Planning in Natural Disasters." <u>Annals of Operations Research</u>. 129: 217-245.</p> <p>Daskin, M.S., L.V. Snyder, and R.T. Berger. 2005. "Facility Location in Supply Chain Design" (Chapter 2) in A. Langevin and D. Riopel (eds), <u>Logistics Systems: Design and Optimization</u>. pp. 39-65. New York, NY: Springer Science+Business Media, Inc.</p> <p>Mexell, M. and M. Norbis. 2008. "A Review of the Transportation Mode Choice and Carrier Selection Literature." <u>International Journal of Logistics Management</u>. 19: 183-211.</p> <p>Melo, M.T., S. Nickel, and F. Saldanha-da-Gama. 2009. "Facility Location and Supply Chain Management – A Review." <u>European Journal of Operational Research</u>. 196: 401-412.</p>
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FALL Term (Every Other Year)

DAY & TIME, LOCATION

<p>New Product/Service Development</p>	<p>Christensen, C.M., F. F. Suarez, and J.M. Utterback. 1998. "Strategies for Survival in Fast-Changing Industries." <u>Management Science</u>. 44: S207-S220.</p> <p>Krishnan, V. and K. T. Ulrich. 2001. "Product Development Decisions: A Review of the Literature." <u>Management Science</u>. 47: 1-21.</p> <p>Menor, L.J., M.V. Tatikonda, and S.E. Sampson. 2002. "New Service Development: Areas for Exploitation and Exploration." <u>Journal of Operations Management</u>. 20: 135-157.</p> <p>Forza, C., F. Salvador, and M. Rungtusanatham. 2005. "Coordinating Product Design, Process Design, and Supply Chain Design Decisions – PART B: Coordinating Approaches, Tradeoffs, and Future Research." <u>Journal of Operations Management</u>. 23: 319-324. (Special Issue Editorial).</p> <p>Petersen, K.J., R.B. Handfield, and G.L. Ragatz. 2005. "Supplier Integration into New Product Development: Coordinating Product, Process and Supply Chain Design." <u>Journal of Operations Management</u>. 23: 371-388.</p>
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FALL Term (Every Other Year)

DAY & TIME, LOCATION

Operations & Supply Chain Strategy	<p>Skinner, W. 1969. "Manufacturing – Missing Link in Corporate Strategy." <u>Harvard Business Review</u>. 47: 136-145.</p> <p>Wheelwright. S. 1984. "Manufacturing Strategy: Defining the Missing Link." <u>Strategic Management Journal</u>. 5: 77-91.</p> <p>Swamidass, P.M. and W.T. Newell. 1987. "Manufacturing Strategy, Environmental Uncertainty, and Performance: A Path Analytic Model." <u>Management Science</u>. 33: 509-524.</p> <p>Anderson, J.C., G. Cleveland, and R.G. Schroeder. 1989. "Operations Strategy: A Literature Review." <u>Journal of Operations Management</u>. 8: 133.158.</p> <p>Ferdows, K. and A. DeMeyer. 1990. "Lasting Improvement in Manufacturing Performance: In Search of a New Theory." <u>Journal of Operations Management</u>. 9: 168-184.</p> <p>Clark, K.B. 1996. "Competing through Manufacturing and the New Manufacturing Paradigm: Is Manufacturing Strategy Passé?" <u>Production and Operations Management</u>. 5: 42-58.</p> <p>Fisher, M. 1997. "What is the Right Supply Chain for Your Product?" <u>Harvard Business Review</u>. 75: 83-93.</p> <p>Voss, C., A. Roth, and R. Chase. 2008. "Experience, Service Operations Strategy, and Services as Destinations." <u>Production and Operations Management</u>. 17: 247-266.</p>
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FALL Term (Every Other Year)

DAY & TIME, LOCATION

Product, Service, and Process Quality	<p>Deming, W.E. 1975. "On Some Statistical Aids Toward Economic Production." <u>Interfaces</u>. 5:1-15.</p> <p>Garvin, D.A. 1984. "What Does 'Product Quality' Really Mean?" <u>Sloan Management Review</u>. 25: 25-43.</p> <p>Parasuraman, A., V.A. Zeithaml, and L.L. Berry. 1985. "A Conceptual Model of Service Quality and Its Implications for Future Research." <u>Journal of Marketing</u>. 49: 41-50.</p> <p>Pruitt, S.W. and D.R. Peterson. 1986. "Security Price Reactions around Product Recall Announcements." <u>Journal of Financial Research</u>. 9: 113-122.</p> <p>Jacobson, R. and D.A. Aaker. 1987. "The Strategic Role of Product Quality." <u>Journal of Marketing</u>. 51: 31-44.</p> <p>Davidson, W.N. and D.L. Worrell. 1992. "The Effect of Product Recall Announcements on Shareholder Wealth." <u>Strategic Management Journal</u>. 13: 467-473.</p> <p>Nandakumar, P., S.M. Datar, and R Akella. 1993. Models for Measuring and Accounting for Cost of Conformance Quality." <u>Management Science</u>. 39: 1-16.</p> <p>Reeves, C.A. and D.A. Bednar. 1994. "Defining Quality: Alternatives and Implications." <u>Academy of Management Review</u>. 19: 419-445.</p> <p>Anderson, E.W., C. Fornell, and D.R. Lehmann. 1994. "Customer Satisfaction, Market Share, and Profitability: Findings from Sweden." <u>Journal of Marketing</u>. 58: 53-66.</p> <p>Rungtusanatham, M. 2001. "Beyond Quality: The Motivational Effects of Statistical Process Control." <u>Journal of Operations Management</u>. 19: 653-673.</p> <p>Rhee, M. and P.R. Haunschild. 2006. "The Liability of a Good Reputation: A Study of Product Recalls in the U.S. Automotive Industry." <u>Organization Science</u>. 17: 101-17.</p>
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FALL Term (Every Other Year)

DAY & TIME, LOCATION

<p>Product Variety Management</p>	<p>Collier, D.A. 1981. "The Measurement and Operating Benefits of Component Part Commonality." <u>Decision Sciences</u>. 12: 85–96.</p> <p>Anderson, S.W. 1995. "Measuring the Impact of Product Mix Heterogeneity on Manufacturing Overhead Cost." <u>Accounting Review</u>. 70: 363–387.</p> <p>Ulrich, K. 1995. "The Role of Product Architecture in the Manufacturing Firm." <u>Research Policy</u>. 24: 419-440.</p> <p>MacDuffie, J.P., K. Sethuraman, and M. Fisher. 1996. "Product Variety and Manufacturing Performance: Evidence from the International Automotive Assembly Plant Study." <u>Management Science</u>. 42: 350-369.</p> <p>Fisher, M. and C.D. Ittner. 1999. "The Impact of Product Variety on Automobile Assembly Operations: Empirical Evidence and Simulation Analysis." <u>Management Science</u>. 45: 771-786.</p> <p>Randall, T. and K. Ulrich. 2001. "Product Variety, Supply Chain Structure, and Firm Performance: Analysis of the U.S. Bicycle Industry." <u>Management Science</u>. 47: 1588-1604.</p> <p>Baker, K.R., M.J. Magazine, and H.L. W. Nuttle. 1986. "The Effect of Commonality on Safety Stock in a Simple Inventory Model." <u>Management Science</u>. 32: 982–988.</p>
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FALL Term (Every Other Year)

DAY & TIME, LOCATION

Managing for Quality	<p>Juran, J.M. 1986. "The Quality Trilogy." <u>Quality Progress</u>. 19: 19-24.</p> <p>Fine, C.H. 1986. "Quality Improvement and Learning in Productive Systems." <u>Management Science</u>. 32: 1301-1315.</p> <p>Saraph, J.V., P.G. Benson, and R.G. Schroeder. 1989. "An Instrument for Measuring the Critical Factors of Quality Management." <u>Decision Sciences</u>. 20: 810-829.</p> <p>Benson, P.G., J.V. Saraph, and R.G. Schroeder. 1991. "The Effects of Organizational Context on Quality Management: An Empirical Investigation." <u>Management Science</u>. 37: 1107-1123.</p> <p>Anderson, J.C., M. Rungtusanatham, and R.G. Schroeder. 1994. "A Theory of Quality Management underlying the Deming Management Method." <u>Academy of Management Review</u>. 19: 472-509.</p> <p>Hackman, J.R. and R. Wageman. 1995. "Total Quality Management: Empirical, Conceptual, and Practical Issues." <u>Administrative Science Quarterly</u>. 40: 309-342.</p> <p>Hendricks, K.B. and V.R. Singhal. 1996. "Quality Awards and the Market Value of the Firm: An Empirical Investigation." <u>Management Science</u>. 42: 415-438.</p> <p>Dow, D., D. Samson, and S. Ford. 1999. "Exploring the Myth: Do All Quality Management Practices Contribute to Superior Quality Performance?" <u>Production and Operations Management</u>. 8: 1-27.</p>
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FALL Term (Every Other Year)

DAY & TIME, LOCATION

Queuing Systems	<p>Jackson, J.R. 1957. "Networks of Waiting Lines." <u>Operations Research</u>. 5: 518-521.</p> <p>Gordon, W.T. and G.F. Newell. 1967. "Closed Queueing Systems with Exponential Servers." <u>Operations Research</u>. 15: 254-265.</p> <p>Bhat, U.N. 1969. "Sixty Years of Queueing Theory." <u>Management Science</u>. Application Series. 15: B280-294.</p> <p>Willig, A. 1999. <u>A Short Introduction to Queueing Theory</u>. https://www.eecs.ucf.edu/~lboloni/Teaching/EEL6785_Fall2010/slides/QueueingTheory.pdf.</p> <p>Hassin, R. and M. Haviv. 2003. <u>To Queue or Not to Queue: Equilibrium Behavior in Queueing Systems</u>. Boston/Dordrecht/London: Kluwer Academic Publishers.</p> <p>Ado, I. and J. Resing. 2015. <u>Queueing Systems</u>. https://www.win.tue.nl/~iadan/queueing.pdf.</p>
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FALL Term (Every Other Year)

DAY & TIME, LOCATION

<p>Revenue Management</p>	<p>McGill, J.I. and G.J. van Ryzin. 1999. "Revenue Management: Research Overviews and Prospects." <u>Transportation Science</u>. 33: 233-256.</p> <p>Gallego, G. and G. van Ryzin. 1994. "Optimal Dynamic Pricing of Inventories with Stochastic Demand over Finite Horizons." <u>Management Science</u>. 40: 999-1020.</p> <p>Elmaghraby, W. and P. Keskinocak. 2003. "Dynamic Pricing in the Presence of Inventory Considerations: Research Overview, Current Practices, and Future Directions." <u>Management Science</u>. 49: 1287-1309.</p> <p>Bitran, G. and R. Caldentey. 2003. "An Overview of Pricing Models for Revenue Management." <u>Manufacturing and Service Operations Management</u>. 5: 203–229.</p> <p>Talluri, K. and G. van Ryzin. 2004. "Revenue Management under a General Discrete Choice Model of Consumer Behavior." <u>Management Science</u>. 50: 15-33.</p>
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FALL Term (Every Other Year)

DAY & TIME, LOCATION

<p>Service Operations and Delivery</p>	<p>Chase, R.B. and D.A. Tansik. 1983. "The Customer Contact Model for Organization Design." <u>Management Science</u>. 9: 1037-1050.</p> <p>Mabert, V.A. 1982. "Service Operations Management: Research and Application." <u>Journal of Operations Management</u>. 2: 203–209.</p> <p>Schlesinger, L.A. and J.L. Heskett. 1991. "The Service-Driven Service Company." <u>Harvard Business Review</u>. 69: 71-81.</p> <p>Schmenner, R.W. 2004. "Service Businesses and Productivity." <u>Decision Sciences</u>. 35: 333-347.</p> <p>Chase, R.B. and U.M. Apte. 2007. "A History of Research in Service Operations: What's the Big Idea?" <u>Journal of Operations Management</u>. 25: 375-386.</p> <p>Hogreve, J. and D.D. Gremler. 2009. "Twenty Years of Service Guarantee Research: A Synthesis." <u>Journal of Service Research</u>. 11: 322-343.</p>
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FALL Term (Every Other Year)

DAY & TIME, LOCATION

<p>Sourcing and Supplier Selection</p>	<p>Kraljic, P. 1983. "Purchasing Must Become Supply Management." <u>Harvard Business Review</u>. 61: 109-117.</p> <p>Noordewier, T.G., G. John, and J.R. Nevin. 1990. "Performance Outcomes of Purchasing Arrangements in Industrial Buyer-Vendor Relationships." <u>Journal of Marketing</u>. 54: 80-93.</p> <p>Weber, C.A., J.R. Current, and W.C. Benton. 1991. "Vendor Selection Criteria and Methods." <u>European Journal of Operational Research</u>. 50: 2-18.</p> <p>Choi, T.Y. and J.L. Hartley. 1996. "An Exploration of Supplier Selection Practices across the Supply Chain." <u>Journal of Operations Management</u>. 14: 333-343.</p> <p>Chen, I.J., A. Paulraj, and A.A. Lado. 2004. "Strategic Purchasing, Supply Management, and Firm Performance." <u>Journal of Operations Management</u>. 22: 505-523.</p> <p>Tsay, A. A., J. V. Gray, I. J. Noh, and J. T. Maloney. 2018. "A Review of Production and Operations Management Research on Outsourcing in Supply Chains: Implications for the Theory of the Firm." <u>Production and Operations Management</u>. 27: 1177-1220.</p>
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FALL Term (Every Other Year)

DAY & TIME, LOCATION

Sourcing Relationships and Governance	<p>Dwyer, F.B., P.H. Schurr, and S. Oh. 1987. "Developing Buyer-Supplier Relationships." <u>Journal of Marketing</u>. 51: 11-27.</p> <p>Anderson, E. and B. Weitz. 1989. "Determinants of Continuity in Conventional Industrial Channel Dyads." <u>Marketing Science</u>. 8: 310-323.</p> <p>Heide, J.B. and G. John. 1990. "Alliances in Industrial Purchasing: The Determinants of Joint Action in Buyer-Supplier Relationships." <u>Journal of Marketing Research</u>. 27: 24-36.</p> <p>Ring, P.S. and A. H. Van de Ven. 1992. "Structuring Cooperative Relationships between Organizations." <u>Strategic Management Journal</u>. 13: 483-498.</p> <p>Heide, J.B. 1994. "Interorganizational Governance in Marketing Channels." <u>Journal of Marketing</u>. 58: 71-85.</p> <p>Dyer, J.H. 1996. "Specialized Supplier Networks as a Source of Competitive Advantage: Evidence from the Auto Industry." <u>Strategic Management Journal</u>. 17: 271-291.</p> <p>Pilling, B.K., L.A. Crosby, and D.W. Jackson, Jr. 1994. "Relational Bonds in Industrial Exchange: An Experimental Test of the Transaction Cost Economic Framework." <u>Journal of Business Research</u>. 30: 237-251.</p> <p>Kalwani, M.U. and N. Narayandas. 1995. "Long-Term Manufacturer-Supplier Relationships: Do They Pay Off for Supplier Firms?" <u>Journal of Marketing</u>. 59: 1-16.</p> <p>Baker, W.E., R.F. Faulkner, and G.A. Fisher. 1998. "Hazards of the Market: The Continuity and Dissolution of Interorganizational Market Relationships." <u>American Sociological Review</u>. 63: 147-177.</p> <p>Monczka, R., K.J. Petersen, R.B. Handfield, and G.L. Ragatz. 1998. "Success Factors in Strategic Supplier Alliance: The Buying Company Perspective." <u>Decision Sciences</u>. 9: 553-577.</p>
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FALL Term (Every Other Year)

DAY & TIME, LOCATION

<p>Startup Operations</p>	<p>Kickull et al. 2011. "Operations Management, Entrepreneurship, and Value Creation: Emerging Opportunities in a Cross-Disciplinary Context" (Editorial). <u>Journal of Operations Management</u>. 29: 78-85.</p> <p>Hora, M. and D. K. Dutta. 2013. "Entrepreneurial Firms and Downstream Alliance Partnerships: Impact of Portfolio Depth and Scope on Technology Innovation and Commercialization Success." <u>Production and Operations Management</u>. 22: 1389-1400.</p> <p>Joglekar, N., M. Lévesque, and S. Erzurumlu. 2017. "Chapter 13. Business Startup Operations." In M. K. Starr and S. K. Gupta (eds), <u>The Routledge Companion to Production and Operations Management</u>. New York, NY: Routledge.</p> <p>Allon, G. and V. Babich. 2020. "Crowdsourcing and Crowdfunding in the Manufacturing and Service Sectors." <u>Manufacturing and Service Operations Management</u>. 22: 102-112.</p> <p>Cornelius, P. B. and B. Gokpinar. 2020. "The Role of Customer Investor Involvement in Crowdfunding Success." <u>Management Science</u>. 66: 452-472.</p> <p>Subramanian, A., M. Lévesque, and V. van d Vrande. 2020. "Pulling the Plug: Time between Drug Discovery and Development Projects." <u>Production and Operations Management</u>. 29: 2851-2876.</p>
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FALL Term (Every Other Year)

DAY & TIME, LOCATION

<p>Supply Chain Dynamics</p>	<p>Cachon, G. and M. Fisher. 2000. "Supply Chain Inventory Management and the Value of Shared Information." <u>Management Science</u>. 46: 1032-1048.</p> <p>Choi, T.Y., K.J. Dooley, and M. Rungtusanatham. 2001. "Supply Networks and Complex Adaptive Systems: Control versus Emergence." <u>Journal of Operations Management</u>. 19: 351-366.</p> <p>Frohlich, M.T. and R. Westbrook. 2001. "Arcs of Integration: An International Study of Supply Chain Strategies." <u>Journal of Operations Management</u>. 19: 185-200.</p> <p>Randall, T.R., R.M. Morgan, and A.R. Morton. 2003. "Efficient versus Responsive Supply Chain Choice: An Empirical Examination of Influential Factors." <u>Journal of Product Innovation Management</u>. 20: 430-443.</p> <p>Lee, H.L., V. Padmanabhan, and S. Whang. 2004. "Information Distortion in a Supply Chain: The Bullwhip Effect." <u>Management Science</u>. 50: 1875-1886.</p> <p>Graves, S.C. and S.P. Willems. 2005. "Optimizing the Supply Chain Configuration for New Products." <u>Management Science</u>. 51: 1168-1180.</p> <p>Croson, R. and K. Donahue. 2006. "Behavioral Causes of the Bullwhip Effect and the Observed Value of Inventory Information." <u>Management Science</u>. 52: 323-336.</p>
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FALL Term (Every Other Year)

DAY & TIME, LOCATION

Empirical Research Tradition of the OSCM Discipline	<p>Flynn, B.B., S. Sakakibara, R.G. Schroeder, K. A. Bates, and E.J. Flynn. 1990. "Empirical Research Methods in Operations Management." <u>Journal of Operations Management</u>. 9: 250-284.</p> <p>Swamidass, P. 1991. "Empirical Science: New Frontier in Operations Management." <u>Academy of Management Review</u>. 16: 793-814.</p> <p>Melnyk, S. and R. Handfield. 1998. "May You Live in Interesting Times . . . the Emergence of Theory-Driven Empirical Research." <u>Journal of Operations Management</u>. 16: 311-319.</p> <p>Meredith, J. 1998. "Building Operations Management Theory through Case and Field Research." <u>Journal of Operations Management</u>. 16: 441-454.</p> <p>Rungtusanatham, M., T. Y. Choi, D. Hollingworth, Z. Wu, and C. Forza. 2003. "Survey Research in Operations Management: Historical Analyses." <u>Journal of Operations Management</u>. 21: 475-488.</p> <p>Fisher, M. 2007. "Strengthening the Empirical Base of Operations Management." <u>Manufacturing and Service Operations Management</u>. 9: 368-382.</p> <p>Roth, A.V. 2007. "Applications of Empirical Science in Manufacturing and Service Operations." <u>Manufacturing and Service Operations Management</u>. 9: 353-367.</p> <p>Calantone, R.J. and S.K. Vickery. 2010. Introduction to the <i>Special Topic Forum: Using Archival and Secondary Data Sources in Supply Chain Management Research</i>." <u>Journal of Supply Chain Management</u>. 46: 3011.</p> <p>Rungtusanatham, M., C. Wallin, and S. Eckerd. 2011. "The Vignette in a Scenario-Based Role-Playing Experiment." <u>Journal of Supply Chain Management</u>. 47: 9-16.</p>
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SUBJECT: Library Statement for OMIS 7101: OMIS Foundation I
FROM: Xuemei Li, Business Liaison Librarian
DATE: February 14, 2021

OMIS 7101: OMIS Foundation I

York University Libraries (YUL) will be able to support the proposed course, OMIS 7101: OMIS Foundation I. This course is the first of two, first-year Ph.D seminars introducing OMIS Ph.D students to core topics that constitute the discipline of Operation and Supply Chain Management (OSCM) or, alternatively, the discipline of Information Systems (IS). This introduction provides a historical perspective as to the evolution of either the OSCM or IS discipline, the topics defining the past and current research agenda for the discipline, and articles considered as classics for each topic. The readings-based/discussion-based seminar is led by a team of OMIS Area faculty and coordinated by the OMIS Area Ph.D. representative or designate. YUL has a strong collection of print and electronic periodicals, books and databases that will help students conduct relevant research when they complete their End-of-Term Literature Review Paper.

The following is a list of recommended YUL resources that can support this course:

Books & eBooks, Scholarly, Trade/Industry, and Newspaper Articles

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

Research Guides

Students will be able to learn more about the databases the library subscribes to by using [YUL's well-developed research guides](#). These guides provide a curated list of the best resources to use for specific research tasks.

Interlibrary Loan

Interlibrary loan and document delivery options are available through RACER for any additional information needs that may arise. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge. Registration and requesting is available from: <http://www.library.yorku.ca/cms/resource-sharing/services-for-york-faculty-and-students/illrequestform/>.

Research Help & Consultation Support

Students will have access to [research help and consultation services](#). Students can email the Peter F. Bronfman Business library (bronfref@yorku.ca), use the online chat service, and book a Zoom consultation with a [business librarian](#).

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:
Ph.D. Program

2. Responsible Unit:
OMIS

3. Subject Code (Rubric) and Course Number:
OMIS 7102

4. Credit Value:
3.00

5. Long Course Title:
OMIS Foundations II

6. Short Course Title:
OMIS Foundations II

7. Effective Term/Calendar Year:
Winter 2022

8. Language of Instruction:
English

9. Calendar (Short) Course Description:

This is the second of two seminars introducing students to core topics constituting either Operations and Supply Chain Management (OSCM) or Information Systems (IS). This readings-based/discussed-based seminar provides a historical perspective as to the evolution the discipline, the topics defining past and current research agenda for the discipline, and articles considered as classics for each topic.

10. Expanded Course Description:

OMIS 7102 OMIS Foundations II is the second of two, first-year Ph.D. seminars introducing OMIS Ph.D. students to core topics that constitute the discipline of Operations and Supply Chain Management (OSCM) or, alternatively, the discipline of Information Systems (IS). It is a continuation of OMIS 7101 OMIS Foundations I. This introduction provides a historical perspective as to the evolution of either the OSCM or IS discipline, the topics defining the past and current research agenda for the discipline, and articles considered as classics for each topic. The readings-based/discussion-based seminar is led by a team of OMIS Area faculty and coordinated by the OMIS Area Ph.D. representative or designate.

Multiple readings are assigned for each weekly session. Students come prepared to discuss, debate, answer directed questions about, and present their summary and insights into readings. Depending on the faculty leading the session, students may be asked to prepare written notes and/or a PowerPoint presentation.

Students also meet weekly, one-on-one, with the OMIS Area Ph.D. representative regarding progress on crafting a proposal to conduct research for self-selected research question(s). Students identify and justify research question(s), provide a review of literature for their research question(s), articulate and justify one or more theoretical perspectives for their research question(s), develop preliminary hypotheses or analytical models, propose methods to collect data or derive analytical insights for their research question(s), and identify expected contributions to science and expected managerial insights.

11. Course Learning Outcomes:

At the completion of OMIS 7102 OMIS Foundations II, students are able to:

1. Articulate how the discipline of OSCM (or IS) evolved in terms of research topics, paradigms, and methods.
2. Explain the inclusion of a topic in a typical course introducing undergraduate students to the discipline of OSCM (or IS).
3. Develop skills to craft and defend a research proposal.

12. Rationale:

The Schulich Ph.D. in Administration has six learning objectives:

1. Depth and Breadth of Knowledge
2. Knowledge of Methodologies
3. Level of Application of Knowledge
4. Awareness of Limits of Knowledge
5. Level of Communication Skills
6. Autonomy of Professional Capacity

OMIS 7102 OMIS Foundations II ensures that students are exposed to the breadth of foundational topics for OSCM or IS, are aware of the depth of knowledge on

foundational topics for OSCM or IS, understand limitations in their own knowledge on foundational topics for OSCM or IS, are able to engage in scholarly discussions on foundational topics in OSMC or IS, and are able to link their research interest to foundational topics in OSM or IS.

OMIS 7102 OMIS Foundations II does not overlap with other courses.

13. Evaluation:

Deliverable		Total %
[1]	Weekly Session Attendance and Participation	40
[2]	Weekly Progress Reports on Research Proposal	15
[3]	Research Proposal Defense	15
[4]	Research Proposal	30
TOTAL		100

14. Integrated Courses:

No integration with undergraduate courses.

15. Cross-listed Courses:

No cross-listing with other programs.

16. Enrolment Notes:

Limited to students pursuing a doctorate degree in OMIS or related discipline.

17. Faculty Resources:

The readings-based/discussion-based seminar is led by a team of tenure-track/tenured OMIS Area faculty and coordinated by the OMIS Area Ph.D. representative or designate. No new faculty resources are required.

18. Physical Resources:

No new physical resources needed. Seminar will be delivered in existing classrooms.

19. Bibliography and Library Statement:

Suggested readings are detailed in corresponding course outline.
A corresponding library statement is attached.

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

20. Instructors and Faculty Coordinator

Initial instructor:
M. Rungtusanatham

Alternative instructors:
Any tenure-track/tenured OMIS Area faculty

Course coordinator:
Not relevant

21. Specializations

Primary area or specialization:
OMIS

Secondary areas or specializations:
Not relevant

22. Student Contact and Enrolment

Contact hours:
48
No lab hours

Maximum enrolment:
55

Expected enrolment:
3

Evidence for enrolment expectations:
OMIS Area admits 2 Ph.D. students annually, who are required to take this seminar.
Ph.D. students from other Ontario universities are also able to take this seminar.

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.
SB/OMIS 7200 Strategic Operations Management II

Originator:



Signature

February 17, 2022

Date

M. Rungtusanatham

Name

OMIS

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.

Markus Biehl, OMIS

Moren Levesque, OMIS

Murat Kristal, OMIS

Julian Scott Yeomans, OMIS

Adam Diamant, OMIS

Raha Imanirad, OMIS

Guangrui Li, OMIS

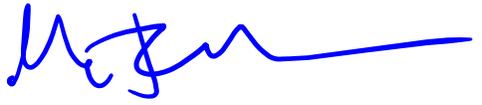
Vibhuti Dhingra, OMIS

Henry Kim, OMIS

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.



February 17, 2022

Signature

Date

M. Rungtusanatham

OMIS

Name of Coordinator or Director

Area or Specialization

Degree Program:

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

Eileen Fischer

February 17, 2022

Signature

Date

Eileen Fischer

PhD

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.

Eileen Fischer

February 17, 2022

Signature

Date

Eileen Fischer

PhD Committee

Name of Committee Chair

Committee

WINTER Term (Every Other Year)

DAY & TIME, LOCATION

Course Coordinator



M. Johnny Rungtusanatham, Ph.D.
 Canada Research Chair in Supply Chain Management
 Operations Management and Information Systems

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Assistant

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 SSB S337
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Brief Description

OMIS 7102 OMIS Foundations II (3 credits) is the second of two, first-year Ph.D. seminars. It is a continuation of *OMIS 7101 OMIS Foundations I*, introducing OMIS Ph.D. students to core topics that constitute the discipline of Operations and Supply Chain Management (OSCM) or, alternatively, the discipline of Information Systems (IS). This introduction provides a historical perspective as to the evolution of either the OSCM or IS discipline, the topics defining the past and current research agenda for the discipline, and articles considered as classics for each topic. The readings-based/discussion-based seminar is led by a team of OMIS Area faculty and coordinated by the OMIS Area Ph.D. representative or designate.

Syllabus Contents

Learning Outcomes	1
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Learning Outcomes

At the completion of *OMIS 7102 OMIS Foundations II*, students are able to:

1. Articulate how the discipline of OSCM (or IS) evolved in terms of research topics, paradigms, and methods.
2. Explain the inclusion of a topic in a typical course introducing undergraduate students to the discipline of OSCM (or IS).
3. Develop skills to craft and defend a research proposal.

Course Materials

Select textbook(s), book chapters, and journal articles.

Deliverables and Student Evaluation

The Final Course Grade will be computed based on the following evaluation categories and subject to relevant academic policies (see [General Academic Policies](#)):

Deliverable		Total %
[1]	Weekly Session Attendance and Participation	40
[2]	Weekly Progress Reports on Research Proposal	15
[3]	Research Proposal Defense	15
[4]	Research Proposal	30
TOTAL		100

[1] Weekly Session Attendance and Participation

Multiple readings are assigned for each weekly session. Students attend weekly sessions and come prepared to discuss, debate, answer directed question about, and present their summary and insights into readings. Depending on the faculty leading the session, students may be asked to prepare written notes and/or a PowerPoint presentation, with such requests being conveyed at least one week before each session.

[2] Weekly Progress Reports on Research Proposal Paper

Each week, students meet with the Course Coordinator individually regarding progress on crafting a proposal to conduct research for self-selected research question(s). Students identify and justify research question(s), provide a review of literature for their research question(s), articulate and justify one or more theoretical perspectives for their research question(s), develop preliminary hypotheses or analytical models, propose methods to collect data or derive analytical insights for their research questions(s), and identify expected contributions to science and expected managerial insights. Ideally, students begin working on their proposed research in the summer of their first year.

[3] End-of-Term Research Proposal Defense

The last session is devoted to student presentations for the research they propose to conduct. Students receive feedback on the substance of the presentation, as well as presentation delivery. Students are then expected to address the feedback before submitting the final and written version of their research proposal.

[4] End-of-Term Research Proposal

Students turn in their research proposal by an agreed date and time, ideally before their Final Course Grade is submitted. The research proposal is expected to include the following sections:

Section	Section Title	Section Purpose
1	Problem Statement	<ul style="list-style-type: none"> Articulate a practical problem for which solutions are lacking Justify the importance of the problem
2	Research Question(s)	<ul style="list-style-type: none"> State research question(s) whose answers provide solutions or insights into potential solutions addressing the practical problem of interest
3	Literature Review	<ul style="list-style-type: none"> Present, discuss, and critique relevant literature pertaining to the practical problem and/or research question(s)
4	Proposed Methods	<ul style="list-style-type: none"> Discuss and justify methods for deriving answers to the research question <ul style="list-style-type: none"> Details on methods depend on nature of method students pursue
5	Expected Contributions	<ul style="list-style-type: none"> Identify potential contributions to science Identify potential managerial insights affecting practice
6	Proposed Budget	<ul style="list-style-type: none"> Determine budget for executing the research

General Academic Policies**Grading**

Grades at the Schulich School of Business 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.

Letter Grade	Index System	Approximate Percentage Range
A+	9	87-100
A	8	84-86
A-	7	80-83
B+	6	77-79
B	5	74-76
B-	4	70-73
C+	3	67-69
C	2	64-66

WINTER Term (Every Other Year)

DAY & TIME, LOCATION

C-	1	60-63
F	0	< 60

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

Academic Honesty

Academic honesty is fundamental to the integrity of university education and degree programs. This principle applies to 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 Schulich website: <http://schulich.yorku.ca/current-students/academic-honesty/>.

Accommodations

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

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

Absence from Exams

Students who miss a final 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. 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>.

Topics and Assigned Readings (Operations and Supply Chain Orientation)

The following is a listing of topics and associated seminal readings for both *OMIS 7101 OMIS Foundations I* and *OMIS 7102 OMIS Foundations II*, **intended for a cohort of students with interest relevant to the OSCM discipline**. These topics will change, when IS faculty are ready to engage in mentoring a cohort of students with interest relevant to the IS discipline.

Each topic spans 2-3 sessions. Other than "The OSCM Discipline" (sequenced as the first topic for *OMIS 7101 OMIS Foundations I*), the sequencing of other topics depends on availability of faculty volunteers to be leads for a topic.

<p>The OSCM Discipline</p>	<p>Cummings, L.L. 1977. "Needed Research in Production/Operations Management: A Behavioral Perspective." <u>Academy of Management Review</u>. 2: 500-504.</p> <p>Sprague, L.G. 1977. "Needed Research in Organizational Behavior: A Production/Operations Management Perspective." <u>Academy of Management Review</u>. 2 : 504-507.</p> <p>Buffa, E.S. 1980. "Research in Operations Management." <u>Journal of Operations Management</u>. 1: 1-7.</p> <p>Andrew, C.G. and G.A. Johnson. 1982. "The Critical Importance of Operations Management." <u>Academy of Management Review</u>. 7: 143-147.</p> <p>Chase, R.B. and E.L. Prentis. 1982. "Operations Management: A Field Rediscovered." <u>Journal of Operations Management</u>. 13: 351-366.</p> <p>Sprague, L. G. 2007. "Evolution of the Field of Operations Management." <u>Journal of Operations Management</u>. 25: 219-238.</p> <p>Harland, C.M., R.C. Lamming, H. Walker, W.E. Phillips, N.D. Caldwell, T.E. Johnsen, L. A. Knight, J. Zheng. 2006. "Supply Management: Is It a Discipline?" <u>International Journal of Operations & Production Management</u>. 26: 730-753.</p> <p>Heineke, J. and M. Davis. 2007. "The Emergence of Service Operations as an Academic Discipline." <u>Journal of Operations Management</u>. 25: 364-374.</p> <p>Melnyk, S.A., R.R. Lummus, R.J. Vokurka, L.J. Burns, and J. Sandor. 2009. "Mapping the Future of Supply Chain Management: A Delphi Study." <u>International Journal of Production Research</u>. 47: 4629-4653.</p> <p>Helmuth, C.A., C.W. Craighead, B.L. Connelly, D.Y. Collier, and J.B. Hanna. 2015. "Supply Chain Management Research: Key Elements of Study Design and Statistical Testing." <u>Journal of Operations Management</u>. 36: 178-186.</p> <p>Sanders, N.R., Z.G. Zacharia, and B. Fugate. 2013. "The Interdisciplinary Future of Supply Chain Management Research." <u>Decision Sciences</u>. 44: 413-429.</p> <p>Zinn, W. and T.J. Goldsby. 2014. "Logistics Professional Identity: Strengthening the Discipline as Galaxies Collide." <u>Journal of Business Logistics</u>. 35: 23-28.</p>
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<p>Capacity Planning and Management</p>	<p>Holt, C., F. Modigliani, and H. Simon. 1955. "A Linear Decision Rule for Production and Employment Scheduling." <u>Management Science</u>. 2: 1-30.</p> <p>Bakshi, M.S. and S.R. Arora. 1969. "The Sequencing Problem." <u>Management Science</u>. Application Series. 16: B247-263.</p> <p>Schroeder, R.G., J.C. Anderson, S.E. Tupy, and E.M. White. 1981. "A Study of MRP Benefits and Costs." <u>Journal of Operations Management</u>. 2:1-9.</p> <p>Baker, K.R. and G.A. Scudder. 1990. "Sequencing with Earliness and Tardiness Penalties: A Review." <u>Operations Research</u>. 38: 22-36.</p> <p>Mieghem, J.A. 2003. "Capacity Management, Investment, and Hedging: Review and Recent Developments." <u>Manufacturing and Service Operations Management</u>. 4: 269-302.</p> <p>Watson, K.J., J.H. Blackstone, and S.C. Gardiner. 2007. "The Evolution of a Management Philosophy: The Theory of Constraints." <u>Journal of Operations Management</u>. 25: 387-402.</p> <p>Jacobs, F.R. and F.C. Weston. 2007. "Enterprise Resource Planning (ERP) – A Brief History." <u>Journal of Operations Management</u> 25: 357-363.</p> <p>Song, J.-S., G.-J. van Houtum, and J.A. V. Mieghem. 2020 "Capacity and Inventory Management: Review, Trends, and Projections." <u>Manufacturing & Service Operations Management</u>. 22: 36-46.</p>
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<p>Flexibility and Mass Customization</p>	<p>Gerwin, D. 1993. "Manufacturing Flexibility: A Strategic Perspective." <u>Management Science</u>. 39: 395-410.</p> <p>Ettlie, J.E. and J.D. Penner-Hahn. 1994. "Flexibility Ratios and Manufacturing Strategy." <u>Management Science</u>. 40: 1444-1454.</p> <p>Upton, D. 1997. "Process Range in Manufacturing: An Empirical Study of Flexibility." <u>Management Science</u>. 43: 1079-1092.</p> <p>Kotha, S. 1995. "Mass Customization: Implementing the Emerging Paradigm for Competitive Advantage." <u>Strategic Management Journal</u>. 16: 21-42.</p> <p>Lee, H. L. and C.S. Tang. 1997. "Modelling the Costs and Benefits of Delayed Product Differentiation." <u>Management Science</u>. 43: 40-53.</p> <p>Koste, L.L. and M.K. Malhotra. 1999. "A Theoretical Framework for Analyzing the Dimensions of Manufacturing Flexibility." <u>Journal of Operations Management</u>. 18: 75-93.</p> <p>Duray, R., P.T. Ward, G.W. Milligan, and W.L. Berry. 2000. "Approaches to Mass Customization: Configurations and Empirical Validation." <u>Journal of Operations Management</u>. 18: 605-625.</p> <p>van Hoek, R.I. 2001. "The Rediscovery of Postponement: A Literature Review and Directions for Research." <u>Journal of Operations Management</u>. 19: 161-184.</p> <p>Salvador, F., C. Forza, and M. Rungtusanatham. 2002. "Product Variety, Modularity, and Component Sourcing Decisions: Theorizing Beyond Generic Prescriptions." <u>Journal of Operations Management</u>. 20: 549-575.</p> <p>Graves, S.C. and B. T. Tomlin. 2003. "Process Flexibility in Supply Chains." <u>Management Science</u>. 49: 907-919.</p>
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<p>Inventory Management</p>	<p>Biçer, I. "Inventory Management under Demand Uncertainty." Unpublished manuscript.</p> <p>Arrow, K.T., T. Harris, and J. Marschak. 1951. "Optimal Inventory Policy." <u>Econometrica</u>. 19: 250-272.</p> <p>Wagner, H.M. and T.M. Whitin. 1958. "Dynamic Version of the Economic Lot Size Model." <u>Management Science</u>. 5: 1-142.</p> <p>Clark, A.J. and H. Scarf. 1960. "Optimal Policies for a Multi-Echelon Inventory Problem." <u>Management Science</u>. 6: 475-490.</p> <p>Eppen, G.D. 1979. "Effects of Centralization on Expected Costs in a Multi-Location Newsboy Problem." <u>Management Science</u>. 25: 498-501.</p> <p>Federgruen, A. and P. Zipkin. 1984. "Computational Issues in an Infinite-Horizon, Multiechelon Inventory Model." <u>Operations Research</u>. 32: 818-836.</p> <p>Banerjee, A. 1986. "A Joint Economic-Lot-Size Model with Purchaser and Vendor." <u>Decision Sciences</u>. 17: 292-311.</p> <p>Flores, B.E. and D.C. Whybark. 1987. "Implementing Multiple Criteria ABC Analysis." <u>Journal of Operations Management</u>. 7: 79-85.</p> <p>Scarf, H.E. 2002. "Inventory Theory." <u>Operations Research</u>. 50: 186-191.</p> <p>Yano, C.A. and H.L. Lee. 1995. "Lot Sizing with Random Yields: A Review." <u>Operations Research</u>. 43: 311-334.</p> <p>Wallin, C., M.J. Rungtusanatham, and E. Rabinovich. 2006. "What Is the 'Right' Inventory Management Approach for a Purchased Item?" <u>International Journal of Operations and Production Management</u>. 26: 50-68.</p> <p>Rungtusanatham, M., E. Rabinovich, B. Ashenbaum, and C. Wallin. 2007. "Vendor-Owned Inventory Management Arrangements in Retail Operations: An Agency Theory Perspective." <u>Journal of Business Logistics</u>. 28: 111-135.</p>
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<p>Just-in-Time, Lean, and Six Sigma</p>	<p>Sakakibara, S., Flynn, B.B., Schroeder, R.G., Morris, W.T., 1997. "The impact of just-in-time manufacturing and its infrastructure on manufacturing performance." <u>Management Science</u>. 43: 1246–1257.</p> <p>Shah, R. and P. Ward. 2003. "Lean Manufacturing: Context, Practice Bundles and Performance." <u>Journal of Operations Management</u>. 21: 129-149.</p> <p>Linderman, K., R.G. Schroeder, A. Choo, and S. Zaheer. 2003. "Six Sigma: A Goal Theoretic Perspective." <u>Journal of Operations Management</u>. 21: 193-203.</p> <p>Holweg, M. 2007. "The Genealogy of Lean Production." <u>Journal of Operations Management</u>. 25: 420-437.</p> <p>Schroeder, R.G., K. Linderman, C. Liedtke, and A. Choo. 2008. "Six Sigma: Definitions and Underlying Theory." <u>Journal of Operations Management</u>. 26: 536-554.</p>
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Logistics and Transportation Network Design	<p>Floor, M.M. 1956. "The Traveling-Salesman Problem." <u>Operations Research</u>. 4: 61-75.</p> <p>Prager, W. 1957. "On Warehousing Problems." <u>Operations Research</u>. 5: 504-512.</p> <p>G.B. Dantzig and J.H. Ramser. 1959. "The Truck Dispatching Problem." <u>Management Science</u>. 6: 80-91.</p> <p>P.C. Gilmore and R.E. Gomory. 1965. "Multistage Cutting Stock Problems of Two and More Dimensions." <u>Operations Research</u>. 13: 94-120.</p> <p>O'Kelly, M. 1986. "The Location of Interacting Hub Facilities." <u>Transportation Science</u>. 20: 92-106.</p> <p>Petersen, C.G., II. 1997. "An Evaluation of Order Picking Routeing Policies." <u>International Journal of Operations & Production Management</u>. 17: 1098-1111.</p> <p>Fleischmann, M., P. Beullens, J.M. Bloemhof-Ruwaard, and L.N. Wassenhove. 2001. "The Impact of Product Recovery on Logistics Network Design." <u>Production and Operations Management</u>. 10: 156-173.</p> <p>Özdamar, L., E. Ekinci., and B. Küçükyazici. 2004. "Emergency Logistics Planning in Natural Disasters." <u>Annals of Operations Research</u>. 129: 217-245.</p> <p>Daskin, M.S., L.V. Snyder, and R.T. Berger. 2005. "Facility Location in Supply Chain Design" (Chapter 2) in A. Langevin and D. Riopel (eds), <u>Logistics Systems: Design and Optimization</u>. pp. 39-65. New York, NY: Springer Science+Business Media, Inc.</p> <p>Mexell, M. and M. Norbis. 2008. "A Review of the Transportation Mode Choice and Carrier Selection Literature." <u>International Journal of Logistics Management</u>. 19: 183-211.</p> <p>Melo, M.T., S. Nickel, and F. Saldanha-da-Gama. 2009. "Facility Location and Supply Chain Management – A Review." <u>European Journal of Operational Research</u>. 196: 401-412.</p>
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<p>New Product/Service Development</p>	<p>Christensen, C.M., F. F. Suarez, and J.M. Utterback. 1998. "Strategies for Survival in Fast-Changing Industries." <u>Management Science</u>. 44: S207-S220.</p> <p>Krishnan, V. and K. T. Ulrich. 2001. "Product Development Decisions: A Review of the Literature." <u>Management Science</u>. 47: 1-21.</p> <p>Menor, L.J., M.V. Tatikonda, and S.E. Sampson. 2002. "New Service Development: Areas for Exploitation and Exploration." <u>Journal of Operations Management</u>. 20: 135-157.</p> <p>Forza, C., F. Salvador, and M. Rungtusanatham. 2005. "Coordinating Product Design, Process Design, and Supply Chain Design Decisions – PART B: Coordinating Approaches, Tradeoffs, and Future Research." <u>Journal of Operations Management</u>. 23: 319-324. (Special Issue Editorial).</p> <p>Petersen, K.J., R.B. Handfield, and G.L. Ragatz. 2005. "Supplier Integration into New Product Development: Coordinating Product, Process and Supply Chain Design." <u>Journal of Operations Management</u>. 23: 371-388.</p>
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<p>Operations & Supply Chain Strategy</p>	<p>Skinner, W. 1969. "Manufacturing – Missing Link in Corporate Strategy." <u>Harvard Business Review</u>. 47: 136-145.</p> <p>Wheelwright. S. 1984. "Manufacturing Strategy: Defining the Missing Link." <u>Strategic Management Journal</u>. 5: 77-91.</p> <p>Swamidass, P.M. and W.T. Newell. 1987. "Manufacturing Strategy, Environmental Uncertainty, and Performance: A Path Analytic Model." <u>Management Science</u>. 33: 509-524.</p> <p>Anderson, J.C., G. Cleveland, and R.G. Schroeder. 1989. "Operations Strategy: A Literature Review." <u>Journal of Operations Management</u>. 8: 133.158.</p> <p>Ferdows, K. and A. DeMeyer. 1990. "Lasting Improvement in Manufacturing Performance: In Search of a New Theory." <u>Journal of Operations Management</u>. 9: 168-184.</p> <p>Clark, K.B. 1996. "Competing through Manufacturing and the New Manufacturing Paradigm: Is Manufacturing Strategy Passé?" <u>Production and Operations Management</u>. 5: 42-58.</p> <p>Fisher, M. 1997. "What is the Right Supply Chain for Your Product?" <u>Harvard Business Review</u>. 75: 83-93.</p> <p>Voss, C., A. Roth, and R. Chase. 2008. "Experience, Service Operations Strategy, and Services as Destinations." <u>Production and Operations Management</u>. 17: 247-266.</p>
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<p>Product, Service, and Process Quality</p>	<p>Deming, W.E. 1975. "On Some Statistical Aids Toward Economic Production." <u>Interfaces</u>. 5:1-15.</p> <p>Garvin, D.A. 1984. "What Does 'Product Quality' Really Mean?" <u>Sloan Management Review</u>. 25: 25-43.</p> <p>Parasuraman, A., V.A. Zeithaml, and L.L. Berry. 1985. "A Conceptual Model of Service Quality and Its Implications for Future Research." <u>Journal of Marketing</u>. 49: 41-50.</p> <p>Pruitt, S.W. and D.R. Peterson. 1986. "Security Price Reactions around Product Recall Announcements." <u>Journal of Financial Research</u>. 9: 113-122.</p> <p>Jacobson, R. and D.A. Aaker. 1987. "The Strategic Role of Product Quality." <u>Journal of Marketing</u>. 51: 31-44.</p> <p>Davidson, W.N. and D.L. Worrell. 1992. "The Effect of Product Recall Announcements on Shareholder Wealth." <u>Strategic Management Journal</u>. 13: 467-473.</p> <p>Nandakumar, P., S.M. Datar, and R Akella. 1993. Models for Measuring and Accounting for Cost of Conformance Quality." <u>Management Science</u>. 39: 1-16.</p> <p>Reeves, C.A. and D.A. Bednar. 1994. "Defining Quality: Alternatives and Implications." <u>Academy of Management Review</u>. 19: 419-445.</p> <p>Anderson, E.W., C. Fornell, and D.R. Lehmann. 1994. "Customer Satisfaction, Market Share, and Profitability: Findings from Sweden." <u>Journal of Marketing</u>. 58: 53-66.</p> <p>Rungtusanatham, M. 2001. "Beyond Quality: The Motivational Effects of Statistical Process Control." <u>Journal of Operations Management</u>. 19: 653-673.</p> <p>Rhee, M. and P.R. Haunschild. 2006. "The Liability of a Good Reputation: A Study of Product Recalls in the U.S. Automotive Industry." <u>Organization Science</u>. 17: 101-17.</p>
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<p>Product Variety Management</p>	<p>Collier, D.A. 1981. "The Measurement and Operating Benefits of Component Part Commonality." <u>Decision Sciences</u>. 12: 85-96.</p> <p>Anderson, S.W. 1995. "Measuring the Impact of Product Mix Heterogeneity on Manufacturing Overhead Cost." <u>Accounting Review</u>. 70: 363-387.</p> <p>Ulrich, K. 1995. "The Role of Product Architecture in the Manufacturing Firm." <u>Research Policy</u>. 24: 419-440.</p> <p>MacDuffie, J.P., K. Sethuraman, and M. Fisher. 1996. "Product Variety and Manufacturing Performance: Evidence from the International Automotive Assembly Plant Study." <u>Management Science</u>. 42: 350-369.</p> <p>Fisher, M. and C.D. Ittner. 1999. "The Impact of Product Variety on Automobile Assembly Operations: Empirical Evidence and Simulation Analysis." <u>Management Science</u>. 45: 771-786.</p> <p>Randall, T. and K. Ulrich. 2001. "Product Variety, Supply Chain Structure, and Firm Performance: Analysis of the U.S. Bicycle Industry." <u>Management Science</u>. 47: 1588-1604.</p> <p>Baker, K.R., M.J. Magazine, and H.L. W. Nuttle. 1986. "The Effect of Commonality on Safety Stock in a Simple Inventory Model." <u>Management Science</u>. 32: 982-988.</p>
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<p>Managing for Quality</p>	<p>Juran, J.M. 1986. "The Quality Trilogy." <u>Quality Progress</u>. 19: 19-24.</p> <p>Fine, C.H. 1986. "Quality Improvement and Learning in Productive Systems." <u>Management Science</u>. 32: 1301-1315.</p> <p>Saraph, J.V., P.G. Benson, and R.G. Schroeder. 1989. "An Instrument for Measuring the Critical Factors of Quality Management." <u>Decision Sciences</u>. 20: 810-829.</p> <p>Benson, P.G., J.V. Saraph, and R.G. Schroeder. 1991. "The Effects of Organizational Context on Quality Management: An Empirical Investigation." <u>Management Science</u>. 37: 1107-1123.</p> <p>Anderson, J.C., M. Rungtusanatham, and R.G. Schroeder. 1994. "A Theory of Quality Management underlying the Deming Management Method." <u>Academy of Management Review</u>. 19: 472-509.</p> <p>Hackman, J.R. and R. Wageman. 1995. "Total Quality Management: Empirical, Conceptual, and Practical Issues." <u>Administrative Science Quarterly</u>. 40: 309-342.</p> <p>Hendricks, K.B. and V.R. Singhal. 1996. "Quality Awards and the Market Value of the Firm: An Empirical Investigation." <u>Management Science</u>. 42: 415-438.</p> <p>Dow, D., D. Samson, and S. Ford. 1999. "Exploring the Myth: Do All Quality Management Practices Contribute to Superior Quality Performance?" <u>Production and Operations Management</u>. 8: 1-27.</p>
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Queuing Systems	<p>Jackson, J.R. 1957. "Networks of Waiting Lines." <u>Operations Research</u>. 5: 518-521.</p> <p>Gordon, W.T. and G.F. Newell. 1967. "Closed Queueing Systems with Exponential Servers." <u>Operations Research</u>. 15: 254-265.</p> <p>Bhat, U.N. 1969. "Sixty Years of Queueing Theory." <u>Management Science</u>. Application Series. 15: B280-294.</p> <p>Willig, A. 1999. <u>A Short Introduction to Queueing Theory</u>. https://www.eecs.ucf.edu/~lboloni/Teaching/EEL6785_Fall2010/slides/QueueingTheory.pdf.</p> <p>Hassin, R. and M. Haviv. 2003. <u>To Queue or Not to Queue: Equilibrium Behavior in Queueing Systems</u>. Boston/Dordrecht/London: Kluwer Academic Publishers.</p> <p>Ado, I. and J. Resing. 2015. <u>Queueing Systems</u>. https://www.win.tue.nl/~iadan/queueing.pdf.</p>
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<p>Revenue Management</p>	<p>McGill, J.I. and G.J. van Ryzin. 1999. "Revenue Management: Research Overviews and Prospects." <u>Transportation Science</u>. 33: 233-256.</p> <p>Gallego, G. and G. van Ryzin. 1994. "Optimal Dynamic Pricing of Inventories with Stochastic Demand over Finite Horizons." <u>Management Science</u>. 40: 999-1020.</p> <p>Elmaghraby, W. and P. Keskinocak. 2003. "Dynamic Pricing in the Presence of Inventory Considerations: Research Overview, Current Practices, and Future Directions." <u>Management Science</u>. 49: 1287-1309.</p> <p>Bitran, G. and R. Caldentey. 2003. "An Overview of Pricing Models for Revenue Management." <u>Manufacturing and Service Operations Management</u>. 5: 203-229.</p> <p>Talluri, K. and G. van Ryzin. 2004. "Revenue Management under a General Discrete Choice Model of Consumer Behavior." <u>Management Science</u>. 50: 15-33.</p>
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<p>Service Operations and Delivery</p>	<p>Chase, R.B. and D.A. Tansik. 1983. "The Customer Contact Model for Organization Design." <u>Management Science</u>. 9: 1037-1050.</p> <p>Hogreve, J. and D.D. Gremler. "Twenty Years of Service Guarantee Research: A Synthesis." <u>Journal of Service Research</u>. 11: 322-343.</p> <p>Mabert, V.A. 1982. "Service Operations Management: Research and Application." <u>Journal of Operations Management</u>. 2: 203-209.</p> <p>Schlesinger, L.A. and J.L. Heskett. 1991. "The Service-Driven Service Company." <u>Harvard Business Review</u>. 69: 71-81.</p> <p>Schmenner, R.W. 2004. "Service Businesses and Productivity." <u>Decision Sciences</u>. 35: 333-347.</p> <p>Chase, R.B. and U.M. Apte. 2007. "A History of Research in Service Operations: What's the Big Idea?" <u>Journal of Operations Management</u>. 25: 375-386.</p>
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<p>Sourcing and Supplier Selection</p>	<p>Kraljic, P. 1983. "Purchasing Must Become Supply Management." <u>Harvard Business Review</u>. 61: 109-117.</p> <p>Noordewier, T.G., G. John, and J.R. Nevin. 1990. "Performance Outcomes of Purchasing Arrangements in Industrial Buyer-Vendor Relationships." <u>Journal of Marketing</u>. 54: 80-93.</p> <p>Weber, C.A., J.R. Current, and W.C. Benton. 1991. "Vendor Selection Criteria and Methods." <u>European Journal of Operational Research</u>. 50: 2-18.</p> <p>Choi, T.Y. and J.L. Hartley. 1996. "An Exploration of Supplier Selection Practices across the Supply Chain." <u>Journal of Operations Management</u>. 14: 333-343.</p> <p>Chen, I.J., A. Paulraj, and A.A. Lado. 2004. "Strategic Purchasing, Supply Management, and Firm Performance." <u>Journal of Operations Management</u>. 22: 505-523.</p> <p>Tsay, A. A., J. V. Gray, I. J. Noh, and J. T. Maloney. 2018. "A Review of Production and Operations Management Research on Outsourcing in Supply Chains: Implications for the Theory of the Firm." <u>Production and Operations Management</u>. 27: 1177-1220.</p>
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<p>Sourcing Relationships and Governance</p>	<p>Dwyer, F.B., P.H. Schurr, and S. Oh. 1987. "Developing Buyer-Supplier Relationships." <u>Journal of Marketing</u>. 51: 11-27.</p> <p>Anderson, E. and B. Weitz. 1989. "Determinants of Continuity in Conventional Industrial Channel Dyads." <u>Marketing Science</u>. 8: 310-323.</p> <p>Heide, J.B. and G. John. 1990. "Alliances in Industrial Purchasing: The Determinants of Joint Action in Buyer-Supplier Relationships." <u>Journal of Marketing Research</u>. 27: 24-36.</p> <p>Ring, P.S. and A. H. Van de Ven. 1992. "Structuring Cooperative Relationships between Organizations." <u>Strategic Management Journal</u>. 13: 483-498.</p> <p>Heide, J.B. 1994. "Interorganizational Governance in Marketing Channels." <u>Journal of Marketing</u>. 58: 71-85.</p> <p>Dyer, J.H. 1996. "Specialized Supplier Networks as a Source of Competitive Advantage: Evidence from the Auto Industry." <u>Strategic Management Journal</u>. 17: 271-291.</p> <p>Pilling, B.K., L.A. Crosby, and D.W. Jackson, Jr. 1994. "Relational Bonds in Industrial Exchange: An Experimental Test of the Transaction Cost Economic Framework." <u>Journal of Business Research</u>. 30: 237-251.</p> <p>Kalwani, M.U. and N. Narayandas. 1995. "Long-Term Manufacturer-Supplier Relationships: Do They Pay Off for Supplier Firms?" <u>Journal of Marketing</u>. 59: 1-16.</p> <p>Baker, W.E., R.F. Faulkner, and G.A. Fisher. 1998. "Hazards of the Market: The Continuity and Dissolution of Interorganizational Market Relationships." <u>American Sociological Review</u>. 63: 147-177.</p> <p>Monczka, R., K.J. Petersen, R.B. Handfield, and G.L. Ragatz. 1998. "Success Factors in Strategic Supplier Alliance: The Buying Company Perspective." <u>Decision Sciences</u>. 9: 553-577.</p>
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<p>Startup Operations</p>	<p>Kickull et al. 2011. "Operations Management, Entrepreneurship, and Value Creation: Emerging Opportunities in a Cross-Disciplinary Context" (Editorial). <u>Journal of Operations Management</u>. 29: 78-85.</p> <p>Hora, M. and D. K. Dutta. 2013. "Entrepreneurial Firms and Downstream Alliance Partnerships: Impact of Portfolio Depth and Scope on Technology Innovation and Commercialization Success." <u>Production and Operations Management</u>. 22: 1389-1400.</p> <p>Joglekar, N., M. Lévesque, and S. Erzurumlu. 2017. "Chapter 13. Business Startup Operations." In M. K. Starr and S. K. Gupta (eds), <u>The Routledge Companion to Production and Operations Management</u>. New York, NY: Routledge.</p> <p>Allon, G. and V. Babich. 2020. "Crowdsourcing and Crowdfunding in the Manufacturing and Service Sectors." <u>Manufacturing and Service Operations Management</u>. 22: 102-112.</p> <p>Cornelius, P. B. and B. Gokpinar. 2020. "The Role of Customer Investor Involvement in Crowdfunding Success." <u>Management Science</u>. 66: 452-472.</p> <p>Subramanian, A., M. Lévesque, and V. van d Vrande. 2020. "Pulling the Plug: Time between Drug Discovery and Development Projects." <u>Production and Operations Management</u>. 29: 2851-2876.</p>
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<p>Supply Chain Dynamics</p>	<p>Cachon, G. and M. Fisher. 2000. "Supply Chain Inventory Management and the Value of Shared Information." <u>Management Science</u>. 46: 1032-1048.</p> <p>Choi, T.Y., K.J. Dooley, and M. Rungtusanatham. 2001. "Supply Networks and Complex Adaptive Systems: Control versus Emergence." <u>Journal of Operations Management</u>. 19: 351-366.</p> <p>Frohlich, M.T. and R. Westbrook. 2001. "Arcs of Integration: An International Study of Supply Chain Strategies." <u>Journal of Operations Management</u>. 19: 185-200.</p> <p>Randall, T.R., R.M. Morgan, and A.R. Morton. 2003. "Efficient versus Responsive Supply Chain Choice: An Empirical Examination of Influential Factors." <u>Journal of Product Innovation Management</u>. 20: 430-443.</p> <p>Lee, H.L., V. Padmanabhan, and S. Whang. 2004. "Information Distortion in a Supply Chain: The Bullwhip Effect." <u>Management Science</u>. 50: 1875-1886.</p> <p>Graves, S.C. and S.P. Willems. 2005. "Optimizing the Supply Chain Configuration for New Products." <u>Management Science</u>. 51: 1168-1180.</p> <p>Croson, R. and K. Donahue. 2006. "Behavioral Causes of the Bullwhip Effect and the Observed Value of Inventory Information." <u>Management Science</u>. 52: 323-336.</p>
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<p>Empirical Research Tradition of the OSCM Discipline</p>	<p>Flynn, B.B., S. Sakakibara, R.G. Schroeder, K. A. Bates, and E.J. Flynn. 1990. "Empirical Research Methods in Operations Management." <u>Journal of Operations Management</u>. 9: 250-284.</p> <p>Swamidass, P. 1991. "Empirical Science: New Frontier in Operations Management." <u>Academy of Management Review</u>. 16: 793-814.</p> <p>Melnyk, S. and R. Handfield. 1998. "May You Live in Interesting Times . . . the Emergence of Theory-Driven Empirical Research." <u>Journal of Operations Management</u>. 16: 311-319.</p> <p>Meredith, J. 1998. "Building Operations Management Theory through Case and Field Research." <u>Journal of Operations Management</u>. 16: 441-454.</p> <p>Rungtusanatham, M., T. Y. Choi, D. Hollingworth, Z. Wu, and C. Forza. 2003. "Survey Research in Operations Management: Historical Analyses." <u>Journal of Operations Management</u>. 21: 475-488.</p> <p>Fisher, M. 2007. "Strengthening the Empirical Base of Operations Management." <u>Manufacturing and Service Operations Management</u>. 9: 368-382.</p> <p>Roth, A.V. 2007. "Applications of Empirical Science in Manufacturing and Service Operations." <u>Manufacturing and Service Operations Management</u>. 9: 353-367.</p> <p>Calantone, R.J. and S.K. Vickery. 2010. Introduction to the <i>Special Topic Forum: Using Archival and Secondary Data Sources in Supply Chain Management Research</i>." <u>Journal of Supply Chain Management</u>. 46: 3011.</p> <p>Rungtusanatham, M., C. Wallin, and S. Eckerd. 2011. "The Vignette in a Scenario-Based Role-Playing Experiment." <u>Journal of Supply Chain Management</u>. 47: 9-16.</p>
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SUBJECT: Library Statement for OMIS 7102: OMIS Foundation II
FROM: Xuemei Li, Business Liaison Librarian
DATE: February 14, 2021

OMIS 7102: OMIS Foundation II

York University Libraries (YUL) will be able to support the proposed course, OMIS 7102: OMIS Foundation II. This course is the second of two, first-year Ph.D. seminars. It is a continuation of OMIS 7101 OMIS Foundations I, introducing OMIS Ph.D. students to core topics that constitute the discipline of Operations and Supply Chain Management (OSCM) or, alternatively, the discipline of Information Systems (IS). This introduction provides a historical perspective as to the evolution of either the OSCM or IS discipline, the topics defining the past and current research agenda for the discipline, and articles considered as classics for each topic. The readings-based/discussion-based seminar is led by a team of OMIS Area faculty and coordinated by the OMIS Area Ph.D. representative or designate. YUL has a strong collection of print and electronic periodicals, books and databases that will help students conduct relevant research when they complete their End-of-Term Research Proposal Paper.

The following is a list of recommended YUL resources that can support this course:

Books & eBooks, Scholarly, Trade/Industry, and Newspaper Articles

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

Research Guides

Students will be able to learn more about the databases the library subscribes to by using [YUL's well-developed research guides](#). These guides provide a curated list of the best resources to use for specific research tasks.

Interlibrary Loan

Interlibrary loan and document delivery options are available through RACER for any additional information needs that may arise. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge. Registration and requesting is available from: <http://www.library.yorku.ca/cms/resource-sharing/services-for-york-faculty-and-students/illrequestform/>.

Research Help & Consultation Support

Students will have access to [research help and consultation services](#). Students can email the Peter F. Bronfman Business library (bronfref@yorku.ca), use the online chat service, and book a Zoom consultation with a [business librarian](#).

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:
Ph.D. Program

2. Responsible Unit:
OMIS

3. Subject Code (Rubric) and Course Number:
OMIS 7103

4. Credit Value:
3.00

5. Long Course Title:
OMIS Emerging Topics

6. Short Course Title:
OMIS Emerging Topics

7. Effective Term/Calendar Year:
Fall 2023

8. Language of Instruction:
English

9. Calendar (Short) Course Description:
This seminar focuses on contemporary topics that OMIS Area faculty are researching. Topics are expected to evolve over time. Sessions are readings-based/discussion-based, with each session being led by one or more OMIS Area faculty member.

10. Expanded Course Description:

OMIS 7103 OMIS Emerging Topics is a second-year, Ph.D. seminar focusing on contemporary, often emerging, topics that OMIS Area faculty are researching. Topics are expected to evolve over time, as OMIS Area faculty retire, as OMIS Area faculty self-select to participate or not, as new faculty join the OMIS Area, and as opportunities arise organically for scholars from other peer institutions to lead sessions. Sessions are readings-based/discussion-based, with each session being led by one or more OMIS Area faculty member.

Multiple readings are assigned for each weekly session. Students come prepared to discuss, debate, answer directed question about, and present their summary and insights into readings. Depending on the faculty leading the session, students may be asked to prepare written notes and/or a PowerPoint presentation.

Students also meet weekly, one-on-one, with the OMIS Area Ph.D. representative to discuss their progress toward identifying a dissertation research topic, related dissertation research questions, theoretical framing, relevant literature, and expected contributions.

Students sit for a “mock” comprehensive exam with 2-3 questions over a four-hour block. The “mock” Comprehensive Exam assesses student understanding of various topics covered during the term; evaluates their ability to think critically, articulate a position, and defend their perspectives; and provides students with the opportunity to practice for their “real” comprehensive exam.

11. Course Learning Outcomes:

At the completion of OMIS 7103 OMIS Emerging Topics, students are able to:

1. Strengthen skills to systematically critique research articles with respect to motivation, literature foundations, theoretical lens/analytical assumptions, methods, results, and contributions to science and practice.
2. Strengthen skills to communicate in writing and orally research insights and managerial advice.
3. Strengthen skills to motivate a dissertation research topic.
4. Connect contemporary topics and their evolution to disciplinary foundations.

12. Rationale:

The Schulich Ph.D. in Administration has six learning objectives:

1. Depth and Breadth of Knowledge
2. Knowledge of Methodologies
3. Level of Application of Knowledge
4. Awareness of Limits of Knowledge
5. Level of Communication Skills
6. Autonomy of Professional Capacity

OMIS 7103 OMIS Emerging Topics ensures that students are aware of emerging topics of research interest for the OSCM or IS discipline, acquire deep knowledge pertaining to a dissertation research interest, appreciate diverse methods used to research emerging topics in the OSCM or IS discipline, can apply extant knowledge to develop new research questions independently, and are to communicate effectively on disciplinary topics and their dissertation research interest.

OMIS 7103 OMIS Emerging Topics does not overlap with other courses.

13. Evaluation:

Deliverable		Total %
[1]	Weekly Session Attendance and Participation	40
[2]	Weekly Progress Reports on Dissertation Research Direction	20
[3]	End-of-Term Dissertation Research Topic Direction Presentation and Proposal	30
[4]	End-of-Term Mock Comprehensive Exam	10
TOTAL		100

14. Integrated Courses:

No integration with undergraduate courses.

15. Cross-listed Courses:

No cross-listing with other programs.

16. Enrolment Notes:

Limited to students pursuing a doctorate degree in OMIS or related discipline.

17. Faculty Resources:

The readings-based/discussion-based seminar is led by a team of tenure-track/tenured OMIS Area faculty and coordinated by the OMIS Area Ph.D. representative or designate. No new faculty resources are required.

18. Physical Resources:

No new physical resources needed. Seminar will be delivered in existing classrooms.

19. Bibliography and Library Statement:

Suggested readings are detailed in corresponding course outline. A corresponding library statement is attached.

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

20. Instructors and Faculty Coordinator

Initial instructor:
M. Rungtusanatham

Alternative instructors:
Any tenure-track/tenured OMIS Area faculty

Course coordinator:
Not relevant

21. Specializations

Primary area or specialization:
OMIS

Secondary areas or specializations:
Not relevant

22. Student Contact and Enrolment

Contact hours:
48
No lab hours

Maximum enrolment:
55

Expected enrolment:
3

Evidence for enrolment expectations:
OMIS Area admits 2 Ph.D. students annually, who are required to take this seminar.
Ph.D. students from other Ontario universities are also able to take this seminar.

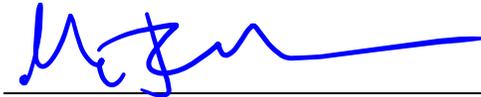
23. Human Participants Research

N/A

24. Conditions for Approval

- a) The Area is deleting courses with at least the same total number of credits.
SB/OMIS 7200 Strategic Operations Management II

Originator:



Signature

February 17, 2022

Date

M. Rungtusanatham

Name

OMIS

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.

Markus Biehl, OMIS

Moren Levesque, OMIS

Murat Kristal, OMIS

Julian Scott Yeomans, OMIS

Adam Diamant, OMIS

Raha Imanirad, OMIS

Guangrui Li, OMIS

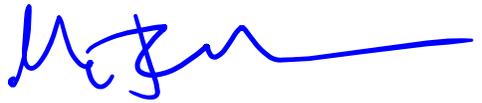
Vibhuti Dhingra, OMIS

Henry Kim, OMIS

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.



February 17, 2022

Signature

Date

M. Rungtusanatham

OMIS

Name of Coordinator or Director

Area or Specialization

Degree Program:

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

Eileen Fischer

February 17, 2022

Signature

Date

Eileen Fischer

PhD

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.

Eileen Fischer

February 17, 2022

Signature

Date

Eileen Fischer

PhD Committee

Name of Committee Chair

Committee

FALL Term (Every Other Year)

DAY & TIME, LOCATION

Course Coordinator



M. Johnny Rungtusanatham, Ph.D.
 Canada Research Chair in Supply Chain Management
 Operations Management and Information Systems

Office	G212
Telephone	+1 (416) 736-2100 ext. 22434
Mobile	+1 (614) 483-1098 (USA)
Email	rung001@yorku.ca
URL	https://schulich.yorku.ca/faculty/manus-johnny-rungtusanatham/

Assistant

Paula Gowdie Rose
 SSB S337
 416-736-2100 x 55074
PGowdieRose@schulich.yorku.ca

Brief Description

OMIS 7103 OMIS Emerging Topics (3 credits) is a second-year, Ph.D. seminar focusing on contemporary topics that OMIS Area faculty are researching. Topics are expected to evolve over time, as OMIS Area faculty retire, as OMIS Area faculty self-select to participate or not, as new faculty join the OMIS Area, and as opportunities arise organically for scholars from other peer institutions to lead sessions. Sessions are readings-based/discussion-based, with each session being led by one or more OMIS Area faculty member. The seminar is coordinated by the OMIS Area Ph.D. representative or designate.

Syllabus Contents

Learning Outcomes	1
Course Materials	2
Deliverables and Student Evaluation	2
General Academic Policies	33
Topics and Assigned Readings	44

Learning Outcomes

At the completion of *OMIS 7103 OMIS Emerging Topics*, students are able to:

1. Strengthen skills to systematically critique research articles with respect to motivation, literature foundations, theoretical lens/analytical assumptions, methods, results, and contributions to science and practice.
2. Strengthen skills to communicate in writing and orally research insights and managerial advice.
3. Strengthen skills to motivate a dissertation research topic.
4. Connect contemporary topics and their evolution to disciplinary foundations.

Course Materials

Select textbook(s), book chapters, and journal articles.

Deliverables and Student Evaluation

The Final Course Grade will be computed based on the following evaluation categories and subject to relevant academic policies (see [General Academic Policies](#)):

	Deliverable	Total %
[1]	Weekly Session Attendance and Participation	40
[2]	Weekly Progress Reports on Dissertation Research Direction	20
[3]	End-of-Term Dissertation Research Topic Direction Presentation and Proposal	30
[4]	End-of-Term Mock Comprehensive Exam	10
	TOTAL	100

[1] Weekly Session Attendance and Participation

Multiple readings are assigned for each weekly session. Students attend weekly sessions and come prepared to discuss, debate, answer directed question about, and present their summary and insights into readings. Depending on the faculty leading the session, students may be asked to prepare written notes and/or a PowerPoint presentation, with such requests being conveyed at least one week before each session.

[2] Weekly Progress Reports on Dissertation Research Direction

Each week, students meet with the Course Coordinator individually to discuss ideas for dissertation research. Ideally, the ideas for dissertation research emerge from completion of the two (i.e., literature review and research proposal) deliverables from the two first-year seminars.

[3] End-of-Term Dissertation Research Topic Direction Presentation and Proposal

The last session is devoted to student presentations on their progress toward identifying a dissertation research topic, related dissertation research questions, theoretical framing, relevant literature, and expected contributions. Students receive feedback on the substance of the presentation, as well as presentation delivery. Students are then expected to address the

feedback before submitting the finalized FIRST Draft of their Dissertation Research Direction proposal.

[4] End of Term Mock Comprehensive Exam

Students sit for a “mock” comprehensive exam with 2-3 questions over a four-hour block. The “mock” Comprehensive Exam assesses student understanding of various topics covered during the term; evaluates their ability to think critically, articulate a position, and defend their perspectives; and provides students with the opportunity to practice for their “real” comprehensive exam. Questions asked are not expected to have “right” or “wrong” answers but to elicit a position statement, supported by articulated logic and references. The “mock” comprehensive exam is administered either as part of the last session or as a take-home.

General Academic Policies

Grading

Grades at the Schulich School of Business 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.

Letter Grade	Index System	Approximate Percentage Range
A+	9	87-100
A	8	84-86
A-	7	80-83
B+	6	77-79
B	5	74-76
B-	4	70-73
C+	3	67-69
C	2	64-66
C-	1	60-63
F	0	< 60

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

Academic Honesty

Academic honesty is fundamental to the integrity of university education and degree programs. This principle applies to 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 Schulich website: <http://schulich.yorku.ca/current-students/academic-honesty/>.

Accommodations

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

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

Absence from Exams

Students who miss a final 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. 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>.

Topics and Assigned Readings

The following are examples contemporary topics and associated readings for both *OMIS 7103 OMIS Emerging Topics I* and *OMIS 7103 OMIS Emerging Topics II*.

Each topic spans 2-3 sessions. The sequencing of topics depends on availability of faculty volunteers to be leads for a topic.

The following is an example of a contemporary research topic and associated readings led by Professor Rungtusanatham:

<p>Supply Disruption Management</p>	<p>Ambulkar, S., S. Ramaswami, J. Blackhurst, and M. Rungtusanatham. Forthcoming. "Supply Chain Disruption Risk: An Unintended Consequence of Product Innovation." <u>International Journal of Production Research</u>.</p> <p>Polyviou, M., M. Rungtusanatham, and T. J. Kull. Forthcoming. "Supplier Selection in the Aftermath of a Supply Disruption and Guilt: Once Bitten, Twice (Not So) Shy." <u>Decision Sciences</u>.</p> <p>Chen, Y-S., M. Rungtusanatham, and S. M. Goldstein. 2019. "Historical Supplier Performance and Strategic Relationship Dissolution: Unintentional but Serious Supplier Error as a Moderator." <u>Decision Sciences</u>. 50(6): 1224-1258.</p> <p>Polyviou, M., M. Rungtusanatham, R. Reczek, and A. M. Knemeyer. 2018. "Supplier Non-Retention Post Disruption: What Role Does Anger Play?" <u>Journal of Operations Management</u>. 61(1): 1-14.</p> <p>Tenhiälä, A., M. Rungtusanatham, and J. W. Miller. 2018. "ERP System versus Standalone Enterprise Applications in the Mitigation of Operational Glitches." <u>Decision Sciences</u>. 49(3): 407-444.</p> <p>Blackhurst, J., M. Rungtusanatham, K. P. Scheibe, and S. Ambulkar. 2018. "Supply Chain Vulnerability Assessment: A Network Based Visualization and Clustering Analysis Approach." <u>Journal of Purchasing and Supply Management</u>. 24(1): 21-30.</p> <p>Craighead, C., J. Blackhurst, M. Rungtusanatham, and R. Handfield. 2007. "The Severity of Supply Chain Disruptions: Design Characteristics and Mitigation Capabilities." <u>Decision Sciences</u>. 38(1): 131-156.</p> <p>Primo, M., K. J. Dooley, and M. Rungtusanatham. 2007. "Manufacturing Firm Reaction to Supplier Failure and Recovery." <u>International Journal of Operations and Production Management</u>. 27(3): 323-34</p> <p>Choi, T. Y., K. J. Dooley, and M. Rungtusanatham. 2001. "Supply Networks and Complex Adaptive Systems: Control versus Emergence." <u>Journal of Operations Management</u>. 19(3): 351-366.</p>
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SUBJECT: Library Statement for OMIS 7103: OMIS Emerging Topics
FROM: Xuemei Li, Business Liaison Librarian
DATE: February 14, 2021

OMIS 7103: OMIS Emerging Topics

York University Libraries (YUL) will be able to support the proposed course, OMIS 7103: OMIS Emerging Topics. This course is a second-year, Ph.D. seminar focusing on contemporary topics that OMIS Area faculty are researching. Topics are expected to evolve over time, as OMIS Area faculty retire, as OMIS Area faculty self-select to participate or not, as new faculty join the OMIS Area, and as opportunities arise organically for scholars from other peer institutions to lead sessions. Sessions are readings-based/discussion-based, with each session being led by one or more OMIS Area faculty member. The seminar is coordinated by the OMIS Area Ph.D. representative or designate. YUL has a strong collection of print and electronic periodicals, books and databases that will help students conduct relevant research when they prepare for their End-of-Term Dissertation Research Topic Direction Presentation and Proposal.

The following is a list of recommended YUL resources that can support this course:

Books & eBooks, Scholarly, Trade/Industry, and Newspaper Articles

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

Research Guides

Students will be able to learn more about the databases the library subscribes to by using [YUL's well-developed research guides](#). These guides provide a curated list of the best resources to use for specific research tasks.

Interlibrary Loan

Interlibrary loan and document delivery options are available through RACER for any additional information needs that may arise. There is no limit to the number of articles that a student or faculty member may order through RACER per year, and these are delivered to the desktop, free of charge. Books can also be requested through this system free of charge. Registration and requesting is available from: <http://www.library.yorku.ca/cms/resource-sharing/services-for-york-faculty-and-students/illrequestform/>.

Research Help & Consultation Support

Students will have access to [research help and consultation services](#). Students can email the Peter F. Bronfman Business library (bronfref@yorku.ca), use the online chat service, and book a Zoom consultation with a [business librarian](#).

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 February 4, 2022 at 12:00pm via Zoom.

In Attendance:

Chair: C. Graham
Secretary: E. Rush
Assistant: L. Da Silva

Voting Members of Faculty Council Present:

Senior Admin	D. Zwick, M. Annette, K. Kanagaretnam, D. Matten, T. Noseworthy		
ACTG	M. Bamber, A. Mawani, L. Thorne, V. Trivedi		
ARTM	T. McQueen, K. Rogers		
ECON	A. Coutts, I. Henriques, P. Sadorsky, B. Wolf (ret.)		
ENTR			
FINE	M. Cao, P. Foroughi, M. Kamstra, M. Milevsky, L. Ng, P. Shum Nolan, A. Rzeznik, Y. Tian		
MKTG	A. Campbell, P. Darke, E. Fischer, M. Giesler, A. Joshi, G. Packard, E. Veresiu		
ORGS	C. Bell, I. Hideg, W. Shen, K. Tasa		
OMIS	A. Diamant, D. Johnston, M. Levesque, J. Rungtusanatham, D. Opong-Tawiah		
PLCY	P. Aulakh, M. Kipping, C. McMillan, T. Peridis, W. Sheremata, S. Weiss		
PROP	J. Clayton, J. McKellar (ret.)		
SUST	C. Cho, G. Kistruck, M. Valente	OTHER:	X. Li (Lib)
Voting CPM's & Director of 601	I. Holzinger, A. Mustapha, H. Sinker		
Student Reps	A. Kakkar (UBS), J. Lam (PhD), T. Rashid (GBC), H. Zhu (GBC)		

Voting Members of Faculty Council Absent/Regrets:

T. Anand (UBS)	V. Dhingra	R. Karambayya (ret.)	R. McClean (ret.)	H. Rosin (Ret.)
E. Auster	D. Dimick (ret.)	A. Kecskes	N. Mead	G. Saxton
K.-H. Bae	M. Dong	H. Kim	G. Morgan (ret.)	J. Tan
T. Beechy (ret.)	B. Eberlein	M. Kristal	N. Nasser (UBS)	M. Voronov
R. Belk	J. Everett	Y. Larkin	D. Neu	E. Westney (ret.)
A. Bhanich-Supapol	M. Farjoun	F. Lazar	C. Oliver (ret.)	L. Wright (ret.)
I. Bicer	B. Gainer (ret.)	G. Li	Y. Pan	S. Yeomans
J. Chung	B. Graham (alum)	Z. Li	J. Patel (UBS)	J. Zemans (ret.)
W. Cook (ret.)	D. Horváth	B. Lyons	R. Phillips	L. Zhu (V.Chair)
A. DeCarufel (ret.)	S. Hsu	I. Macdonald (ret.)	E. Prisman	
Y. Deutsch	R. Imanirad	A. Madhok	S. Qu	
A. Devine	R. Irving (ret.)	M. Majzoubi	M. Rice	

Leaves and Sabbaticals:

M. Biehl	J. Darroch	L. Hillcoat	R. Shao	A. Sirsi	T. Wesson
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Non-Voting Members of Faculty Council Present

D. Barret	A. Gravel	N. Machado (guest)	T. Tolias
M. Bhutani	M. Hastings	Y. Massop	K. Welsby
C. Carder	L. Jackson	C. Mueller (guest)	F. Zandi
W. Craddock	B. Kha	L. Pan	C. Zhuang
L. De Wilde	R. Lenton (guest)	L. Philipps (guest)	
A. Ferreira	R. Lewin (guest)	N. Sutherland	
L. Ginsberg	M. Machado	S. Tenn	

Non-Voting Members of Faculty Council Absent:

W. Al-Hussaini	E. Farrell	L. Lakats	A. Narbe	R. Ross
P. Barter	J. Fayt	D. Lennox	Z. Necas	C. Sicoli
S. Calahan	A. Fisher	R. Lynn	C. Niederwanger	S. Sigel
E. Caprioni	S. Friedman	P. Macdonald	M. Orlan	T. Stubbs
M. Cernea	T. Gosse	D. Mak	C. Partland	C. Sullivan
J-M. Clark	P. Grant	K. Mapa	B. Pasquali	A. Thomson
T. D'Agostino	A. Harris	R. Mayer	G. Pau	E. Vanderheyden
G. Deans	R. Hines	T. Medcof	J. Pinto	N. Verma
P. Deonandan	J. Jeyakumaran	G. Milavsky	P. Pivato	A. Welsh
P. Dillon	G. Klar	J. Morgan	J. Pokrajac	D. Woticky
K. Ellis	A. Konson	M. Morriello	S. Pulver	
D. Elsner	H. Koren-Cohen	R. Moy	E. Roman	

1. Chair's Remarks

The Chair called the meeting to order at 12:01pm and read out the land acknowledgement. He drew attention to the EMBA program items on the consent agenda, noting that the courses were being approved retroactively due to when the information was received from our partner school. M. Kipping provided additional background information as to why the approvals were being conducted retroactively.

The Chair also indicated that the university has issued a call for nominations for honorific professorships and invited council members to submit any names for nomination to him or Vice-Chair L. Zhu. The deadline to submit to the University is March 4, 2022.

2. Dean's Remarks

The Dean highlighted a few points from his recorded remarks, noting that this is a particularly challenging term due to the uncertainty around the upcoming return to campus and the likelihood of faculty and students falling ill. He also highlighted that, like many of our faculty and

students, staff are also feeling the strain. He encouraged council members to check in on staff regularly to help create a supportive work environment.

3. PhD/GBC/UBS Updates

The student body representatives provided updates from their respective student groups, highlighting upcoming events as well as sentiments about the return to campus and course delivery modes.

4. Budget Consultation Session

President Rhonda Lenton and Provost Lisa Philipps joined the meeting at 12:30pm to present details of the upcoming budget and obtain feedback from council members. The slides are available as part of the agenda package and more details can be found on the SHARP website: <https://www.yorku.ca/sharp/>. After the presentation, discussion included topics such as raising the profile of the school globally, centralized services, the future of learning and various delivery models (hyflex, online, hybrid, etc.), and differentiation of business programming at York.

5. Adjournment

A motion to adjourn was put forward by A. Joshi, seconded by C. Bell, and approved. The meeting adjourned at 1:32pm.

The following items were approved by consent:

- 1. EMBA Program Committee**
 - a) Course Change**
 1. EMBA 6620 4.0 Healthcare Strategy (*credit value*)
 - b) New Course Proposals**
 1. EMBA 6255 2.0 Innovation in the Social-Digital Era
 2. EMBA 6285 2.0 Value Creation and Capture in Healthcare
 3. EMBA 6295 1.0 Healthcare's Global Marketplace
 4. EMBA 6325 2.0 Value Creation in Biopharmaceuticals
- 2. Minutes of the Last Meeting: 2021.12.10**