EXECUTIVE COMMITTEE
SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Executive Committee of Faculty Council for the 2022-23 academic year
will be held remotely (via Zoom) on Friday, November 25 at 11:30 am.

AGENDA

Page

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

2. **Review of November Faculty Council Agenda and Documentation**   2-118

3. **Other Business**

4. **Adjournment**

CONSENT AGENDA

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

Page

1. **Minutes of the Last Meetings:** 2022.10.20   118-119

Upcoming Meeting Dates for 2022-2023:

Schulich Executive Committee:

Friday, November 25, 2022
Friday, February 24, 2023
Friday, April 14, 2023
Friday, May 19, 2023

Schulich Faculty Council:

Friday, December 9, 2022 (10:30 am start)
Friday, February 3, 2023
Friday, March 10, 2023
Friday, April 28, 2023
Friday, June 2, 2023

FACULTY COUNCIL
SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Schulich Faculty Council for the 2022-23 academic year
will be held in person and via Zoom on **Friday, December 9, 2022** from **10:30 am - 12:00pm**.

AGENDA

Page

1. **Welcome and Chair's Remarks** (5 minutes)
2. **Dean's Remarks** (5 minutes)
3. **PhD/GBC/UBS Updates** (10 minutes)
4. **Major Modification to the Master of Marketing** (*G. Packard*) (10 minutes)   3-28
5. **Minor Modification to Organizational Studies PhD field** (*R. Shao*) (10 minutes)   29-35
6. **University Budget Consultation** (*L. Philipps & C. McAulay*) (50 minutes)

7. **Other Business**
8. **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.

Page

1. **Communications**
   a) **For Information:** Senate Synopses (2022.10.27)   36-38

2. **Master Programs Committee** (*K. Tasa*)
   a) **Committee Mandate**   39-41
   b) **Master of Business Administration** (A. *Campbell*)
      i) **Motion:** Course Change Proposal for ENTR 6400 3.00 (*enrolment cap*) (S. *Pulver*)   42-64
      ii) **Motion:** New Course Proposal MGMT 6851 3.00 MBA Graduate Placement Course (*M. Cernea*)   65-90
   c) **Master of Marketing** (*G. Packard*)
      iii) **Motion:** New Course Proposal MKTG 6820 3.00 Marketing Dynamics   91-115

4. **Minutes of the Last Meeting:** 2022.11.04   116-118

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Grant Packard, Associate Professor of Marketing, Master of Marketing Program Director
Date: November 2, 2022
Re: Major Program Change Proposal: Master of Marketing (MMKG) Program

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Motion:

Approve series of major and minor program changes for the Master of Marketing Program.

1. Admission criteria to note that one or more years of post-degree work experience is strongly recommended for those without an undergraduate (or higher) business degree.
2. The first term of the program to be changed from Fall to Summer term (beginning Summer 2024).
3. Total program credit hour requirement to be reduced from 42 to 36 credit hours
4. Program curriculum changes:

   5.1. MKTG 6100 Strategic Marketing Communications to be offered as a core course rather than an elective.
   5.2. MKTG 6140 Consumer Insights to be offered as an elective (as MKTG 6150 Consumer Behavior) rather than a core course.
   5.3. MKTG 6810 Creativity in Marketing to be offered as an elective rather than a core course.
   5.4. MSTM 5000 Business Communications & Team Dynamics core course to be replaced by MGMT 5190/5290 Professional Development Hives.
   5.5. MKTG 6560 Digital Marketing core course to move from the first to second term of the program.
   5.6. MKTG 6550 Brand Management core course moves from the third to second term of the program.
   5.7. MKTG 6001 Field Project 2 core course is replaced by new core course MKTG 6820 Marketing Dynamics (see 5.9)
   5.8. The name of core course MKTG 6000 Field Project 1 is changed to MKTG 6000 Field Project.
   5.9. New core course MKTG 6820 Marketing Dynamics is offered in the third (last) term of the program.

Rationale:

These program changes are intended to renew the Master of Marketing (MMKG) curriculum after its first three years of operations to (a) ensure the program's continued relevance and competitiveness for 21st century skills and (b) to keep the program inclusive, accessible, and appealing to prospective students. These goals directly align with the York University Academic Plan, 2020-25. Detailed rationale for each program change element summarized above is provided in the major program change proposal document attached.

Major Modifications to Existing Programs
Proposal Template

Major Modifications to Existing Programs fall under Section 5 of the York University Quality Assurance Procedures (YUQAP): https://yuqap.info.yorku.ca/home/procedures/protocols/major-modifications-to-existing-programs/

The following changes are considered to be major modifications:

a) Substantive changes to learning outcomes and/or approved requirements that comprise up to approximately one-third of the program serve as a guideline for inclusion under the major modification guideline.
b) Major changes to courses comprising a significant proportion of the program and making an important contribution to meeting program learning outcomes (approximately one-third of courses).
c) The addition of a new major (undergraduate) where a similar major exists.
d) A new specialization at the graduate level.
e) Addition or deletion of streams.
f) The addition of a new option (e.g., location or part-time/full-time) within an existing program.
g) Establishment of undergraduate certificates.
h) The merger of two or more programs.
i) Establishment of a minor program or option.
j) The offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa.
k) At the master's level, the introduction or deletion of a major research paper or thesis, course-only, co-op placement, internship, or practicum option.
l) The introduction or deletion of a field in a graduate program.
m) The creation of a collaborative specialization at the graduate level.
n) The creation of combined degrees (existing programs), either undergraduate, graduate, or undergraduate/graduate.
o) Any change to the requirements for graduate program candidacy examinations or residence requirements

Note: *Separate templates exist for the remaining types of Major Modifications, specifically:*

New undergraduate certificates
Closure of undergraduate certificates *(see Program Closure template)*

Major Modifications Proposal

1. Faculty: Schulich School of Business

2. Department: Marketing Area

3. Program: Master of Marketing Program

4. Degree Designation: MMKG

5. Type of Modification: Multiple. Changes to admissions criteria, change of starting term, change of total credit hour requirement, changes of core courses, changes in core course timing across terms.

6. Location: Keele Campus

7. Effective Date: Summer 2024

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

    1. Admission criteria will now note that one or more years of post-degree work experience is strongly recommended for those without an undergraduate (or higher) business degree.

    2. The first term of the program is changed from Fall to Summer term (beginning Summer 2024).

    3. Total program credit hour requirement is reduced from 42 to 36 credit hours

    4. Program curriculum changes:

        5.1. MKTG 6100 Strategic Marketing Communications is offered as a core course rather than an elective.

        5.2. MKTG 6140 Consumer Insights is offered as an elective (as MKTG 6150 Consumer Behavior) rather than a core course.

        5.3. MKTG 6810 Creativity in Marketing is offered as an elective rather than a core course.

        5.4. MSTM 5000 Business Communications & Team Dynamics core course will be replaced by MGMT 5190/5290 Professional Development Hives.

5.5. MKTG 6560 Digital Marketing core course moves from the first to second term of the program.

5.6. MKTG 6550 Brand Management core course moves from the third to second term of the program.

5.7. Core course MKTG 6001 Field Project 2 is replaced by new core course MKTG 6820 Marketing Dynamics (see 5.9)

5.8. The name of course course MKTG 6000 Field Project 1 is changed to MKTG 6000 Field Project.

5.9. New core course MKTG 6820 Marketing Dynamics is offered in the third (last) term of the program.

A visual summary of most of the curriculum changes described above can be found in section 11 of this document.

9. Provide the rationale for the proposed changes:

1. Admission criteria will now note that one or more years of post-degree work experience is strongly recommended for those without an undergraduate (or higher) business degree.
Rationale: In its first three years of operation, the MMKG program has found that students with the specific combination of no work experience AND a non-business undergraduate degree often struggle to succeed in the classroom and program. This proposed change will signal to potential applicants that significant exposure to business or organizational fundamentals, through the classroom and/or work experience, is critical for student success.

Potential applicants with this specific background will be encouraged to instead apply to the Schulich Master of Management program, which is designed for graduates from non-business undergraduate programs and students with little or no work experience. Potential applicants with this specific background who decide nonetheless to apply to the MMKG program will be processed by Recruiting & Admissions as non-standard applicants, de-prioritizing them relative to standard applicants that have one or both of two years post-degree work experience and an undergraduate or higher business degree.

2. The first term of the program is changed from Fall to Summer term (beginning Summer 2024).

> *Rationale: A one year graduate program that starts in May and ends in April of every year better synchronizes with the student career recruitment cycle. It also gives our students a first term (i.e. Summer) during which they can become familiar with their new career path and be career coached before the career recruitment cycle is at its height in the Fall term. In addition, this will make the synchronization of elective courses shared in common with the MBA program and other one year Masters programs easier to staff and coordinate. The Master of Management in Artificial Intelligence (MMAI) and Master of Supply Chain Management (MSCM) programs currently start in the Summer term, and the Master of Business Analytics program has submitted a program change to start in the Summer term as of 2023. The Fall 2023 MMKG cohort will be the last cohort to start in the Fall term.*

3. Total program credit hour requirement is reduced from 42 to 36 credit hours

> *Rationale: Our competitive research review observed eight (8) North American business schools with industry-focused one year masters programs in marketing. By industry-focused, we mean programs with the primary intention of helping students obtain and succeed in marketing management roles in the private sector. All eight competitor programs were located in the U.S. Schulich is currently the only industry-focused masters of marketing program in Canada. The average course credit hour requirement for the observed competitor (U.S.) one year programs is 32.6 (mode = 30, min = 30, max = 36).*

> *Discussions with Schulich Associate Deans and Program Directors also revealed a shift in business school academic programs towards a streamlining of credit hour classroom time to prioritize essential theory and application concepts, while increasing available student time for the development of personal and career skills critical for success in the 21st century marketplace.*

> *Focus group discussions with current students and program alumni corroborated this perspective. Rather than simply reducing the credit hours to the most common competitor course credit load (i.e. mode = 30 credit hours), we kept the goal of streamlining course credit hours in mind as we holistically developed the course-level curriculum changes described below through an iterative process in consultation with the internal and external stakeholders summarized in section 12 below.*

4. Program curriculum changes:

4.1. MKTG 6100 Strategic Marketing Communications will be offered as a core course rather than an elective.

> *Rationale: Marketing communications is one of four fundamental organizational roles in the marketing function. In student and alumni focus groups, as well as in planning sessions with Schulich marketing faculty, it was agreed that offering MKTG 6100 as an elective rather than core course is problematic. This is particularly true given the majority of industry roles taken by program graduates include marketing communications responsibilities. It was also seen as problematic that the existing curriculum includes a core course focused on one particular dimension of marketing communications (MKTG 6560 Digital Marketing) yet does not teach the strategic fundamentals of communication or other dimensions (e.g. traditional media such as television, print, outdoor advertising, as well as public relations communications).*

4.2. MKTG 6140 Consumer Insights will be offered as an elective (as MKTG 6150 Consumer Behavior) rather than a core course.

> *Rationale: MKTG 6140 Consumer Insights was initially envisioned as an "exclusive" added value core course for the Master of Marketing program, developed by Professor Russell Belk, a renowned qualitative research expert. It was designed to be a "close cousin" of MKTG 6150 Consumer Behavior, which is a masters level elective. The primary distinction between MKTG 6140 and 6150 was that the former skewed towards insights from qualitative research, while the latter covers both qualitative and quantitative research insights. Consumer Insights / Behavior is an elective course at all business schools in Canada, and the vast majority of business schools world-wide. This proposed change would effectively make Consumer Insights / Behavior an elective. This change helps prioritize essential core courses, while allowing students to use electives to design an overall curriculum portfolio that optimizes their interests and intended career path.*

4.3. MKTG 6810 Creativity in Marketing will be offered as an elective rather than a core course.

> *Rationale: Given the reduced total credit hours of the program, this change helps prioritize essential core courses, while allowing students to use electives to design an overall curriculum portfolio that optimizes their interests and intended career path.*

4.4. MSTM 5000 Business Communications & Team Dynamics core course will be replaced by MGMT 5190/5290 Professional Development Hives.

> *Rationale: MGMT 5190/5290 Professional Development Hives is a 3-credit hour course designed to help Schulich masters-level students acquire the skills and knowledge that will facilitate their professional development and increase their employability. Students (1) engage*

in self-assessment, (2) learn to promote themselves in an efficient manner, (3) design a customized internship/job search strategy and (4) develop their intercultural competence and applied knowledge of equity, diversity, and inclusion. As such, adding the course is consistent with York University's Strategic Mandate Agreement (SMA II, 2020-25).

This new core course will replace current core course MSTM 5000 Business Communications & Team Dynamics, which focuses on introducing students without exposure to business or organizational environments on how to communicate through written and oral presentations, and how to work with teams. The new admissions note that students are strongly recommended to have two or more years of post-degree if they do not have an undergraduate business degree will greatly reduce the need for this course, as a strong majority, if not all students will have exposure to business communications and teamwork through their prior degree and/or work experience.

4.5. MKTG 6560 Digital Marketing core course moves from the first to second term of the program.

> *Rationale: This change ensures that the core course MKTG 6100 Strategic Marketing Communications, which provides strategic foundations across the integrated range of communications (e.g. TV, radio, print, outdoor, PR, digital, direct; see 5.1 above) is taken <u>before</u> students take this deep dive into aspects of digital marketing communications (social media, influencers, online advertising, email, etc).*

4.6. MKTG 6550 Brand Management core course moves from the third to second term of the program.

> *Rationale: This change ensures a reduced course load in the third and final program term to support students' job search and participation in the Graduate Work Placement course, a part-time internship undertaken by roughly one-third of students. The change also ensures that students experience this course prior to the MMKG 6000 Field Project course in which they will be working with brand or product management course, and prior to the proposed MKTG 6820 Marketing Dynamics capstone course (see 5.7).*

4.7. MKTG 6001 Field Project 2 core course to be replaced by new core course MKTG 6820 Marketing Dynamics (see 5.9)

> *Rationale: The MKTG 6001 Field Project 2 course was an attempt to extend our traditional field project course (MKTG 6000 Field Project 1 in the MMKG program, and known as a "601" in the MBA program) to add a second term. The first term of MKTG 6000 Field Project 1 (and the 601 in the MBA program) involves an instructor-supervised strategic assessment of an organization's market*

situation, and the provision of strategic recommendations to that organization. The MKTG 6001 Field Project 2 course added an "implementation" phase in the subsequent term. Our learnings over the last three years have been that large, well-known organizations are unwilling to allow business schools to implement strategic recommendations due to the financial costs and brand image risk of implementing at scale for such organizations. As a result, our two-term Field Project sequence (6000 and 6001) has been limited to small businesses and start ups, who have proven more willing to support small scale implementations as long as they are relatively low cost (e.g., web site improvement, product sampling initiative, small budget Google Adwords campaign testing). However, these small businesses and start ups have been more volatile in their willingness and ability to support implementations with their time and/or money, leaving some student groups with little to no implementation opportunity. Students report both dissatisfaction with the quality of the clients we attract to the course (i.e. small businesses and start-ups), and with the quality (and sometimes complete absence) of implementation opportunities. By eliminating MKTG 6001 Field Project 2 from the program, MKTG 6000 Field Project 1 can attract higher quality organizations and maintain student satisfaction while delivering hands-on experiential learning. We propose a new course that includes an experiential implementation component via case method and a dynamic marketing management simulation (see 5.9 below) to maintain and enhance experiential learning in the program.

4.8. The name of core course MKTG 6000 Field Project 1 is changed to become MKTG 6000 Field Project.

> *Rationale: With the elimination of MKTG 6001 Field Project 2, we no longer need the number "1" at the end of the course MKTG 6000 Field Project 1 title, which was used to designate the two course sequence.*

4.9. New core course MKTG 6820 Marketing Dynamics is offered in the third (last) term of the program.

> *Rationale: The new MKTG 6820 Marketing Dynamics course gives the MMKG program a capstone experience that connects learnings from across the program to build new integrative knowledge and competencies. The course achieves this through a conceptual and applied focus on the managerial challenge of responding to constant, dynamic change in the marketing environment due to competitors, customers, suppliers, internal competencies, cultures, and governments. The course achieves this using the live case method, an intensive 8-week dynamic/custom marketing management simulation, and selected classic and contemporary managerial article readings that help bring market dynamics to life. Course evaluation components simulate real world managerial*

communications and marketing management performance incentives, with a final case-based exam.

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

> The program changes are intended to renew the Master of Marketing (MMKG) curriculum after its first three years of operations to (a) ensure the program's continued relevance and competitiveness for 21st century skills and (b) to keep the program inclusive, accessible, and appealing to prospective students.
> These goals directly align with the York University Academic Plan, 2020-25.

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 program changes do not change associated learning outcomes (table below). Also provided is a visual summary outline of the current overall curriculum (until 2023-2024) and the curriculum after program changes (beginning 2024-2025).

I = Introduced; R = Reinforced; A = Assessed Individually for Achievement

	TERM 1				TERM 2				TERM 3	
Goal 1: Core Business Knowledge & Understanding	MKTG 5200	MKTG 6050	MKTG 6100	MGMT 5190	MKTG 6370	MKTG 6550	MKTG 6560	MGMT 5290	MKTG 6000	MKTG 6820
1.1 Define the main theories, concepts, and methods in the field of marketing.	A	R	R		R	R	R		R	R
Goal 2: Critical Analysis & Decision-Making										
2.1 Identify and analyze a complex marketing problem using appropriate quantitative and qualitative research methods.	I	A	R		A	R	R		R	R
2.2 Devise a clear, cost-effective, innovative and actionable marketing plan that delivers consumer insights to satisfy the needs of an organization.	I	R	R		R	R	R		R	A

2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.	I	R	R		R	R	R		A	A
Goal 3: Professional Communication										
3.1 Deliver a clear, effective and engaging oral presentation using appropriate technology.	R	R	R	I	R	R		I	A	R
3.2 Write a clear, effective and engaging business document appropriate for the target audience.	R	R	R	I	R	R	R	I	A	R
3.3 Apply appropriate strategies to work effectively in teams.	I	R	R	R				R	A	A
Goal 4: Ethics & Social Responsibility										
4.1 Describe, analyze, and devise solutions for ethical and social issues that arise in marketing.	I	R	R	R		A	R	R		R

VISUAL SUMMARY: CURRENT CURRICULUM OUTLINE

Fall Term	Winter Term	Summer Term
MSTM 5000 Bus Comms & Team Dynamics	MKTG 6000 Field Project 1: Strategy	MKTG 6001 Field Project 2: Implementation
ACTG 5200 Financial Decisions for Managers	MKTG 6370 Marketing Analytics	MKTG 6810 Creativity in Marketing
MKTG 5200 Marketing Management	MKTG 6140 Consumer Insights	MKTG 6550 Brand Management
MKTG 6050 Marketing Research	MKTG 6000 LEVEL ELECTIVE	MKTG 6000 LEVEL ELECTIVE
MKTG 6560 Digital Marketing	MKTG 6000 LEVEL ELECTIVE	

VISUAL SUMMARY: CURRICULUM AFTER PROGRAM CHANGES

Summer Term	Fall Term	Winter Term
MKTG 5200 Marketing Management	MKTG 6370 Marketing Analytics	MKTG 6000 Field Project
MKTG 6050 Marketing Research	MKTG 6550 Brand Management	MKTG 6820 Marketing Dynamics
MKTG 6100 Strategic Market Comms	MKTG 6560 Digital Marketing	MKTG 6000 LEVEL ELECTIVE
MKTG 6000 LEVEL ELECTIVE (ACTG 5200 for non BBA/Bcomm)	MKTG 6000 LEVEL ELECTIVE	
MGMT 5190: Prof. Dev. Hive 1	MGMT 5290: Prof. Dev. Hive 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 consultation process included over 25 meetings and over 60 hours of research and planning conducted by the MMKG program team. Names and roles of those consulted appear below. Summary feedback from the parties consulted was undertaken over the course of September 2021 to July 2022, and after an iterative process of input and revision, was supportive. Consulted parties believe that the proposed program changes will improve performance against learning outcomes, improve the quality and diversity of the admitted class of students, improve student satisfaction, improve student preparation and performance in the job market, and help defend the program against possible future competitive entry by other Ontario universities.

We expect the impact of the modifications on other programs/graduate diplomas is limited to the Schulich Master of Management (MMGT) program. As described in proposal element #2, we expect the new admissions language may slightly increase the number of applicants to the MMGT program.

Schulich consultations have included the individuals and roles listed below. The nine (9) **underlined and bolded** consultations were involved in the final round of consultations to affirm internal support for the final set of proposed program changes.

- Six MMKG student focus groups (4-6 students per group.)
- Two MMKG alumni focus groups (11 alumni)
- Steve Pulver, MMKG Core Instructor
- Martin Waxman, MMKG Core Instructor
- Nicole Mead, Associate Professor of Marketing
- Russell Belk, Professor of Marketing
- Peter Darke, Professor of Marketing
- Markus Giesler, Professor of Marketing
- Theo Noseworthy, Professor of Marketing, Associate Dean External
- Eileen Fischer, Professor of Marketing, Associate Dean Research
- Chris Carder, Executive Director, Innovation and Entrepreneurship
- Michael De Luca, Manager of Recruiting and Admissions (former)
- Susan Calahan, Assistant Director of Recruiting and Admissions
- Phanindra Deonandan, Associate Director, Centre for Career Design
- Aloma Gravel, Director of Schulich Alumni Relations
- Robert Hines, Director of Schulich Career Centre

- Marcia Annissette, Professor of Accounting, Associate Dean Academic (former)
- **Minerva Cernea, Associate Director, Head of Professional Development and Experiential Education**
- **Luba Pan, Director, Student and Enrolment Services**
- **Ashley Konson, Adjunct Professor of Marketing, MMKG Associate Program Director**
- **David Rice, Professor of Marketing, Former MMKG Program Director, Marketing Area Coordinator**
- **Alex Campbell, Associate Professor of Marketing, MBA Program Director**
- **Kiridaran Kanagaretnam, Professor of Accounting, Associate Dean Students**
- **Ashwin Joshi, Associate Professor of Marketing, Associate Dean Programs**
- **Kevin Tasa, Professor of Organizational Behavior, Associate Dean Academic**
- **Detlev Zwick, Dean**

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.

> As previously described as program change element #2, admission criteria will now note that one or more years of post-degree work experience is strongly recommended for those without an undergraduate (or higher) business degree. This revised recommendation will signal to applicants and our recruiting and admissions team that achieving program learning outcomes will be difficult for applicants who do not have significant exposure to business or organizational fundamentals through the classroom and/or work experience.

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 program change is expected to result in <u>reduced</u> instructor costs. The program change entails a six credit hour reduction. Given current program scale of two sections of a maximum 55 students each, the program will see a total of 12 few credit hours of

instructor teaching requirements per year. The program change will have one-time administrative resource costs of changing recruiting and admissions materials (e.g., website copy, handbook, viewbook).

A statement of support from Dean Detlev Zwick of the Schulich School of Business is attached.

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

Not applicable

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.

Not applicable

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

Students currently enrolled in the program will not be impacted by the program changes. The changes will be implemented for students starting in summer 2024 for the summer 2024 to winter 2025 academic year. Students who complete the program during the 2023-2024 year will also not be affected.

18. Provide the following appendices:

A) Program Learning Outcomes

Goal 1: Core Business Knowledge & Understanding
1.1 Define the main theories, concepts, and methods in the field of marketing.
Goal 2: Critical Analysis & Decision-Making
2.1 Identify and analyze a complex marketing problem using appropriate quantitative and qualitative research methods.
2.2 Devise a clear, cost-effective, innovative and actionable marketing plan that delivers consumer insights to satisfy the needs of an organization.
2.3 Know the tools of and analyze the trade-offs and possibilities involved in managing a project.
Goal 3: Professional Communication
3.1 Deliver a clear, effective and engaging oral presentation using appropriate technology.
3.2 Write a clear, effective and engaging business document appropriate for the target audience.
3.3 Apply appropriate strategies to work effectively in teams.
Goal 4: Ethics & Social Responsibility
4.1 Describe, analyze, and devise solutions for ethical and social issues that arise in marketing.

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 Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to indicated in Green Highlighted Font)
MASTER OF MARKETING The Graduate Program in Marketing is a professional master's degree program designed to prepare graduates for professional careers in marketing. The 12-month, **42-credit** program will provide students with the critical analysis and decision-making skills required of marketers today. Students will learn state-of-the-art digital marketing and research tools and grow their literacy in analytics, social media, advertising and consumer behaviour. Graduates of the program will be qualified for meaningful positions in private, public, or non-profit organizations, and equipped with the skills to advance to leadership roles in the future. The capstone of the program is a two-term integrative consulting project, designed to give students first-hand experience in developing and implementing marketing strategies for real-world organizations. Admission to the Master of Marketing is open to recent graduates from non-business and business degree programs who did not pursue a Marketing specialization, and to business professionals who wish to add marketing to their skill set. Please visit http://schulich.yorku.ca for more information.	**MASTER OF MARKETING** The Graduate Program in Marketing is a professional master's degree program designed to prepare graduates for professional careers in marketing. The 12-month, **36-credit** program will provide students with the critical analysis and decision-making skills required of marketers today. Students will learn state-of-the-art digital marketing and research tools and grow their literacy in analytics, social media, advertising and brand management. Graduates of the program will be qualified for meaningful positions in private, public, or non-profit organizations, and equipped with the skills to advance to leadership roles in the future. The final term's capstone courses are a Field Project designed to give students first-hand experience in developing marketing strategies for real-world organizations, and a Marketing Dynamics course designed to apply prior coursework in light of constant and often fast-moving change in the marketplace using managerial articles, live case method, and a dynamic marketing management simulation. Admission to the Master of Marketing is open to recent graduates from non-business and business degree programs who did not pursue a Marketing specialization, and to business professionals who wish to add marketing to their skill set. Please visit http://schulich.yorku.ca for more information.
ADMISSION REQUIREMENTS ❖ Applicants should possess a four-year undergraduate degree from a recognized university with a minimum B+ average in the last two full years (or equivalent) of academic work. A	**ADMISSION REQUIREMENTS** ❖ Applicants should possess a four-year undergraduate degree from a recognized university with a minimum B+ average in the last two full years (or equivalent) of academic work. A

A

candidate with a three-year degree may be considered for admission with a minimum of one year of work experience.

- ❖ Strong internships and prior work experience are recommended but not mandatory.
- ❖ Applicants are NOT required to take the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE).
- ❖ Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5. Strong applicants whose first language is not English and do not meet the above language requirements may be considered for admission with the condition of completion of the MBA/Specialized Master's Preparation Program offered by the York University English Language Institute.
- ❖ Completion of the online application including submission of essays, an up-to-date résumé and two references.

DEGREE REQUIREMENTS

Students must successfully complete **42 credits** of coursework comprised of: **36 credits** of core courses; and, **6 credits** of electives.

In addition to the curriculum requirements, the Graduate Program in Marketing is preceded by satisfactory completion of online course modules in Accounting, Finance and Statistics.

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

candidate with a three-year degree may be considered for admission with a minimum of one year of work experience.

- ❖ A minimum of one year of full-time work experience is strongly recommended for applicants who do not hold an undergraduate or masters level degree in business (e.g., BBA, BCommerce, MBA). For applicants who hold a degree in business, work experience is recommended but not required.
- ❖ Applicants are NOT required to take the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE).
- ❖ Proof of English language proficiency if prior studies were not completed in English: Test of English as a Foreign Language (iBT): 100 with minimum component scores of 23 or International English Language Testing System: 7.0 overall with minimum component scores of 6.5. Strong applicants whose first language is not English and do not meet the above language requirements may be considered for admission with the condition of completion of the MBA/Specialized Master's Preparation Program offered by the York University English Language Institute.
- ❖ Completion of the online application including submission of essays, an up-to-date résumé and two references.

DEGREE REQUIREMENTS

Students must successfully complete **36 credits** of coursework comprised of: **30 credits** of core courses; and **6 credits** of electives.

In addition to the curriculum requirements, the Graduate Program in Marketing is preceded by satisfactory completion of online course modules in Accounting, Finance and Statistics.

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

Memorandum

To: Whom It May Concern
Cc: Grant Packard, Associate Professor and Program Director, Master of Marketing
From: Detlev Zwick, Dean, Schulich School of Business
Date: November 17, 2022
Subject: Support for the Major Modification Proposal for the Master of Marketing

---

I would like to enthusiastically express my full support for the major modification proposal to the Master of Marketing. The proposal details several important changes that will renew the curriculum to ensure the program's ongoing relevance and competitiveness as well as to keep the program accessible and appealing to prospective students. These intended changes include: adding a note to the admission criteria which will strongly recommend at least one year of post-degree work experience for applicants without an undergraduate degree in business; change to program start term from fall to summer; reduced total program credit requirements from 42 to 36; and, five course changes to core and elective courses.

The proposed changes are in response to a variety of feedback collected during the first two years of the program's operation, from 2019 to 2021. Since the program's inception, the program director has conducted student and alumni focus groups, as well as competitive program research and widespread consultations with student services administrators, other program directors, and the academic leadership of the School. No changes to the program learning outcomes are anticipated because the proposed program changes are designed to better align the curriculum to the existing learning outcomes which are still current given their recent implementation.

In terms of resource implications, the sought changes will result in reduced instructor costs based on the six credit reduction applied to two program sections per year. There will be minimal one-time costs associated with updating recruitment and admissions materials. Based on the resource implications as well as the research guiding the proposed changes, the major modification proposal aligns to the *York University Academic Plan, 2020-25*. By changing the credits to align more precisely to the program learning outcomes, the proposal will align to the UAP priorities to "continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking" and "build essential 21st century skills into our programs, including digital fluencies, information

literacies, critical thinking, and the ability to ask good questions, marshal evidence, and communicate effectively across varied media.

In conclusion, I wish to express my full support for the major modification to the Master of Marketing and thank the program leaders for a well-conceptualized plan to continue innovating the Master of Marketing at the Schulich School of Business.

Grant Packard
Emailed support letter #5. Ashwin indicates support for both the new course proposal and the major
program change.

Grant Packard
Associate Professor, Marketing
Director, Master of Marketing Program
Schulich School of Business, York University
e: gpackard@schulich.yorku.ca
w: grantpackard.com
From: Ashwin W Joshi <ajoshi@schulich.yorku.ca>
Sent: November 1, 2022 6:22 PM
To: Grant Packard <gpackard@schulich.yorku.ca>
Subject: RE: Your support for MMKG Program Change Proposal

<mark>Greetings Grant! Reply marked ** best, Ashwin</mark>
From: Grant Packard <gpackard@schulich.yorku.ca>
Sent: Tuesday, November 1, 2022 10:53 AM
To: Ashwin W Joshi <ajoshi@schulich.yorku.ca>
Subject: Your support for MMKG Program Change Proposal

Hi Ashwin-

I hope you are doing well!

The program changes for the Master of Marketing (MMKG) we met to finalize a month or so ago have
been in a holding pattern due to the unexpected need for a "Notice of Intent" proposal approval
process with York U central.

That process is now near completion, so we can proceed to MPC Council review.

Attached is the program change proposal document, which has the changes that we discussed. I'd like
to include you in my underlined list of people who saw and support the final proposed program
changes as shown.
** Sign me up. Am in 100% support of what is being proposed. Much needed and I hope will be emulated
across programs.

**Can you take a peek at the attached in the next couple days, and reply with any feedback and/or an
indication of support for the program change proposal?** It contains the same set of changes
discussed with you in our final meetings.
** No changes recommended. Crystal clear.

I've also attached a new course proposal and course outline that is one piece of the program change
(MKTG 6820 Marketing Dynamics). I haven't received clarity from Kathryn Doyle yet on whether it will
go through MPC at the same time, but it would **also be great if you could take a look at it and let me
know of any feedback, and whether I can indicate your support for the course proposal as well.**
** has my 100% support. Only feedback is the number of deliverables….workload for the faculty member and
workload for the students. But you know the program and the course best. It works for you, it works for me.

I'm also happy to jump on the phone or Zoom to discuss any of this!

** we're good to go with all of this (pending Kathryn's ok) to MPC. Thanks for doing this Grant. Best, Ashwin

Best,
Grant

Support for new MMKG-exclusive course, MKTG 6820 Marketing Dynamics
Grant Packard
Emailed support letter #7. Just the course proposal.

I have one more coming your way from Minerva Cernea this afternoon.

Grant Packard
Associate Professor, Marketing
Director, Master of Marketing Program
Schulich School of Business, York University
e: gpackard@schulich.yorku.ca
w: grantpackard.com
From: Theodore J. Noseworthy <tnoseworthy@schulich.yorku.ca>
Sent: November 1, 2022 1:03 PM
To: Grant Packard <gpackard@schulich.yorku.ca>
Subject: Re: Support for new MMKG-exclusive course, MKTG 6820 Marketing Dynamics

<mark>You have my support. Thanks for putting this together.</mark>

<mark>**Theodore J. Noseworthy**</mark>
Associate Dean, External Relations
Canada Research Chair, Entrepreneurial Innovation and the Public Good
Professor of Marketing
Schulich School of Business, York University

From: Grant Packard <gpackard@schulich.yorku.ca>
Sent: November 1, 2022 11:30 AM
To: Theodore J. Noseworthy <tnoseworthy@schulich.yorku.ca>
Subject: Support for new MMKG-exclusive course, MKTG 6820 Marketing Dynamics

Hey Theo-

I hope you're doing alright. I understand that you're in on Thursdays for your PhD class, but I haven't been able to make it in that day. I'm hoping to come in and try to grab a coffee with you just to say hello sometime soon (will email you to see if it can work).

As part of a larger set of program changes for the MMKG that have gained support from Dean Zwick, Giri, Kevin, Ashwin, Marcia, etc., there is a new course proposal.

Attached is the draft proposal for a new capstone course for MMKG students. The first time this course would occur is winter 2025 (quite a while away!). It replaces the MMKG-exclusive "MKTG 6001 Field Project 2: Implementation", which has not performed to expectation because we can't get anything but small businesses and start ups to agree to allow students to implement. And what's

more, these tiny businesses/start-ups often end up not allowing us to implement because they end up not having the budget, leaving student teams in the lurch. Adding an implementation term to the typical strategic planning field project (MKTG 6000 for MMKG students, or 601 for MBA students) was a neat idea, but we can't execute it.

All that said...

I've been asked to try to get support for this new course proposal quickly now (**by Nov 3**) even though it's not clear yet whether it needs to be reviewed in the MPC at the same time as the larger program change proposal. Kathryn Doyle is working on confirming that for me.

Regardless, attached is the new course proposal form and the draft course outline. **I would appreciate any feedback and your support if possible! My apologies in advance for the quick turnaround request.**

I also attach the larger MMKG program change document just in case you're curious.

I'm happy to jump on the phone/Zoom to discuss if easier!
YesNo
Grant Packard
Emailed support letter #3

Grant Packard
Associate Professor, Marketing
Director, Master of Marketing Program
Schulich School of Business, York University
e: gpackard@schulich.yorku.ca
w: grantpackard.com
From: Luke Zhu <lukezhu@schulich.yorku.ca>
Sent: November 1, 2022 1:24 PM
To: Grant Packard <gpackard@schulich.yorku.ca>
Subject: Re: Support for new MMKG-exclusive course, MKTG 6820 Marketing Dynamics

Hi Grant,
Thanks for the email! I just reviewed the attached course outline and proposal. This is a great course, and I am happy to support it!

Best,
Luke

Luke Zhu, Ph.D.
Associate Professor, Organization Studies
Program Director, Master of Management
Associate Editor, Group & Organization Management

Schulich School of Business
York University
Toronto, Canada

From: Grant Packard <gpackard@schulich.yorku.ca>
Sent: Tuesday, November 1, 2022, 12:08 p.m.
To: Luke Zhu <lukezhu@schulich.yorku.ca>
Subject: Support for new MMKG-exclusive course, MKTG 6820 Marketing Dynamics

Hi Luke-

I hope you're doing well.

As part of a larger set of program changes for the MMKG that have gained support from Dean Zwick, Giri, Kevin, Ashwin, Marcia, etc., I have a new course proposal for which I'd value your input and support.

It is for a Master of Marketing (MMKG) "capstone" course that is taught exclusively within the MMKG.

The first time this course would occur is winter 2025 (quite a while away!). It replaces the MMKG-exclusive "MKTG 6001 Field Project 2: Implementation", which has not performed to expectation because we can't get anything but small businesses and start ups to agree to allow Schulich students to implement. And what's more, these small businesses/start-ups often end up not allowing us to implement because they end up not having the budget, leaving some student teams in the lurch. Adding an implementation term to the typical strategic planning field project (MKTG 6000 for MMKG students, or 601 for MBA students) was a neat idea, but we haven't figured out how to execute it well.

So, I've tried to develop a course that more explicitly integrates MMKG program concepts into a quasi-experiential course that uses live case method and simulations.

All that said...

I've been asked to try to get support for this new course proposal very quickly now (**by Nov 3!)** even though it's not clear yet whether it needs to be reviewed in the MPC at the same time as the larger program change proposal. Kathryn Doyle is working on confirming that for me.

Regardless, attached is the new course proposal form and the draft course outline. **I would appreciate your support if possible! And of course, I welcome any feedback/input. My apologies in advance for the quick turnaround request.**

I also attach the larger MMKG program change document just in case you're curious. I recall when we passed in the hall that you might want to talk about my process in developing the changes. Happy to do so whenever convenient for you!
Grant Packard
Emailed support letter #1.

Grant Packard
Associate Professor, Marketing
Director, Master of Marketing Program
Schulich School of Business, York University
e: gpackard@schulich.yorku.ca
w: grantpackard.com
From: Theodoros Peridis <tperidis@schulich.yorku.ca>
Sent: November 1, 2022 12:36 PM
To: Grant Packard <gpackard@schulich.yorku.ca>
Subject: RE: Support for new MMKG-exclusive course, MKTG 6820 Marketing Dynamics

Hi Grant
Great course and initiative. You have my support.
Best
Theo
From: Grant Packard <gpackard@schulich.yorku.ca>
Sent: Tuesday, November 1, 2022 12:07 PM
To: Theodoros Peridis <tperidis@schulich.yorku.ca>
Subject: Support for new MMKG-exclusive course, MKTG 6820 Marketing Dynamics

Hi Theo-

I hope you're doing well.

As part of a larger set of program changes for the MMKG that have gained support from Dean Zwick, Giri, Kevin, Ashwin, Marcia, etc., I have a new course proposal for which I'd value your input and support.

It is for a Master of Marketing (MMKG) "capstone" course that is taught exclusively within the MMKG.

The first time this course would occur is winter 2025 (quite a while away!). It replaces the MMKG-exclusive "MKTG 6001 Field Project 2: Implementation", which has not performed to expectation because we can't get anything but small businesses and start ups to agree to allow Schulich students to implement. And what's more, these small businesses/start-ups often end up not allowing us to implement because they end up not having the budget, leaving some student teams in the lurch. Adding an implementation term to the typical strategic planning field project (MKTG 6000 for MMKG students, or 601 for MBA students) was a neat idea, but we haven't figured out how to execute it well.

So, I've tried to develop a course that more explicitly integrates MMKG program concepts into a quasi-experiential course that uses live case method and simulations.

All that said...

I've been asked to try to get support for this new course proposal very quickly now (**by Nov 3!**) even though it's not clear yet whether it needs to be reviewed in the MPC at the same time as the larger program change proposal. Kathryn Doyle is working on confirming that for me.

Regardless, attached is the new course proposal form and the draft course outline. **I would appreciate any feedback and your support if possible! My apologies in advance for the quick turnaround request.**

I also attach the larger MMKG program change document just in case you're curious.

I'm happy to jump on the phone/Zoom to discuss if easier!

Best,
Grant

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**OFFICE OF THE
VICE-PROVOST
ACADEMIC**

4700 Keele St.
Toronto Ontario
Canada M3J 1P3

Tel: 416 736 5396
Fax: 416 736 5876

vprovost@yorku.ca

Memo

To: Grant Packard, Associate Professor, Marketing and Program Director,
Master of Marketing, Schulich School of Business

From: Alice Pitt, Acting Vice-Provost Academic

CC: Detlev Zwick, Dean, Schulich School of Business
Kevin Tasa, Associate Dean Academic
Ashwin Joshi, Associate Dean Programs
Kathryn Doyle, Director, Academic Affairs
Emily Rush, Director, Academic Programs & Policy
Kathryn White, Assistant Secretary of the University
Mark Conrad, Director, Institutional Enrolment and Resource Planning
Frances Billingsley, Associate Registrar & Director, Student
Records & Scheduling
Wes Moir, Associate Director, Graduate Academic Affairs
Nina Unantenne, York University Quality Assurance Procedures

Date: September 9, 2022

Subject: Major Modification of the Master of Marketing (MMKG) Program

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As prescribed by the York University Quality Assurance Procedures, I am writing to
acknowledge your submission of a notice of intent (NOI) for a major modification of
the Master of Marketing program. Your summary of the planned changes along with
the rationale are clear and compelling, and I am happy to authorize the development
of a full proposal.

Both the NOI and Dean's letter of support state that the changes have been
proposed in response to significant consultation conducted with students, alumni,
faculty, and staff. They also describe minimal resource implications for the changes,
noting an expected reduction in instructor costs across two sections of the program
each year.

To prepare the proposal, please use the template for major modifications posted on
the YUQAP website: https://yuqap.info.yorku.ca/home/procedures/protocols/major-
modifications-to-existing-programs/

If you have questions about the process, please don't hesitate to contact us at
yuqap@yorku.ca.

Subject:	VPA Response RE: Notice of Intention (NOI) - Major Modification to Master of Marketing Program
Date:	Friday, September 9, 2022 at 11:30:35 AM Eastern Daylight Saving Time
From:	York University Quality Assurance Procedures
To:	Grant Packard
CC:	York University Quality Assurance Procedures, Emily Rush, Dean - Schulich School of Business, Kevin Tasa, Kathryn M. Doyle, Ashwin W Joshi, Kathryn White, Mark Conrad, Frankie Billingsley, Wesley Moir, Sandra Teti
Attachments:	image001.png, NOI- VPA Response to MMKG Major Mod-Schulich-Sept9_2022.pdf, image002.png

Good morning everyone,

Please find attached a response from Alice Pitt, Acting Vice Provost Academic to the NOI for a major modification of the Master of Marketing (MMKG) program at Schulich School of Business.

Let me know if you have any questions.

With best wishes,

Nina

Nina Unantenne, BA (Hon), CHRP, CHRL
She/Her
Quality Assurance Coordinator
Office of the Vice Provost Academic

T 416-736-2100 ext 55498 l ALT 416-736-55498
ninau@yorku.ca l yuqap@yorku.ca

Office of the Vice Provost Academic l YORK UNIVERSITY
932. Kaneff Tower
4700 Keele Street Toronto ON, Canada M3J 1P3

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Times Higher Education 2020 Impact Rankings

We recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

From: Kathryn M. Doyle <doyleka@schulich.yorku.ca>
Sent: September 1, 2022 1:24 PM
To: Vice Provost Academic <vprovost@yorku.ca>
Cc: York University Quality Assurance Procedures <yuqap@yorku.ca>; Emily Rush <erush@yorku.ca>; Grant Packard <gpackard@schulich.yorku.ca>; Dean - Schulich School of Business <dean@schulich.yorku.ca>; Kevin Tasa <ktasa@schulich.yorku.ca>
Subject: Notice of Intention- Major Modification to Master of Marketing

Hi Alice, Emily, and Nina,

Please find attached a signed NOI and dean's statement for a major modification to the Master of Marketing.

Best,
Kathryn

Kathryn Doyle, PhD
(she/her)
Director, Academic Affairs
Office of the Associate Dean, Academic

T 416-275-1012
doyleka@schulich.yorku.ca l schulich.yorku.ca

Schulich School of Business l YORK UNIVERSITY
4700 Keele Street Toronto ON, Canada M3J 1P3

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MEMORANDUM

September 29, 2022

TO: Faculty Council, Schulich School of Business
FROM: Ruodan Shao
        ORGS Area Coordinator
RE: Motion to Change ORGS PhD Core Courses and to Add a Required First
        Summer Research Paper

The Organization Studies area is proposing two minor changes to the ORGS PhD program as outlined below.

Motion

1. To remove the course ORGS 7020: Advanced Topics in Organization Theory from the list of required courses and add ORGS 7050: Meso Organizational Behaviour to the required courses list.
2. To add a first-year Summer Research Paper and the presentation of this paper as part of the PhD program requirements.

Rationale

For our first proposed change, on March 4th, the ORGS area met to discuss the future of the ORGS field in the PhD program. As a result, the area decided to make a current core course "highly recommended" and another course that was previously recommended as the new core course. The reasons for the proposed change stem from several factors: 1) recent changes within the area, including faculty retirements and faculty movement to new areas, 2) the theoretical interests of existing ORGS faculty, and 3) the pedagogical needs of ORGS doctoral students.

Currently, the PhD field in Organization Studies has two required seminars, each staffed by the ORGS area:

ORGS 7010: Individual Behaviour in Organizations (offered every year)
ORGS 7020: Advanced Topics in Organization Theory (offered every two years)

A third seminar, ORGS 7050: Meso Organizational Behaviour, also staffed by the area, is listed as "highly recommended" and is offered every two years. It is more closely aligned with the theoretical focus of existing ORGS faculty and doctoral students, and as such, it covers theoretical topics thought to be more in line with needed core competencies of doctoral graduates from ORGS. While Organization Theory is viewed as an important topic, it is less critical than Meso Organizational Behaviour in terms of preparing doctoral students to get jobs in organizational behaviour disciplines.

The proposed change will help to ensure that the theoretical coverage of the PhD program is aligned with student interests and the expertise of current ORGS faculty. The area will continue to encourage ORGS students to take 7020 and place it on the list of "strongly recommended" electives.

For our second proposed change, on June 3rd, the area met to discuss further refinement of our PhD program requirements so as to more effectively achieve the proposed learning outcomes of our PhD program. As a result, the area decided to add a first year Summer Research Paper and the presentation of this paper as part of the PhD program requirements. Specifically, PhD students in ORGS are required to write a research proposal style paper with theory development and hypotheses (or research questions) in the summer of their first year in the program. PhD students are required to submit this research paper to a faculty member who acts as a tentative advisor (but not necessarily a dissertation advisor) by early September of their second year in the program. Students are also required to present this paper to the ORGS area community. The reasons for this proposed change are two-fold: a) the pedagogical needs of ORGS doctoral students; and b) the alignment of the program requirements with the learning objectives of the PhD program (i.e., development of students' research knowledge and skills, presentation skills).

Change to Graduate Program/Graduate Diploma Academic Requirements Proposal Form
Schulich School of Business

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

1. Graduate Program/Graduate Diploma:

PhD in Administration: Major Field in Organization Studies (ORGS)

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

Change to be effective Fall 2023

3. Proposed Change(s) and Rationale:

    a. A description of the proposed modification(s) and rationale, including alignment with academic plans.

On March 4th and June 3rd, the ORGS area met to discuss the future of the ORGS field in the PhD program. As a result, the area is requesting support for the following two minor changes:

1. To remove the course ORGS 7020: Advanced Topics in Organization Theory from the list of required courses and add ORGS 7050: Meso Organizational Behaviour to the required courses list.
2. To add a first-year Summer Research Paper and the presentation of this paper as part of the PhD program requirements.

The reasons for the first proposed change stem from several factors: 1) recent changes within the area, including faculty retirements and faculty movement to new areas, 2) the theoretical interests of existing ORGS faculty, and 3) the pedagogical needs of ORGS doctoral students.

Currently, the PhD field in Organization Studies has two required seminars, each staffed by the ORGS area:

ORGS 7010: Individual Behaviour in Organizations (offered every year)
ORGS 7020: Advanced Topics in Organization Theory (offered every two years)

A third seminar, ORGS 7050: Meso Organizational Behaviour, also staffed by the area, is listed as "highly recommended" and is offered every two years. It is more closely aligned with the

theoretical focus of existing ORGS faculty and doctoral students, and as such, it covers theoretical topics thought to be more in line with needed core competencies of doctoral graduates from ORGS. While Organization Theory is viewed as an important topic, it is less critical than Meso OB in terms of preparing doctoral students to get jobs in organizational behaviour disciplines.

The proposed change will help to ensure that the theoretical coverage of the PhD program is aligned with student interests and the expertise of current ORGS faculty. The area will continue to encourage ORGS students to take 7020 and place it on the list of "strongly recommended" electives.

For our second proposed change, PhD students in ORGS are required to write a research proposal style paper with theory development and hypotheses (or research questions) in the summer of their first year in the program. PhD students are required to submit this research paper to a faculty member who acts as a tentative advisor (but not necessarily a dissertation advisor) by early September of their second year in the program. Students are also required to present this paper to the ORGS area community. The reasons for this proposed change are two-fold: a) the pedagogical needs of ORGS doctoral students; and b) the alignment of the program requirements with the learning objectives of the PhD program (i.e., development of students' research knowledge and skills, presentation skills).

b. An outline of the changes to requirements and the associated learning outcomes/objectives, including how the proposed requirements will support the achievement of graduate program/graduate diploma learning objectives.

The proposed changes will better align the learning outcomes covered in the required courses and the content covered in the comprehensive exams and will facilitate the achievement of the learning objectives of the PhD program through developing doctoral students' research knowledge and skills and their research related professional skills (e.g., writing and presentation skills).

c. An overview of the consultation undertaken with relevant academic units and an assessment of the impact of the modifications on other programs/graduate diplomas.

The proposed changes should have no impact on any of the other Major Fields in the Schulich doctoral program. The proposed changes should have no impact on the frequencies with which ORGS 7020: Advanced Topics in Organization Theory and/or ORGS 7050: Meso Organizational Behaviour are offered (currently both courses are offered every two years). The proposed changes are unlikely to decrease the course enrolment of ORGS 7020: Advanced Topics in Organization Theory because a) it is now a highly recommended course to ORGS PhD students and b) it is quite possible that this course will move over to the new area in Sustainability and PhD students in the Sustainability area are required to take this course. The proposed changes are likely to increase the course enrolment of ORGS 7050: Meso Organizational Behaviour (though PhD students from both ORGS area and other areas of Schulich have been enrolled in this course in the previous academic years).

d. A summary of any resource implications and how they are being addressed.

The proposed changes should have no resource implications. The course ORGS 7050 is already being taught every two years by a full-time faculty member in ORGS. ORGS faculty members are always motivated to work on research projects with PhD students and share research knowledge and skills.

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

N/A

4. Calendar Copy:
Using the following two-column format, provide a copy of the relevant graduate program/graduate diploma requirements as they will appear in the [FGS Academic Calendar](#).

*Please note: Senate requires that **FULL** Calendar copy be provided. Please include the entire graduate program/graduate diploma section, not just text that is being revised. Please clearly and visibly indicate how graduate program/graduate diploma information has been changed using strikethrough (left column), bold, underlining, colours, etc. (right column).*

Existing Graduate Program/Graduate Diploma Information (Change From):	**Proposed Graduate Program/Graduate Diploma Information (Change To):**
1. Candidates for the Organization Studies field PhD degree must complete studies coursework as follows. Required Courses 1. Doctoral Course in Administrative Studies 7100 3.00 Logics of Social Research 2. ~~Organizational Studies 7020 3.00 Advanced Topics in Organizational Theory~~ 3. Doctoral Course in Administrative Studies 7400 3.00 Qualitative Research Methods 4. Doctoral Course in Administrative Studies 7600 1.50 Graduate Colloquium in Management 5. Doctoral Course in Administrative Studies 7250 3.00 Research Design 6. Organization Studies 7010 3.00 Individual Behaviour in Organizations	1. Courses Students must successfully complete the following course requirements: **Required ORGS Courses** ORGS Mandatory Courses ORGS 7010 3.0 Individual Behaviour in Organizations ***ORGS 7050 3.0 Meso Organizational Behaviour*** **Required DCAD Courses** DCAD 7100 3.0 Logics of Social Research DCAD 7060 3.0 Introduction to Applied Statistics DCAD 7250 3.0 Research Design

7. Doctoral Course in Administrative Studies 7060 3.00 Introduction to Applied Statistics 8. Doctoral Course in Administrative Studies 7610 1.50 Graduate Colloquium in Management Elective courses (2)[a] These courses will be selected with the assistance of the Organization Studies PhD program coordinator from among those offered in other fields in Schulich or from other relevant postgraduate programs at York. These can be used to form a "minor" field at the discretion of the student and the program coordinator	DCAD 7400 3.0 Qualitative Research Methods DCAD 7600 1.5 Graduate Colloquium in Management DCAD 7610 1.5 Graduate Colloquium in Management NOTE: DCAD 7600 and DCAD 7610: 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) DCAD 7100 and DCAD 7250: It is highly recommended that these two courses be taken concurrently. **Elective Courses[a]** ORGS Elective Course #1*** ORGS Elective Course #2 Minor Course #1 Minor Course #2 *** It is strongly recommended that ORGS PhD students take ORGS 7020 3.0 (Advanced Topics in Organization Theory) as an elective or as a minor course. 2. *First Summer Research Paper added as part of the program requirements*

[a] Please note that there is a discrepancy between FGS handbook description of the ORGS field and the information presented in ORGS PhD program handbook (21/22 version) in terms of the number of elective courses. Currently, ORGS PhD students are expected to complete 4 elective courses based on ORGS PhD program handbook (21/22 version). We will report and update this information to FGS once our proposed changes are approved.

ORGS PhD Curriculum Map

Learning Objectives 1 – Depth and Breadth of Knowledge
Learning Objectives 2 – Knowledge of Methodologies
Learning Objectives 3 – Level of Application of Knowledge
Learning Objectives 4 – Awareness of Limits of Knowledge
Learning Objectives 5 – Level of Communication Skills
Learning Objectives 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
ORGS Core Courses						
SB/ORGS 7010 - Individual Behavior in Organizations	X				X	
SB/ORGS 7020 - Advanced Topics in Organizational Theory (to be replaced)	X				X	
SB/ORGS 7050 - Meso Organizational Behavior (to replace 7020)	X				X	
ORGS Elective Courses (Theory or Methods; At Schulich or other York Faculties or outside of York)						
ORGS Elective Course #1	X	X			X	
ORGS Elective Course #2	X	X			X	
Minor Course #1	X	X			X	
Minor Course #2	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

The Senate of York University

Synopsis

The 689ᵗʰ Meeting of Senate held on Thursday, October 27, 2022 via Zoom

Remarks

The Chair of Senate, Professor Mario Roy of Glendon College, welcomed Senators to the meeting.

President Rhonda Lenton reported on the following items:

- effforts being made towards the development of a new framework for the sustainability strategy, including expanding York's Office of Sustainability, hiring a Chief Sustainability Officer and establishing a new million-dollar fund for Sustainability Innovation

- preliminary 2022-2023 enrolment numbers, reflecting York's return to its historic market share as well as ongoing challenges impacting enrolment such as the impact of the pandemic on the international student market

- external developments related to post-secondary education, which include waiting for the final report of the Auditor General of Ontario on Laurentian University, expectations of a challenging financial context over the next few years and ongoing pandemic-related challenges

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

Inquiries and Communications

A written report from the Academic Colleague to the Council of Ontario Universities, Senator William van Wijngaarden, was circulated with the agenda. Senator van Wijngaarden sent regrets for this meeting but will respond to any questions at the November meeting.

Approvals

Senate approved the recommendations of its Academic Standards, Curriculum and Pedagogy Committee to:

- establish a Type 2 and 3 Diploma in Global Metals and Minerals Management in the Schulich School of Business, effective FW2023-2024
- approve the establishment of a Professional Certificate in Educational Development in the Faculty of Education, effective FW2023-2024
- approve the establishment of a Disciplinary Certificate in Counselling and Mental Health in the Department of Psychology, Faculty of Health, effective FW2023-2024
- approve the establishment of a Field in Sustainability within the PhD program in Administration in the Schulich School of Business, effective FW2023-2024.

Senate Elections

Senate approved a slate of candidates presented by the Executive Committee with the result that a number of individuals were acclaimed to positions on Senate committees.

Facilliated Discussion

The Academic Standards, Curriculum and Pedagogy Committee, along with the Senate Appeals Committee, sought the input of Senate through a facilitated discussion on whether, based on Senators' experiences with investigations and adjudication of academic honesty/misconduct cases, the central features of the new draft *Academic Conduct Policy and Procedures* represent process improvements and/or whether there are any material measures or considerations that warrant further exploration.

Committee Information Reports

Executive Committee

Information items included the following:
- its ongoing monitoring of the pandemic disruption, with discussions commencing on the matter of the timing to declare the disruption ended
- its approval of Senate Committee members nominated by Faculty Councils
- the results of the election for the contract faculty seat for a one-year term on the Senate Academic Standards Curriculum and Pedagagy Committee for 2022-2023
- preliminary discussion of its priorities for 2022-2023
- a consolidated report on actions taken by Senate in 2021-2022

The Senate of York University Synopsis

Academic Policy, Planning and Research Committee (APPRC)

On behalf of the Committee, the Chair shared updates on the information items outlined in the written report.

Academic Standards, Curriculum and Pedagogy Committee (ASCP)

On behalf of the Committee, the Chair spoke to the information items covered in the written report.

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material posted online with the **October 27, 2022** meeting for details about these items.

https://www.yorku.ca/secretariat/senate/meeting-agendas-and-synopses/

October Meeting of Senate

Senate's next meeting will be held at **3:00 pm on Thursday, November 24, 2022**.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Kevin Tasa
Date: November 2, 2022
Re: Update membership of The Master Program Committee

Motion: That Faculty Council approve to update the mandate of the Master Program Committee to reflect the following changes in committee membership:

1. The inclusion of the Associate Dean, Programs as an ex-officio voting member and alternate Chair to the committee.
2. The inclusion of the Director, Student and Enrolment Services as an ex-officio non-voting member.

Rationale:

1. The Associate Dean, Programs role is an academic leadership position established in July, 2022 to address the need for dedicated academic oversight of and advocacy for strategic curricular initiatives within the school—many of which are to renew existing master programs or to establish new ones. The Associate Dean, Programs will have key insights to offer the Master Programs Committee and, as needed, will be best suited to lead MPC meetings as an alternate Chair to the Associate Dean, Academic.

2. The position of Director, Student and Enrolment Services leads administrative processes that are key to Master programs and students. Having the role included in the committee mandate as an ex-officio non-voting member will formalize an existing practice of having both the Director and Executive Director, SSIR attend MPC meetings (together or as alternates to each other) to provide information and insights that benefit committee governance.

York University
Schulich School of Business
Master Programs Committee
Mandate

Purpose and Responsibilities

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

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

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

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

Committee Membership

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

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

Ex-Officio Non-Voting Members:
- Executive Director, SSIR
- Director, Student and Enrolment Services
- Executive Director, IS&T
- Executive Director, Career Development Centre

- Executive Director, Alumni Relations
- Director, Academic Affairs

Meeting Schedule and Quorum

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

Sub-Committees

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

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

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

Meeting Schedule and Quorum

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

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Steve Pulver, Adjunct Professor Strategy
Date: October 24, 2022
Re: Changing Enrollments in ENTR 4400 and ENTR 6400, which are taught together

Motion:
This requests approval to increase the enrollment cap from 15 to 18 for each of ENTR 4400 and ENTR 6400, thereby raising the course cap from 30 to 36.

Rationale:
ENTR 4400 & 6400 are the Applied Entrepreneurship Field Study courses. These courses, taught jointly, were established in 2016 and at that time approval was granted to reduce the total enrolment from 45 to 30 students (15 BBA and 15 MBA). There is a compelling reason to now raise the ceiling for the courses based on past experience. Enrolment tends to fill up quickly, with some students assuming it requires little effort because there are only 3 class meetings and 4 deliverables.

When students realize that the course is essentially a mini-601, see the amount of pre-work, and understand that the workload is actually similar to other courses, some drop out. By this time students who would actually have been interested, but were unable to enroll because of the low cap, are enrolled in other courses.

By increasing the cap in each section from 15 to 18, this situation should be ameliorated.
Area coordinators Moren Levesque and Chris Carder are in agreement.

OFFICE OF THE DEAN

Associate Dean
Academic

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Memorandum

To: BBA and MBA Committees & Faculty Council
CC:
From: Kevin Tasa
Date: November 1, 2022
Subject: Applied Entrepreneurship Field Study (ENTR 4400 & 6400)

In March 2016 a request to lower the course cap for ENTR 4400 and 6400 was approved by the BBA, MBA, and Faculty Council committees. The cap of 45 was lowered to 30 based on recognition that the courses are essentially mini-601s that provide students with hands-on and experiential opportunities to work with real organizations.

The course instructor has requested that we raise the cap slightly, from 30 to 36, with 18 being from the BBA and 18 from the MBA. I support this initiative based on the rationale provided by the instructor.

Course Change Proposal Form
Schulich School of Business

1. Responsible Program:
Schulich MBA

2. Responsible Unit:
ENTR department

3. Subject Code (Rubric) and Course Number:
ENTR 6400

4. Credit Value:
3.00

5. Long Course Title:
FIELD STUDY: INNOVATING WITH ENTREPRENEURS, UNLOCKING NEW
VENTURE POTENTIAL

6. Short Course Title:
FIELD STUDY: INNOVATING WITH ENTREPRENEURS

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	There is an enrolment cap of 15 for the course, which is taught with ENTR 4400, which also has a cap of 15. We are looking to increase the individual course caps to 18 to allow for more students to enrol. The cap for the courses will be 36 combined

8. Effective Term/Calendar Year of Proposed Change(s):
Fall 2023

9. **Rationale:**

There is no impact on the academic objectives of this course or of the MBA program. ENTR 4400 & 6400 are the Applied Entrepreneurship Field Study courses. These courses, taught jointly, were established in 2016 and at that time approval was granted to reduce the total enrolment from 45 to 30 students (15 BBA and 15 MBA). There is a compelling reason to now raise the ceiling for the courses based on past experience. Enrolment tends to fill up quickly, with some students assuming it requires little effort because there are only 3 class meetings and 4 deliverables.

When students realize that the course is essentially a mini-601, see the amount of pre-work, and understand that the workload is actually similar to other courses, some drop out. By this time students who would actually have been interested, but were unable to enroll because of the low cap, are enrolled in other courses.

By increasing the cap in each section from 15 to 18, this situation should be ameliorated.

Area coordinators Moren Levesque and Chris Carder are in agreement.

10. Proposed Course Information:
    No Change to current course information.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Title ~~Provides students with firsthand experience of the opportunities and challenges growing organizations face. Student groups are paired with an entrepreneurial firm to research an opportunity or project for the firm. Students' firsthand experience will be supported by four scheduled classes emphasizing consulting, market research and presentation skills.~~	**Title** Provides students with firsthand experience of the opportunities and challenges growing organizations face. Student groups are paired with an entrepreneurial firm to research an opportunity or project for the firm. Students' firsthand experience will be supported by four scheduled classes emphasizing consulting, market research and presentation skills.

11. Enrolment Note
There is a currently an enrolment cap of 15 for the course, which is taught with ENTR 4400, which also has a cap of 15. The objective of increasing the individual course caps is to eventually move toward full enrolment of 45

12. Consultation:

Moren Levesque, Chris Carder, Kevin Tasa, Alexandra Campbell

Originator:

Signature	Date 10/3/2022

Name Steve Pulver	Area of Specialization Strategy

Approvals:

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

Moren Levesque	November 1, 2022
Signature	Date

Moren Levesque	ENTR
Name	Area or Specialization

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

Alexandra Campbell	Nov 1/2022
Signature	Date

Alexandra Campbell	MBA
Name of Program Director	Program

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

Kevin Tasa	November 10, 2022
Signature	Date

Kevin Tasa	Master Program Committee Chair
Name of Committee Chair	Committee

10/7/22, 9:54 AM   Syllabus for ENTR 6400 A - Field Study - Innovating With Entrepreneurs, Unlocking New Venture Potential

last updated: Sep 29 12:09pm EDT.

Schulich
School of Business

ENTR6400   **F2022**   **CREDITS: 3.00**

ENTR 6400 A - FIELD STUDY - INNOVATING WITH ENTREPRENEURS, UNLOCKING NEW VENTURE POTENTIAL

🕐 N/A N/A   🏠 SSB S128

INSTRUCTOR

Steve Pulver

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ⓘ 416.540.9167

🏠 S212 SSB

ADMIN

Clara Kan

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🏠 N305A SSB

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1) This course is "taught with" ENTR 4400 3.0 A. 2) THIS COURSE WILL FOLLOW THE UNDERGRADUATE TEACHING WEEKS. NO EXCEPTIONS WILL BE MADE. Lecture Dates: Friday, September 9, 2022 Friday, September 16, 2022 Friday, October 28, 2022 From 8:30 - 11:30 in SSB S128

STEVE PULVER BIOGRAPHY

I have spent more than 40 years marketing products at companies such as Procter & Gamble, CBS Records (now Sony Music) where I contributed to projects by artists such as Bruce Springsteen, Michael Jackson, LL Cool J and The Beastie Boys, at Echo Advertising, the entertainment focused advertising agency that I co-owned, and at Mill Street Brewery where I was a shareholder and the marketing director

From 1987-2002 I was a partner in a highly successful Advertising Agency, Echo Advertising. There, I worked on many hundreds of marketing projects in the areas of entertainment , food, beverage, telecom, software, and financial services.

From 2006-2015 I managed the marketing for Mill Street Brewery, Canada`s number one craft brewery. This included a variety of activities including many product introductions, promotions at bars and nightclubs, festival sponsorships, live music programs and movie promotions.

BRIEF DESCRIPTION

Provides students with firsthand experience of the opportunities and challenges growing organizations face. Student groups are paired with an entrepreneurial firm to research an opportunity or project for the firm. Students¿ firsthand experience will be supported by four scheduled classes emphasizing consulting, market research and presentation skills. Prerequisites: All 5000-series Required Foundations of Management Core Courses. Those admitted must supply the instructor with a current résumé so that the instructor can effectively assign students to projects.

COURSE LEARNING OUTCOMES

Through the course, we expect that students will:

1. Learn to assess and validate the sources of competitive advantage of an entrepreneurial organization, and develop ideas for improving an organization's competitive advantage.

2. Gain experience in scoping a real business problem facing an entrepreneurial organization, and designing a research plan to address that problem.

3. Learn to implement a research plan and adapt it in real time as data collection and analysis reveal new insights, and feedback processes fine tune understandings.

4. Enhance ability to work with clients in a consulting relationship, scoping a problem, designing a research plan and delivering interim and final reports that meet client needs and ensure maximum buy-in.

5. Learn to produce a compelling final report that clearly addresses the scope of the client problem and effectively presents research and analysis to provide recommendations for the client's issue.

COURSE MATERIAL

Required Readings:

Required readings for this course include a downloadable course kit, and additional Harvard Business Review readings which can be viewed via library source, as well as the following book, available for purchase from Amazon or other popular book outlets.

- McQuarrie, Edward, F. (1996) *The Market Research Toolbox.* Sage Publications; 4th edition (2015) **ISBN-10:** 1452291586

On the rare occasion where a project does not require primary research, you will not need this book.

An **online course kit** of readings has been prepared for this course. An online link will be provided when it's available, please check message on Canvas regularly.

Harvard Business Review Articles – library

Exception: Harvard Business Review articles cannot be placed on e-reserve due to licensing restrictions that apply. See here for more information: http://www.library.yorku.ca/cms/bbl/collections/harvard-business-review/ (Links to an external site.) (http://www.library.yorku.ca/cms/bbl/collections/harvard-business-review/)

Please go to this web site to find recommended HBR article readings available at the library through subscription e-resources themselves: http://researchguides.library.yorku.ca/HBR (Links to an external site.) (http://researchguides.library.yorku.ca/HBR)

Or type in "Harvard Business Review" under "eResources" search and use online access (Business Source Premier) – download pdf file and try printing from there with some exceptions which can only be viewed but not be printed.

Course Materials on Canvas:

A Course area on Canvass has been created for this course. I post lecture notes, rubrics, resources and special instructions on assignments on Canvass Please get into the habit of checking Canvass on a regular basis. Feel free to e-mail me with questions or concerns throughout the term.

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

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

ASSIGNMENT SUMMARY

Assignment	Task	Group | Individual	Total % of Final Grade	Due Date
Project Plan Sept 28-Sept 30 20%			
Project Plan Meeting and Presentation	👥	15%	Wed Sep 28, 2022 at 08:30am EDT
Project Plan Meeting Summary	👥	5%	Fri Sep 30, 2022 at 05:00pm EDT
Tips For Making Zoom Presentations	👤	0%	
Status Report Nov 2-Nov 4 20%			
Status Meeting and Presentation	👥	15%	Wed Nov 2, 2022 at 08:30am EDT
Status Meeting Summary	👥	5%	Fri Nov 4, 2022 at 05:00pm EDT
Final Report Dec 7-Dec 9 40%			
Final Report	👤	40%	Wed Dec 7, 2022 at 08:30am EST
Reflective Journal-Dec 12 20%			
Reflective Journal	👤	20%	Mon Dec 12, 2022 at 08:30am EST
Course Evaluation Bonus 0%			
Bonus for 90% Completed Course Evaluations	👤	0%	

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Project Plan Meeting and Presentation

⧖ **Due Date:** Wed Sep 28, 2022 at 08:30am EDT

Project Plan **Project Plan Deck Submitted and Presented**

The team presents their plan for the project and the instructor provides feedback to the presentation in a 1 hour meeting.

The **_Project Plan_** will be a preliminary assessment of the company's bases of competitive advantage, and a project plan for addressing a specific issue the company faces, delivered to me as a 20 minute presentation with an accompanying slide deck. This will be worth 15% of the course grade, and the summary of our project plan meeting, due 48 hours after the meeting, will be worth 5%. The project plan will be due on a specific date to be agreed, **_Sept 28-30_**. You will also have to show evidence that the company has signed off on your project plan.

Project Plan Meeting Summary

⧗ **Due Date:** Fri Sep 30, 2022 at 05:00pm EDT

Project Plan Meeting Summary

The **_Project Plan_** Meeting Summary will be a recap of the meeting discussion along with next steps, timing and responsibilities for the actions coming out of the meeting.

 This will be worth 5% of the course grade, and the summary of our project plan meeting is due 48 hours after the meeting.

Tips For Making Zoom Presentations

Here are some tips on how to make your Zoom presentations great

- Use Visuals and Screenshare
- Cameras on for Presenters
- Dress Professionally
- Rehearse
- Look at the Camera, Not at Your Slides
- Don't Read Your Slides
- If Live:
- Encourage Q&A
- Encourage Interaction with Audience

Here are some resources to help you make your Zoom presentations great:

- https://www.forbes.com/sites/shephyken/2020/07/05/how-to-make-better-zoom-calls-or-any-other-type-of-video-call/#71df9cc113e6 ⤷ (https://www.forbes.com/sites/shephyken/2020/07/05/how-to-make-better-zoom-calls-or-any-other-type-of-video-call/#71df9cc113e6)
- **https://www.gend.co/blog/best-practice-tips-for-using-zoom (https://www.gend.co/blog/best-practice-tips-for-using-zoom)**
- **https://oit.duke.edu/help/articles/kb0031494 (https://oit.duke.edu/help/articles/kb0031494)**
- **5 Tips for delivering ZOOM presentations like a pro. (https://www.youtube.com/watch?v=9iArNac6JRU)**

Status Meeting and Presentation

⧗ **Due Date:** Wed Nov 2, 2022 at 08:30am EDT

Status Report Deck Submitted and Presented

Teams present their project status report and the instructor provides feedback in a 1 hour meeting.

The Status Report. Over the 5 weeks between the project planning meeting and the status meeting, students will conduct primary research with consumers, key customers, suppliers, or others whose input is essential to addressing the project, and secondary research on selected competitors. The purpose will be to verify the company's competitive position and collect the data to address the company's project issue.

On a specific date to be agreed, **_between Nov 2-4_**, the students will make a formal presentation of the second draft of their assessment of the company's competitive position, and a status report on the project plan, including findings to date, and work remaining. This will be worth 15% of the course grade, and this should be delivered as a presentation with an accompanying slide deck. The summary of our status meeting, due 48 hours after the meeting, will be worth 5%.

Status Meeting Summary

⧖ **Due Date:** Fri Nov 4, 2022 at 05:00pm EDT

Status Meeting Summary

The Status Meeting Summary will be a recap of the meeting discussion along next steps, timing and responsibilities for the actions coming out of the meeting.

 This will be worth 5% of the course grade, and the meeting summary is due 48 hours after the status meeting.

Final Report

⧖ **Due Date:** Wed Dec 7, 2022 at 08:30am EST

Final Report Submitted and Presented

The **_Final Report._** In the final month of the term, students will complete any remaining research and write up the results of their study, incorporating all feedback they have received. They will make recommendations to address the company's issue for this project, as well as for any ways of enhancing the company's competitive position. This will be worth 40% of the course grade, and it will be due on a specific date to be agreed, **_between Dec 7-9_** delivered to me as a written report of no more than 15 double spaced pages, plus appendices.

Importantly, teams must present this report to me in a 20 minute presentation, with an accompanying slide deck, and also must show verification that they have presented the report to the company.

Reflective Journal

⧖ **Due Date:** Mon Dec 12, 2022 at 08:30am EST

Reflective Journal due

The **_Reflective Journal._** To consolidate learning and ensure you have gained the best from your practicum experience, you must reflect on the process and what you have learned. You are encouraged to reflect thoughtfully upon and respond to the specific organizational environment, professional responsibilities, and your own role in furthering the

organization through the project. Consider the best and worst parts of the project, why you liked/not liked certain activities and duties, and what you learned from the activities.

The Reflective Journal should be based on the entire project experience and should incorporate the points below. Please write this up so that I can easily aggregate your comments to help us improve the course going forward. Accordingly, please divide your answers into 8 sections 1) – 8) and provide the title of the section and your response.

1. The Thesis Statement which identifies whether your expectations were met and what you learned. The body of your paper identifies two or three (depending on the length of your paper) major points that support your thesis statement.
2. The expected learning outcomes you had of the project and whether those expectations have been met or changed as a result of the actual experience.
3. The most important skills you developed and the most critical knowledge you gained during your project experience.
4. The ways in which you applied or challenged your academic learning experience with the project.
5. The functioning (or non-functioning) of the team. How did you deal with differences in opinion? How did you manage your meetings? What worked well and what did not? What are your key take-aways for future team work?
6. Your own objective assessment of your work, performance, and contributions to the project. In what areas did you excel? In what areas did you struggle? Did anything you learned about yourself surprise you?
7. A conflict or disappointment you experienced through your project and how you managed it?
8. What did you learn from the project experience that will change the way you approach your next work or project assignment?

This reflective journal will be worth 20% of the course grade, and it will be due on ***Dec 12, submitted on Canvass*** as a written document of <u>no more</u> than 2000 words.

Bonus for 90% Completed Course Evaluations

Details available Tue Nov 22, 2022 at 12:01am EST

WRITTEN ASSIGNMENTS: EVALUATION

Performance in this course will be evaluated based on four assignments: the Project Plan, the Status Report, Final Report and the Reflective Journal. Please refer to detailed using the assignments tab. Rubrics for the written assignments are posted there.

Submission Instructions: For the written assignments, please complete all written reports in no less than 12-point font. Please submit your slide decks on Canvass for the Project Plan and Status Meetings. Please submit your slide deck and final report on Canvass for the Final Report meeting

For the reflective journal, please submit on Canvass as well, by no later than Dec. 14.

Please submit your documents in this format: [XYZ Inc.PP] for the project plan, and similarly for the Status report (XYZ Inc.SR) and Final report (XYZ Inc.FR). Please also make sure you include your names and student numbers on the front of the document itself. **All late submissions will lose ½ of a letter grade per day. Assignments that are more than one week overdue will not be accepted, and will be assigned a grade of zero.**

Please note that the focus on group work (80%) is meant to reflect the nature of an entrepreneurial firm wherein people regularly form teams to work on key issues. The best time to deal with discord 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 to me about it.

To ensure that the team members each deliver on their commitments to the project, a formal peer evaluation process will be used. A peer grade allocation form will be used to assess the contributions of individual members to the team. The grade allocation form will be provided on Canvas and must be completed and signed by each team member for the final meeting to proceed

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, and any other elements of teamwork. Take this very seriously, because I do. Accordingly, I will consider this input in assigning the final grade.

CALCULATING COURSE GRADE

In this class, final course grades will be determined by the following process: Each assignment will receive a grade. These will be combined according to the weightings assigned to each assignment to give a final grade. Grades may be rounded up or down depending on the final class distribution.

CLASS-BY-CLASS SYLLABUS

Class 1 - Course Introduction - Sept 9

Sep 9/22

Overview: Course Introduction

To Prepare for the First Class on Sept 9

Read:

1) Transient Advantage, Rita Gunther McGrath HBR June 2013 Reprint R1306C *Harvard Business Review*. Jun2013, Vol. 91 Issue 6, p62-70 (**library search**)

2) Real World Strategies for Analyzing the Value Chain, Applying the VRIO Framework (Resource Based View) and Recognizing Core Competencies, Excerpted from "What I Didn't Learn in Business School: How Strategy Works in the Real World", Barney and Clifford, Harvard Business Review Press, 2010, Harvard Business Publishing, Book Chapter – 7137BC (**course kit**)

3) HBR Case: When Consultants and Clients Clash. Harvard Business School Press Reprint 97605X, *Harvard Business Review*. Nov/Dec97, Vol. 75 Issue 6, p22-38 (**library search**)

In our first class, we will discuss the scoping process, the research process, and the importance of confidentiality. Assignments, course procedures and grading guidelines will also be discussed.

Additionally, we will identify some key issues of importance when talking to clients. We will discuss client relations, and students will role play different client communication scenarios.

Importantly, In order for you to be able to do primary research, everyone in your group must complete the tutorial available via this link

https://ethics.gc.ca/eng/home.html ▷ (https://ethics.gc.ca/eng/home.html)

If your project requires primary research , which is highly likely, please send a scanned copy of the completion certificate to me by Sept 23, 2022.

Class 2 - Market Research - Sept 16

Sep 16/22

Overview: Market Research

Market Research with Sarah Robertson

Read:

https://www.qualtrics.com/blog/marketing-research-process/ ▷ (https://www.qualtrics.com/blog/marketing-research-process/)

Market Research: Listen & Learn. Product #**:** 2750BC-PDF-ENG, Harvard Business School Press (**course kit**).

Why the Lean Start Up Changes Everything. Reprint R1305C, Harvard Business School Press *Harvard Business Review*. May2013, Vol. 91 Issue 5, p63-72 (**library search**)

Our Guest speaker will talk about conducting market research, key issues and watch outs to help you collect reliable and valid data

Project Plan Submission - Sept 28- Sept 30

Sep 28/22   Overview: Project Plan Deck Submitted and Presented

Project Plan **Project Plan Deck Submitted and Presented**

The team presents their plan for the project and the instructor provides feedback to the presentation in a 1 hour meeting

Class 3 - Presentation Skills and Project Issues - Oct 28

Oct 28/22   Overview: Presentation Skills and Other Emerging Issues

Presentation Skills and Other Emerging Issues

Read: Elsbach, K. "How to Pitch a Brilliant Idea" HBR September 2003, vol.81, Issue 9, p.117-123 (**library search**)

Here are some tips on how to make your Zoom presentations great
Use Visuals and Screenshare
Cameras on for Presenters
Dress Professionally
Rehearse
Look at the Camera, Not at Your Slides
Don't Read Your Slides
If Live
Encourage Q&A
Encourage Interaction with Audience

Here are some resources to help you make your Zoom presentations great:
https://www.forbes.com/sites/shephyken/2020/07/05/how-to-make-better-zoom-calls-or-any-other-type-of-video-call/#71df9cc113e6 ▣ (https://www.forbes.com/sites/shephyken/2020/07/05/how-to-make-better-zoom-calls-or-any-other-type-of-video-call/#71df9cc113e6)
https://www.gend.co/blog/best-practice-tips-for-using-zoom (https://www.gend.co/blog/best-practice-tips-for-using-zoom) (https://oit.duke.edu/help/articles/kb0031494)
5 Tips for delivering ZOOM presentations like a pro. (https://www.youtube.com/watch?v=9iArNac6JRU)

In this class, we will talk about making great presentations to clients, then discuss emerging issues on their projects (being sure to maintain client confidentiality).

The objective of the second part of the session is for us to understand:

1) how each group is progressing,

2) what challenges they are facing, and

3) how they plan to address them to complete their project successfully.

Each group will be asked to present 1 slide covering each of the above items, for a total of 3 slides

Weeks of Oct 3-Oct 31

Oct 3/22

Overview: Field Research

Students conduct their field research for their project. The instructor is available for any questions from students

Status Deck Submitted and Presented - Nov 2-4

Nov 2/22

Overview: Status Deck Submitted and Presented

Status Deck Submitted and Presented

Teams present their project status report and the instructor provides feedback in a 1 hour meeting.

Optional Feedback Meeting - Week of Nov 16-18

Nov 16/22

Overview: Optional Status Report Feedback Meeting

Optional Status Report Feedback Meeting

Students continue to work on their field research and the instructor is available, at the students' option, to discuss the project.

Week of Nov 21-Dec 6

Nov 21/22

Overview: Continue to work on field research

Students continue to work on their field research and the instructor is available (at the students' option) to answer questions.

Final Report Submission - Dec 7-9

Dec 7/22

Overview: Final Report Submitted and Presented Dec 7-9

Final Report Submitted and Presented

Groups will submit their   nal reports, present a slide deck to the instructor, and provide proof that they have presented the report to their client. They will also have completed a grade allocation form, signed by each team member.

Reflective Journal - Dec 12

Dec 12/22

Overview: Reflective Journal Due

Reflective Journal Due

For the reflective journal, please submit on Canvass no later than December 12, 2022 by 5pm.

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Classes: This course has four scheduled classes (all scheduled for Fridays). There will be one class scheduled at the beginning of term in which we will discuss the assignments, the scoping process, the research process, and the importance of confidentiality. Course procedures and grading guidelines will also be discussed. This class is mandatory for all students in the course. Three additional classes will be scheduled: one focused on market research, one focused on client communications and one focused on presentation skills – all essential skills for completing your project successfully.

Initiative and Communication: Because this course has few scheduled classes, it is critical that each team manages their workload and takes initiative to develop and complete the project plan. Providing a good solid project report to the client not only increases your learning and career prospects, but also increases Schulich's reputation among the employer community. While there are only three formal assessment points for your progress, you are encouraged to make an appointment with me if you are facing any challenges with data collection, your client, your analysis, or your team dynamics.

Assessment Presentations. You will be asked to present your Project Plan, Status Report and Final Report to me as a team on or around the due dates identified. To schedule your meetings, please visit https://forms.schulich.yorku.ca/entr4400-6400/ ⬀ (https://forms.schulich.yorku.ca/entr4400-6400/)

Additionally, you are required to prove that your client has signed off on your project plan before you present it to me. Finally, you must also present the final report to your client before your grade can be finalized. All team members must participate in these presentations. Special arrangements may be made for virtual participation should it be impossible to meet otherwise.

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

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

 Eligibility to Conduct Primary Research: In order for your group to be able to do primary research, everyone in your group must complete the tutorial available via this link http://www.pre.ethics.gc.ca/eng/index/ ⬀ (http://www.pre.ethics.gc.ca/eng/index/)

To ensure that everyone has completed it, I will need a scanned copy of the completion certificate sent to me via e mail from each student by end of first week of class. You will not be allowed to continue in the course until each member of your group completes the tutorial.

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

All York community members share in the responsibility of keeping others safe on campuses, and to uphold professional and respectful interactions with one another. In this class, as elsewhere on campus, students must comply with all

University health and safety regulations or protocols, including the following:

- Do not attend in-person activities at any of York University's campuses/locations when you are feeling unwell. Please complete a self-assessment on YU Screen to receive support from a member of the University's case and contact management team.
- Wear a high quality, snugly fitting mask that completely covers the mouth, nose, and chin in all indoor spaces on campus
- Do not eat or drink in instructional spaces, including research and shared spaces (e.g., Libraries), unless for urgent health reasons.

More Information about COVID-19 health and safety measures can be found on the Better Together ⤷ (https://www.yorku.ca/bettertogether/) website.

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) .

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://schulich.yorku.ca/code-of-student-rights-and-responsibilities/) . 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://schulich.yorku.ca/code-of-student-rights-and-responsibilities/ ⤷ (https://schulich.yorku.ca/code-of-student-rights-and-responsibilities/)

** 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.

To:

- Steve Pulver

Thu 11/3/2022 10:13 AM

Hi Steve-

The increase in the enrolment cap for this course sounds like a smart idea. Please accept this email as indication of my support for the proposal and motion.

Best,
Grant

Grant Packard
Associate Professor, Marketing
Director, Master of Marketing Program
Schulich School of Business, York University
e: gpackard@schulich.yorku.ca
w: grantpackard.com

To:

- Steve Pulver

Thu 11/3/2022 9:03 AM

Dear Steve,
I support this motion.
Cheers, Moren

Moren Lévesque
CPA Ontario Chair in International Entrepreneurship
Professor, Operations Management & Information Systems
Co-Director, Entrepreneurial Studies
Schulich School of Business
York University
4700 Keele Street
Toronto, Ontario, Canada M3J 1P3
+1 416 736 2100 ext 44591

Cameron J Graham
To:

- Steve Pulver

Thu 11/3/2022 10:03 AM

Hi Steve,
Please consider this email my expression of support. I'm glad to see that the enrollment problems you've described are being addressed proactively.
Cam
Prof. Cameron Graham
Chair of Faculty Council
Schulich School of Business

From: Markus Giesler <mgiesler@schulich.yorku.ca>
Sent: Thursday, November 3, 2022 8:50:41 AM
To: Steve Pulver <spulver@schulich.yorku.ca>
Cc: Markus Giesler <mgiesler@schulich.yorku.ca>
Subject: Re: Motion to include in next weeks MPC agenda

I wholeheartedly support both motions. The enrolment change and course title change motion are both valuable steps in the right direction of keeping our Schulich curriculum current in times of change.

Best wishes,
Markus

Markus Giesler, Ph.D.
Professor of Marketing
Schulich School of Business, York University
Editor, *Journal of Consumer Research*
Research Website: https://www.mgiesler.com

David Rice

To:
• Steve Pulver
Thu 11/3/2022 12:00 PM

Hello Steve:

I support this change.

Best, David

Luke Zhu
To:
• Steve Pulver
Thu 11/3/2022 12:49 PM

Thanks, Steve! Yes, you have my support!

Best,
Luke
Luke Zhu, Ph.D.
Associate Professor, Organization Studies
Program Director, Master of Management
Associate Editor, Group & Organization Management

To: Faculty Council, Schulich School of Business
From: Minerva Cernea, Associate Director, Head of the Professional Development and Experiential Education Office
Date: October 25, 2022
Re: New Course Proposal – 3-credit elective MBA Graduate Placement Course

Motion:
To approve MGMT 6851 3.00 MBA Graduate Placement Course.

Rationale:

The intent of this course is to increase the employability of MBA students. This will be achieved through different ways, as mentioned below.

Based on experiential learning pedagogy, this course will offer MBA students the opportunity to have relevant business work experience; allow them to build upon and practice key learnings from their first year MBA courses, reflect on what they have learned, and build an experience relevant for the job after graduation. Through this Graduate Placement course, MBA students will better understand business norms and practices and how they are applied.

The work experience gained through this course could be added to their resume; students can obtain relevant job references; and finally, this work experience could trigger a full-time job offer at the end of the graduate placement.

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:

Schulich Master of Business Administration (MBA)

2. Responsible Unit:

Professional Development and Experiential Education Office

3. Subject Code (Rubric) and Course Number:

MGMT 6851

4. Credit Value:

3.00 Credits

5. Long Course Title:

MBA Graduate Placement – Work Focused Experiential Education

6. Short Course Title:

MBA Graduate Placement

7. Effective Term/Calendar Year:

Summer 2023

8. Language of Instruction:

English

9. Calendar (Short) Course Description:

Through their Graduate Placement, students build upon and practice key learnings from their first year MBA courses, reflect on them, and build an experience relevant for the job market after graduation. It is recommended that students with limited working experience take in their first year the elective course: Professional Development for Managers, MGMT 6350.

10. Expanded Course Description:

Having an experience does not necessarily result in learning. Learning comes from thinking critically about your experience and reflecting on it. The National Society for Experiential Education emphasizes the importance of reflection to the learning process: "Reflection is the element that transforms a simple experience into a learning experience".
Reflection is about:
   (1) Making sense of experience in relation to self, others, and contextual conditions
   (2) Reimagining and/or planning future experience for personal and social benefit

One of the forms of Experiential Education (EE) is Work Focused EE, entailing experiences that typically are placements, internships, or co-op opportunities, where students are engaged in hands-on, supervised work in the workplace.

MGMT 6851, a Course Based Placement, allows the students to get hands-on experience in an organizational environment and to develop and reflect on the knowledge and skills being learned in the MBA program. This Graduate Placement adds to the student's professional portfolio, representing a key building block for a successful career in management and increasing the student's opportunities for a relevant job after graduation. This Graduate Placement is also important for understanding business norms and practices.

Students will obtain an immersive experience by directly working for an organization, under the supervision of an experienced manager, assigned to specific tasks within a department or division of a large organization or across multiple parts of a smaller organization or start up.

Students follow their placement in the organization with a reflection paper that captures the experience, the learnings, and the connections with theories covered in their first year of the MBA program. Students are also expected to develop a specific plan of new behaviors and ways they can enhance their managerial skills. This written reflection is a critical component of this course.

This elective can be taken after the 1st year of the MBA program and requires an academic term after the course to allow adding the 3 credits.

11. Course Learning Outcomes:

1. Develop self-management skills towards building a successful placement experience and valuable career skills.
2. Effectively apply the 1st year MBA knowledge to maximize the work performance
3. Develop the skills and attitudes required for future job search activities.
4. Reflect on how Equity, Diversity and Inclusion is applied in the workplace.

12. Rationale:

This elective Graduate Placement will allow students in the MBA program to gain credits for their internships, while transforming these internships into experiential education opportunities through reflection. It will also open up opportunities in all the credit placements with our industry partners, (eg. those offered for Panasonic, Ontario Public Service, Celestica, etc.) It is aligned with the academic objective of the MBA program to offer the students the opportunity to participate in an experiential work integrated experience. Specifically, the Graduate Placement contributes to the following MBA academic objectives: 1n, 2d, 3b, 4b&d, 5c, 6a&b (see attached MBA Academic objectives).

13. Evaluation:.

Assignment/Task	Quantity	% Weight	Total %	Author
Time and Activity Logs	1/week	20%	20%	Individual
Placement Site Analysis	1	30%	50%	Individual
Final Reflective Paper	1	50%	100%	Individual
Work Supervisor Evaluation	1	Required	Required	Individual
			100%	

14. Integrated Courses:

N/A

15. Cross-listed Courses:

N/A

16. Enrolment Notes:

N/A

17. Faculty Resources:

All tenure stream faculty members are qualified to supervise placements. Placements that are part of a program would typically be supervised by the program director.

18. Physical Resources:

N/A

19. Bibliography and Library Statement:

N/A

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

20. Instructors and Faculty Coordinator

    Initial instructor:

Minerva Cernea

    Alternative instructors:

Alexandra Campbell

    Course coordinator:

Minerva Cernea

21. Specializations

    Primary area or specialization:

This course will be listed as a Management elective course in the MBA program

    Secondary areas or specializations:
    N/A

22. Student Contact and Enrolment

    Contact hours:

N/A

    Maximum enrolment:

45 students (elective course)

    Expected enrolment:
45 students

    Evidence for enrolment expectations:

MBA India program already has an elective work term placement highly valued by the students.

This MBA proposed Graduate Placement course will open up opportunities in all the credit placements with our industry partners (eg. those offered for Panasonic, Ontario Public Service, Celestica, etc.) for all terms (winter, summer, fall) for all our Schulich MBA students.

This course is expected to appeal international MBA students with no prior Canadian work experience, or MBA students wishing to change their careers.

23. Equity, Diversity, Inclusion, Decolonization and Indigenization Action Plan
   a. *Describe how equity, diversity, and inclusion including decolonization and Indigenization perspectives are reflected in (1) content (e.g., assigned readings, materials, case studies, etc.) and (2) delivery (e.g., ensuring that everyone is included and that diverse perspectives are valued and respected) of the proposed course.*
   b. *Describe how this course contributes to students' learning about equity, diversity, inclusion, and decolonization with respect to the context of this course.*

The course offers the students the aooportunity to apply the EDI knowledge acquired in the first year of the MBA program.

This graduate placement course has as the 8th learning objective:
Reflect on how Equity, Diversity and Inclusion is applied in the workplace.

The students are evaluated based on a Report that includes under part C a Reflection Paper that explicitly requires to address aspects of equity, diversity, and inclusion as they relate to the student's placement.

24. Human Participants Research

N/A

25. Conditions for Approval

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

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

There is no Graduate Placement currently offered to our MBA students., thus a lot of industry opportunities are unavailable for our MBA students.
Some MBA students participate in non-credit internships that are not experiential education opportunities as they are missing academic reflection.
By introducing this credit Graduate Placement elective our MBA students:
   1. will have access to an increased number of experiential education opportunities offered by our industry partners

2. will be able to transform regular internship in experiential education opportunities and thus create a deeper level of learning
3. will increase their employability.

From the industry partners' perpective we will have MBA students available for credit work placements all year round (fall, summer, winter terms).

Originator:

Signature	Date

Minerva Cernea	**Professional Development and Experiential Education Office**
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.

Ashwin Joshi   *Associate Dean, Programs*

Kiridaran (Giri) Kanagaretnam   *Associate Dean, Students*

Grant Packard   *Director, Master of Marketing*

David Rice   *Area Coordinator, Marketing*

Irene Henriques   *Area Coordinator, Economics Area*

Murat Kristal   *Director, Center of Excellence in Analytics &*

                    AI Leadership

This course is also approved by:

- *Minoo Bhutani, Director of the Center for Career Design*
- *Ann Welsh, Associate Director, International Relations from the Student Services & International Relations.*

Approvals

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

Signature	Date
Alexandra Campbell	**MBA Program Director**
Name of Coordinator or Director	Area or Specialization

Degree Program:
I support the addition of the course to the SSB curriculum.

Signature	Date
Alexandra Campbell	**MBA Program Director**
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.

Kevin Tasa	November 10, 2022

Signature   Date

Kevin Tasa   **Master Program Committee Chair**
_____   _____
Name of Committee Chair   Committee

EXPECTED LEARNING OUTCOMES
MASTER OF BUSINESS ADMINISTRATION
– PRESENT VERSION

LEARNING OUTCOMES	The MBA is awarded to students who have demonstrated:	MGMT 5150	SUST 5200	MGMT 6100	ACTG 5100	ACTG 5210	ECON 5100	FINE 5200	MKTG 5200	OMIS 5110	OMIS 5120	OMIS 5210	ORGS 5100	SGMT 6000	ELECTIVES
1. Depth and Breadth of Knowledge	a. A capacity for creative, inspiring, empathetic leadership.														
	b. An understanding of the global nature of business.														
	c. An ability to innovate, and to foster innovation in an organization														
	d. A recognition of and appreciation for diversity in all aspects of management.														
	e. A understanding and appreciation of the roles of business, not-for-profits, and government in society.														
	f. A general understanding of the international economic and business environment.														
	g. A general knowledge of the functional areas of management														
	Accounting i. Understand and interpret financial statements. ii. Use management accounting techniques to improve the effectiveness and efficiency of an organization. iii. Work effectively with the services of accounting professionals.														
	Organizational Behaviour iv. Approach problems from a systems perspective, with an appreciation of context and the role of the external environment of organizations. v. Appreciate the totality of an organization, and develop its capacities to accomplish strategic goals. vi. Employ confidently a range of personal and interpersonal skills, such as leadership, negotiations, working in teams, motivating others, and managing change.														

LEARNING OUTCOMES	The MBA is awarded to students who have demonstrated:	MGMT 5150	SUST 5200	MGMT 6100	ACTG 5100	ACTG 5210	ECON 5100	FINE 5200	MKTG 5200	OMIS 5110	OMIS 5120	OMIS 5210	ORGS 5100	SGMT 6000	ELECTIVES
	Strategy vii. Understand and assess the factors that determine an organization's performance. viii. Think strategically in a variety of contexts, taking into account risk, uncertainty, ambiguity, and paradox. ix. Take multiple stakeholders into account in decision making, including the public, shareholders, customers, employees and suppliers. x. Evaluate an organization's context and perform a competitor analysis. xi. Understand the drivers of differentiation.														
	Marketing xii. Understand market segmentation, buyer behavior, targeting, positioning, product/service development, pricing, distribution and communication. xiii. Write and implement an actionable marketing plan. xiv. Conduct basic market research and interpret the data.														
	Finance xv. Manage the finances of an organization using basic risk management concepts, tools and techniques. xvi. Understand and apply basic financial management theory, especially pertaining to how decisions are made under uncertainty. xvii. Understand the time value of money and its application to financial instruments. xviii. Understand the language and workings of financial markets, and the implications of these markets for the financial management of organizations. xix. Understand the relationship between expected risk and return and employ it to determine the cost of capital for new projects and assess their feasibility.														
	Operations and Information Systems xx. Identify processes along external and internal supply chains, for both products and services. xxi. Identify the determinants of operational systems, including inputs, outputs and transformation steps. xxii. Assess and improve the effectiveness and efficiency of processes at the operational, tactical and strategic levels. xxiii. Understand the strategic and managerial issues raised by the design, implementation and use of information systems within and between organizations. xxiv. Employ information system tools for organizational management.														

LEARNING OUTCOMES	The MBA is awarded to students who have demonstrated:	MGMT 5150	SUST 5200	MGMT 6100	ACTG 5100	ACTG 5210	ECON 5100	FINE 5200	MKTG 5200	OMIS 5110	OMIS 5120	OMIS 5210	ORGS 5100	SGMT 6000	ELECTIVES
	Economics xxv. Understand basic microeconomics and its role in management decision making with a focus on real world applications xxvi. Understand basic macroeconomic factors affecting the operating environment of firms and organizations in a domestic and international context. xxvii. Understand underlying economic incentives of organizations and their implications for managers and stakeholders xxviii. Understand potential problems associated with different market structures, the role of the government, and their implications for managers and organizations xxix. Apply economic concepts and frameworks to analyze business models and develop strategies for the deployment of organizational resources.														
	h. Advanced knowledge of tools, methods and practice in one or more fields of management (functional, industry-specific, or cross-disciplinary).														
	i. A clear understanding of ethics as it pertains to the role of business in society and the decisions organizational managers must make.														
	j. A clear understanding of the relationship between business and the physical environment, and the role of sustainability in business practices.														
	k. An integrated understanding of how the various fields of management intersect.														
	l. The ability to adapt in the face of constant change in the organizational context, and the ability to plan for and cope with sudden, unpredictable change.														
	m. The ability to work effectively with people from unfamiliar cultures.														
	n. Respect for and inclusion of all people, regardless of race, creed, gender, or sexual orientation.														
2. Knowledge of Methodologies	a. An understanding of theories and methods of analysis that are appropriate for evaluating management problems and emerging issues in the student's area(s) of professional competence.														
	b. Basic competence with both quantitative and qualitative methods of data-gathering and analysis appropriate to organizational decision making.														
	c. The ability to recognize situations in which standard methods of analysis are not appropriate and to devise appropriate innovative approaches.														
	d. The ability to work effectively in groups and teams, both within and across														

LEARNING OUTCOMES	The MBA is awarded to students who have demonstrated:	MGMT 5150	SUST 5200	MGMT 6100	ACTG 5100	ACTG 5210	ECON 5100	FINE 5200	MKTG 5200	OMIS 5110	OMIS 5120	OMIS 5210	ORGS 5100	SGMT 6000	ELECTIVES
3. Level of Application of Knowledge	a. A practical understanding of how to manage organizational resources effectively and efficiently.														
	b. An ability to gather, review, evaluate, and interpret information pertaining to management or organizational environment issues.														
	c. The ability to apply appropriate analytical skills to numerical data and to understand and interpret the results of the analysis.														
	d. The ability to evaluate quantitative information within the context of non-quantitative environmental factors and constraints.														
	e. An ability to differentiate between relevant and irrelevant information in management decision making.														
	f. An ability to apply critical thinking and analytical skills to complex problems and issues, including those within a specific discipline and those that cross discipline boundaries.														
	g. An ability to reach implementable conclusions and recommendations that satisfy the needs of the direct and indirect stakeholders, including the broader ethical, economic and social environment of both the local and the international communities.														
4. Awareness of Limits of Knowledge	a. An understanding of the limitations of one's own knowledge and abilities.														
	b. Personal self awareness, the ability to be reflective, the capacity to challenge personal mental models, and an understanding of the impact of one's own actions on														
	c. An appreciation of risk, uncertainty, and ambiguity, and how these might influence analyses, conclusions, recommendations and interpretations.														
	d. An attitude of experimentation and organic learning.														
5. Level of Communication Skills	a. The ability to convey thoughts, ideas, and plans within a working group, team, or negotiation session.														
	b. An ability to listen to the thoughts, ideas, and plans offered by others in a working group or in a negotiation session with others.														
	c. The ability to communicate information, analyses, and recommendations to a range of audiences, both within the organization and to outside stakeholders, including governmental bodies, both orally and in writing.														

LEARNING OUTCOMES	The MBA is awarded to students who have demonstrated:	MGMT 5150	SUST 5200	MGMT 6100	ACTG 5100	ACTG 5210	ECON 5100	FINE 5200	MKTG 5200	OMIS 5110	OMIS 5120	OMIS 5210	ORGS 5100	SGMT 6000	ELECTIVES
6. Autonomy and Professional Capacity	a. The ability to function professionally in employment, and in external roles such as community involvement.														
	b. The ability to transfer skills to new situations and environments.														
	c. Recognition of the importance of continuing professional development, both within the organization and through independent professional development programs.														
	d. The habits and capacities of a self-directed learner, including the ability to manage one's own learning in changing circumstances and to select or arrange an appropriate program for further study.														
	e. Self-awareness of career interests, strengths and motivators.														
	f. An understanding of career development and relationship building principles.														
	g. The ability to articulate a career vision and execute career progression.														
	h. An understanding of the constant obligation to act in a socially and ethically responsible manner.														

MGMT 6851 3.00: Graduate Placement

Course Outline
Summer 2023

Class day and time: TBD
Location: TBD

Instructor	**Assistant**
Dr. Minerva Cernea	Nisha Jani
(416) 736-2100 extension 77913	(416) 736-2100 extension 55942
Seymour Schulich Building – N203C	Seymour Schulich Building
mcernea@schulich.yorku.ca	njani@schulich.yorku.ca

Office hours: By Appointment

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

Brief Description

The purpose of this Graduate Placement is for students to gain relevant business work experience and reflect on the learnings facilitated by this experience, and thus increase the students' employability. A minimum of 12 weeks full-time work is required to complete this Graduate Placement.

This Graduate Placement is important for the understanding of business norms and practices. Through their Graduate Placement experience, students build upon and practice key learnings from their first year MBA courses, reflect on them, and build an experience relevant for the job after graduation.

Prerequisites/Corequisites/Course Exclusions: While there is no prerequisite for this course, it is highly recommended that students with limited work experience complete in their first year of the MBA the 3-credit course: Professional Development for Managers, MGMT 6350.

Contents

Course Learning Outcomes

1. Develop self-management skills towards building a successful placement experience and valuable career skills.
2. Effectively apply the 1st year MBA knowledge to maximize the work performance
3. Develop the skills and attitudes required for future job search activities.
4. Reflect on how Equity, Diversity and Inclusion is applied in the workplace.

Deliverables at a Glance

Assignment/Task	Quantity	% Weight	Total %	Author
Report Part A: Time and Activity Logs	1/week	20%	20%	Individual
Report Part B: Placement Site Analysis	1	30%	50%	Individual
Report Part C: Reflection Paper	1	50%	<u>100%</u>	Individual
Supervisor Evaluation	1	Required	Required	Individual
			100%	

For details, see "Written Assignments/Projects: Descriptions" (p. 11) and "Evaluation …" (p. 12).

Course Material

This course will not have in-class handouts, all materials and recommended readings will be posted on *Canvas.*

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, news items, and resources.

Every week, you should check the Session-by-Session Syllabus below for readings.

All articles are easily accessible using York University Library Electronic Resources. Articles from the Harvard Business Review can be accessed through the library. Please see http://researchguides.library.yorku.ca/HBR for instructions.

Student Preparation for Class and Class Participation: Expectations

The Placement Position
The position must be professional in nature, allowing you to apply the concepts and theories learnt in your first year of your MBA program. Your Placement must:
- Directly benefit the host company and yourself
- Challenge you and utilize your management training

Organization of the Course

The following criteria must be considered when students negotiate their Placement with potential organizations:

Duration   Minimum 12 weeks of full-time work maximum the duration of an academic term

Timing   It can be taken after first year of the MBA and cannot be taken as a last term of the program, as the 3-credits are added in the academic term that follows the graduate placement

All students must be authorized to work full time during the placement term. International students should consult with International Relations to confirm their eligibility to work full time. The 3-credits will be added in your academic term following your placement term.

Approval of the Work Term
The MBA Program Director will approve the Placement, ensuring that meets the following criteria:
- A project that will benefit the employer and provide relevant work experience to the student
- An opportunity for the student to apply management skills and techniques while performing meaningful work and reflect upon management concepts studied in the first year of the MBA

To be approved you must submit to the MBA Program Director **a Placement Approval Form**. The template for the Placement Approval Form will be uploaded on Canvas.

You MUST receive approval, by email, from the Course Director / MBA Program Director, prior to accepting the offer, and once your placement is approved you must register in the course MGMT 6851.

In cases where the MBA Program Director does not approve a work term, the student may appeal this decision. The student should submit a 1-page narrative outlining a compelling case for why the work term should have been approved, plus relevant supporting documents to the ADA office: ada@schulich.yorku.ca. This appeal must be submitted to the ADA office within 14 days of the MBA Program Director's decision.

Towards the end of the Placement, an email from the MBA Program Director is sent to the Placement site supervisor requesting the evaluation of the student's performance. This evaluation is a mandatory to Pass this course.

Here is some advice to help you make the most of your Work Term:

- **Be prepared to start**. Make sure you arrive on time your first day, are suitably dressed, and have agreed upon the tasks and accompanying deadlines for your Placement.
- **Do not be afraid to talk to your co-workers**. People are sometimes too busy to roll out the red carpet for an intern so you have to make the first move to talk with them.
- **Take it seriously and complete all tasks to the best of your ability**. Your Placement is a full-time job and you need to act accordingly; this is a great time to learn new tasks and demonstrate your work ethic. To land more challenging tasks, be proactive and write a proposal to your boss suggesting and outlining additional projects you could work on. This is less vague than simply asking, "Is there anything else I can do?" and thus has a better chance of achieving results.
- **Be willing to learn something new every day.**
- **Build a portfolio and keep a journal of your work**. Do not let the work you did be forgotten by keeping records of relevant projects you worked on during your Placement. This will also help you to write your final papers at the end of your Placement. You may have to ask for permission to have a copy of your work for your portfolio if it is proprietary work. A portfolio is very useful in your full-time job search, especially for jobs that require previous experience.
- **Ask the right questions.** Keep track of the information that has already been given to you to make sure you are asking the right questions. There will be a lot of new information coming at you and you might find it helpful to write down the information given to you during your first days and/or orientation. If the company gives you a handout about company policies or procedures, be sure to read it and familiarize yourself with it.
- **Ask to attend meetings and events**. This will help you learn how things really get done and by whom.
- **Try to fit in with the corporate culture**. This requires watching how people are interacting around you: how people dress, how they communicate, what hours they work, whether they lunch together or not, whether initiative or hierarchy is valued, etc.
- **Ask for feedback about your performance (though only if the culture is one that provides feedback**). It is better to learn earlier than later where your strengths and weaknesses lie.
- **Find a mentor** or someone you can learn from during your time there. Try to learn from the people who are the superstar performers and/or the most respected individuals in the office.
- **Learn all you can about the industry.**
- **Be positive about all your projects**. As an intern, you may be asked to do some unglamorous projects. It is better to do these with a positive attitude and ask for more responsibilities in addition to them rather than complaining about what you consider to be beneath you.
- **Develop a network of contacts**. Build strong relationships by listening to and learning from everyone you meet. Not everyone has the power to hire you, but each person you meet <u>is</u> a potential contact and resource on the road to a new job.
- **Talk to your coworkers about your future plans**. If you are working for a large company, talk to HR throughout your Placement and at the end of it, make sure to let them know what your future plans are.
- **Find out where and how positions are posted internally** if you would like to work for the company in the future.

It is important to reflect on your Placement experience once it ends, to draw conclusions about what you have learned, and to examine your career options while the experience is fresh in your mind. Consider doing the following:

Obtain References

Ask for a reference from your supervisor(s) for your <u>personal use</u>. You can make the process easier for the writer by giving him/her a list of points that might be included in the letter, such as your basic job duties, what you learned, and how you excelled. **Note**: Letters of reference are not used as frequently anymore as they can quickly become dated. Instead, ask if your supervisor would be willing to provide a verbal reference when/if needed at some time in the future. Also, ask if he/she would be willing to provide a recommendation via LinkedIn.

(The reference letter is quite separate from the Intern Performance Evaluation that the MBA Office will request from your employer. The latter is for internal use only).

Send Thank You letters

Be sure to send thank you letters as soon as possible to your immediate supervisor and/or anyone else who might have contributed to your experience and learning. Thank them for helping to make your Placement experience a valuable one and tell them what you learned, or let them know how the experience has helped you in your career development.

You might also write to any key, top-level people in the organization with whom you may have interacted briefly, even if you did not work closely with them. They could be valuable contacts in the future.

Think about what you learned about your career options and preferences:

- Would you like to do the type of job you did during your Placement?
- Would you like to work in that industry upon graduation?
- Would you like to do the job you observed your supervisor or someone else doing?

Think about what you learned about yourself during this placement:

- Did you learn anything about your professional skills and abilities? What do you do well? What areas do you still need to improve in?
- Did you learn anything about what does or does not interest you?
- What did you learn about your personality as you dealt with co-workers, supervisors, clients and/or customers?

Update your resume in preparation for your full-time job search:

- Write down everything you did during your Placement, all your duties and responsibilities/achievements, and choose the most relevant responsibilities/achievements to include in your resume. Be sure to use the **active verb +what you did +result** (quantitative or qualitative) approach when describing your accomplishments.
- Make note of job functions or areas of expertise you experienced, even if you did not do those things yourself

Look for ways to continue gaining experience in your area of interest:

- Set up networking meetings with alumni in the field
- Join relevant professional associations as a student
- Keep in touch with the people whom you worked with at the Placement site; and
- Start searching and/or applying for your full-time job in that field!!

Written Assignments/Projects and Exam[s]: Descriptions

Students' **grade** for this course is based on four components:

(1) Report Part A: Time and Activity log, completed throughout the placement
(2) Report Part B: Work Placement Site Analysis
(3) Report part C: Final Reflective Paper
(4) Supervisor's Evaluation. The work placement form must be filled out by the site supervisor and sent to the Course Coordinator/MBA Program Director.

Your deliverables (Report Part A, B and C as well as the Supervisor's Evaluation) must be received within two weeks of the completion date of placement, otherwise you will receive a grade F. All materials, including the Supervisors Evaluation must be received BEFORE the next academic term starts**.**

Evaluation of Assignments/Projects and Exams

<*Include details as appropriate, including quality criteria, the weights (importance) assigned to different sections of an assignment if they are not equal, and treatment of late submissions (e.g., not accepted, a specified penalty for each day late, or …).*>

You will submit a Report including Part A, Part B and Part C. They will be written in size 12, Times Roman font, double-spaced, with one-inch margins.

Report Part A: Time and Activity Log

The Time and Activity log allows you to keep track of all the job tasks, duties and assignments you perform during your Placement. For each week, you must record in sufficient detail your primary activities in an activity log. Describe in each entry what you did and learned about the organization, the work environment, your colleagues, customers, etc. during that week. Be specific. You should attempt to link some of these activities to concepts learnt in your coursework. Each log/week has a 200-word limit.

Report part B: Work Placement Site Analysis

This will include the internal and external analysis of the organization, for example (but is not limited to):

(i) A description of the organization, its history, its core activities and how they may have changed over time, and an organizational chart,
(ii) A brief overview of the industry and its players (competitors, suppliers, customers, etc.),
(iii) A SWOT analysis.
(iv) A description of other relevant information and insights you gained about your site, like the work culture and management styles.

The word limit for this Part B (Work Placement Site Analysis) is 1500 words.

Report Part C: Reflection Paper

It is an exercise that allows you to think about what you experienced and observed during your work placement and by doing so generate unique and lasting insights that make a positive difference in your personal and professional life. Through this reflective activity, you are encouraged to analyze your actions and the material you are learning. You are encouraged to reflect thoughtfully upon and respond to the specific work environment, professional responsibilities, and your own role at your Placement location. Consider the best and worst parts of the Placement, why you liked/not liked certain activities and duties, and what you learned from the activities. Use Ryan's 5Rs Model of reflection – information about this odel will be uploaded on Canvas.

The Reflection Paper should be based on the entire Placement experience and should incorporate the following points of discussion:

(a) The method by which you secured the Placement opportunity. What worked well, and what would you do differently next time?
(b) The expected learning outcomes you had of the Placement when you chose it and whether those expectations have been met or changed because of the actual experience.
(c) The most important business skills you developed and the most critical knowledge you gained during your Placement.
(d) Your own objective assessment of your work, performance, and contributions at the site. In what areas did you excel? In what areas did you struggle? Did anything you learned about yourself surprise you?
(e) A conflict or disappointment you experienced through your Placement and how you managed it?
(f) The Thesis Statement which identifies whether your expectations were met and what you learned. The body of your paper identifies two or three (depending on the length of your paper) major points that support your thesis statement.
(g) How are your future actions informed based on the experience you had in this Placement.
(h) Address aspects of equity, diversity, and inclusion as they relate to your placement.
<u>The word limit for this Part C (reflective paper) is 2000.</u>

The Supervisor's Evaluation is mandatory to receive a Pass for this course. You will have to make sure the Supervisor send the Evaluation in time to the Course Director / MBA Program Director.

Calculation of Course Grade

You will be assigned a Pass or Fail grade in this course. In this manner, a letter grade for each of the three components mentioned above will be assigned. Your course grade, as suggested on page 2, will then be calculated by weighted averaging of these components' grades. The resulting numeric grade will be converted to a Pass/ or Fail grade according to the following scale:

9	A+	90 - 100	Exceptional
8	A	85 - 89	Excellent
7	A-	80 - 84	Very Good
6	B+	75 - 79	Good
5	B	70 - 74	Competent
4	B-	65 - 69	Fairly Comp.
3	C+	60 - 64	Passing
2	C	55 - 59	Barely Pass.
1	C-	50 - 54	Failing

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

For more details on the index, grading policy, and grade point average (GPA) requirements, see the Graduate Policy Handbook

https://schulich.yorku.ca/current-students/graduate-students/

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/

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/.

MEMORANDUM
York University Libraries

To: Minerva Cernea

From: Stephanie Quail, Scholarly Communications Librarian / Business Librarian, Digital Scholarship Infrastructure Department, York University Libraries

Date: October 28, 2022

Subject: Library Statement of Support – MBA Graduate Placement – Work Focused Experiential Education (MGMT 6851)

Summary

York University Libraries (YUL) is well positioned to support the proposed course. Students can make use of an array of library resources and services to help them complete their site analysis and reflective paper assignments in this course. This statement highlights offerings related to the major themes of the course.

Collections

The Libraries' collections echo the curricular and research priorities of students and faculty. Care is given to select materials that reflect new courses taught at York, as well as research and publishing trends. Library personnel review reading lists supplied for proposed courses to address any potential gaps. Tailored purchasing profiles ensure new materials are regularly purchased on subjects such as:

- Management, Project Management, Careers, and Career Development.

Historically, textbook publishers have not made their electronic content available for purchase by libraries. This remains an ongoing challenge. Library personnel can assist with locating Open Access alternatives. Furthermore, the Libraries' Open Scholarship department offers support to researchers on digital publishing, open repositories, and Creative Commons licensing.

The Omni single-search interface provides students with access to a wide range of materials, including books, book chapters, articles, dissertations, streaming media, etc. Library users may also request items from partner libraries through Omni. A selection of electronic collections of particular interest are highlighted below. The A-Z list on the Libraries' website provides a complete list of electronic offerings.

Company & Industry Research Databases:
- IBISworld
- Marketline Advantage
- Mergent Online
- Bloomberg
- Capital IQ

Business Article Databases:

- Proquest Business
- Business Source Complete

Newspaper/ Magazine Collections:

- Factiva
- Nexis Uni
- Pressreader

eBook Platforms:

- De Gruyter eBooks
- Elgar Online
- Oxford Scholarship Online
- Cambridge Core
- Taylor & Francis eBooks
- ProQuest eBook Central
- Scholars Portal Books

Services

Library Instruction

Librarians and archivists help students build research skills and digital fluencies through workshops, online research guides, and individual research assistance. Instructors can arrange a research skills workshop (or seminar) geared to a specific assignment, course, or competency.

Research Guides of Interest:

- Career Research for Business Students
- Company Research
- Industry Research
- Market Research

Research Help

Online research assistance is available in both French and English via chat, text, and email. In addition, students and faculty can book one-hour research consultations with a specialist librarian. The Libraries also offer a virtual drop-in service hosted through Zoom for help in real-time.

Accessibility Services

Located on the first floor of the Scott Library (Keele Campus), [Library Accessibility Services](#) (LAS) provides alternative content formats, as well as adaptive technologies and spaces. With a referral, York University faculty and students can request transcription services or reserve an accessibility lab workstation.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Grant Packard, Associate Professor of Marketing, Master of Marketing Program Director
Date: November 2, 2022
Re: New Course Proposal: MKTG 6820 Marketing Dynamics

Motion:

Approve MKTG 6820 Marketing Dynamics as a new core course for the Master of Marketing (MMKG) Program

Rationale:

This MMKG program capstone course taken in the final term of the program integrates, applies, and extends learning from across the program curriculum to help "cap" student preparedness for challenging marketing management roles. MMKG program coursework leading up to this course offers a comprehensive development of foundational theories and abilities in marketing (e.g., brand/product management, marketing research and analytics, communications, and financials for marketing). But it must do so in a relatively piece-by-piece (i.e., "dis-integrated") and "static" manner given the diversity and number of concepts introduced.

Marketing Dynamics asks students to integrate and apply program learning to the complex and dynamic challenges faced by mid- to senior-level marketing management. Students engage in the classroom with articles written for senior managers (e.g., Harvard Business Review, Sloan Management Review, McKinsey Quarterly). They engage with applications of program course concepts through the live case method, learning to prepare for such discussions and to vigorously debate with colleagues "on their feet." Students gain hands-on experience of the complex dynamics of marketing management through an eight (8) period marketing management simulation, which requires that their team make quantitative and qualitative marketing decisions including product development and mix, pricing, channel strategy, brand positioning, and communications. Students directly observe the consequences of their decisions, and how market actors (e.g., competitors, consumers, internal capabilities) dynamically shape the result. They must then quickly begin the analysis and planning cycle anew to optimize performance against their business objectives and strategy.

This course replaces MKTG 6001 Field Project 2: Implementation. This course will be removed/deleted. This course was a core course exclusively for the MMKG program. Rationale for this course's removal/deletion is provided in the MMKG Major Program Change Proposal in today's agenda.

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: Schulich MMKG Program

2. Responsible Unit: Marketing

3. Subject Code (Rubric) and Course Number: MKTG 6820

4. Credit Value: 3.00

5. Long Course Title: Marketing Dynamics

6. Short Course Title: Marketing Dynamics

7. Effective Term/Calendar Year: Winter 2025

8. Language of Instruction: English

9. Calendar (Short) Course Description:

This Masters of Marketing program capstone course integrates, extends, and applies MMKG program concepts through a focus on the nearly constant shifts in marketing plans and implementations shaped and reshaped by marketplace actors (e.g., competitors, customers, internal capabilities). The course blends live case method, an intensive marketing simulation, and managerial readings and discussions to prepare students to evaluate, create, or respond to market dynamics.

Pre-requisites: This is a core course for MMKG students who have completed all academic progression requirements to start the third and final program term.

10. Expanded Course Description:

This MMKG program capstone course integrates, extends, and applies program concepts through the lens of nearly constant shifts in marketing planning and

implementation that are shaped and reshaped by marketplace actors (e.g., competitors, customers, internal capabilities, culture, governments). The course uses a blended learning approach combining classic and contemporary managerial readings and discussions, live case method, and an intensive, hands-on marketing simulation through which students act as category director-level managers responding to market dynamics corresponding directly to course concepts. Evaluation components are designed to simulate everyday marketing management communications (e.g., emailed memos, short presentations to C-level executives) and live contributions (e.g. case analysis, short planning meetings and briefings). The course intends to prepare students to be prepared to evaluate, create, or respond to market dynamics in their marketing management careers.

11. Course Learning Outcomes:

This course is designed to help build Schulich Masters of Marketing who can:

1. Analyze and evaluate how *changes* in the internal and external marketing environment may inform strategic market planning and tactical decision-making.

2. Integrate new category or business-unit level marketing management concepts with previously learned brand or product-level marketing course concepts.

3. Develop appropriate, clear, actionable, and ethical marketing plans that respond to market dynamics and the expectations of key stakeholders (e.g., employees, customers, shareholders, governments, public/consumers).

4. Understand and shape the marketing planning cycle (plan, implement, analyze, repeat) for full marketing-mix implementations (i.e., products, prices, places, promotions).

5. Constructively communicate with colleagues and management in writing and orally.

6. Work efficiently and effectively in teams "under pressure"

12. Rationale:

This course integrates, applies, and extends learning from the MMKG program curriculum to help "cap" student preparedness for challenging marketing management roles. MMKG program coursework leading up to this course offers a comprehensive development of foundational theories and abilities in marketing (e.g., brand/product management, marketing research and analytics, communications, and financials for marketing). But it must do so in a relatively piece-by-piece (i.e., "dis-integrated") and "static" manner given the diversity and number of concepts introduced.

Marketing Dynamics asks students to integrate and apply program learning to the complex and dynamic challenges faced by mid- to senior-level marketing management. Students engage in the classroom with articles written for senior managers (e.g., Harvard Business Review, Sloan Management Review, McKinsey Quarterly). They engage with applications of program course concepts through the live case method, learning to prepare for such discussions and to vigorously debate with colleagues "on their feet." Students gain hands-on experience of the complex dynamics of marketing management through an eight (8) period marketing management simulation, which requires that their team make quantitative and qualitative marketing decisions including product development and mix, pricing, channel strategy, brand positioning, and communications. Students directly observe the consequences of their decisions, and how market actors (e.g., competitors, consumers, internal capabilities) dynamically shape the result. They must then quickly begin the analysis and planning cycle anew to optimize performance against their business objectives and strategy.

MMKG students are only allowed to take marketing area (MKTG code) courses. There is no known overlap with existing marketing area courses.

MMKG program learning outcomes are attached as a separate document (see major program change document November 2022).

13. Evaluation:

Assignment/Task	Quantity	Weight	Total	Author	Due
Case Preparation Notes	4	10%	10%	Individual	Class 2 + "Pop" possible in 3, 5, 7, 8
Written Case Analysis	1	15%	25%	Individuals (Paired)	Class 5
Discussion Contribution	1	15%	40%	Individual	Each Class
Short Case-based Exam	1	15%	55%	Individual	Class 12
Sim Memos to CEO	2	10%	65%	Team	Classes 6, 7
Sim YR2 Marketing Plan	1	15%	80%	Team	Class 8
Sim Turnover Presentation	1	10%	90%	Team	Class 11
Sim Market Performance	1	10%	100%	Team	Class 10

14. Integrated Courses:

N/A. This is an MMKG program course only. While it could be offered in the future as a capstone course to BBA or MBA students pursuing a speciality in marketing, it would require some modifications to do so.

15. Cross-listed Courses:

N/A. This is a MMKG program core course.

16. Enrolment Notes:

This is a core course for MMKG students who have completed all academic progression requirements to start the third and final program term.

17. Faculty Resources:

This course will be taught once per year in the third and final term of the MMKG program (winter term). Based on present program enrollment, there will be two sections of the course with a maximum of 55 students per section.

Primary Faculty
Grant Packard, Associate Professor of Marketing, MMKG Program Director

Faculty Alternates
Ashley Konson, Adjunct Professor of Marketing, MMKG Associate Program Director
Ashwin Joshi, Associate Professor of Marketing, Associate Dean of Programs

18. Physical Resources:

Existing Schulich physical classroom resources are adequate.
No additional resources are required.

19. Bibliography and Library Statement:

Course outline is attached.

Course readings and cases bibliography is attached.

Librarian statement is attached.

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

20. Instructors and Faculty Coordinator

Primary Faculty
Grant Packard, Associate Professor of Marketing, MMKG Program Director

Faculty Alternates
Ashley Konson, Adjunct Professor of Marketing, MMKG Associate Program Director
Ashwin Joshi, Professor of Marketing, Associate Dean of Programs

Course coordinator: Grant Packard

21. Specializations

Primary area or specialization: Marketing

Secondary areas or specializations: N/A

22. Student Contact and Enrolment

Contact hours: 36 hours (12 sessions at 3 hours each)

Maximum enrolment: 55 students (core course)

Expected enrolment: 45-55 students per section (based on historical MMKG program enrollment of 93-105 students and target of 110 students)

Evidence for enrolment expectations: First four years of MMKG program enrollment has ranged from 93-105 students.

23. Equity, Diversity, Inclusion, Decolonization and Indigenization Action Plan

These perspectives are reflected in (1) course content that includes diversity and inclusion topics based on different cultural groups in cases such as "Transsion Holdings: Leveraging Disruption in Emerging Markets" and in the dedicated class session (Class 8: Cultural Dynamics and Ethics) which examines cultural sensitivity, inclusion, and marketing ethics (e.g., "Building an Ethical Company" assigned reading, and "IKEA: Global Communication Strategy" case). Indigenous perspectives will be

incorporated in at least one assigned case or reading. At present this is incorporated into class content in the planned Class 2 in-class live case analysis, "Cheekbone Beauty: Building an Indigenous Growth Venture".

These perspectives are also supported in (2) class session delivery. In class sessions, everyone is included in both lecture and case-based discussions and diverse perspectives are valued and respected.

24. Human Participants Research

N/A

25. Conditions for Approval

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

The marketing area is deleting MKTG 6001 Field Project 2 with the same total number of credits. MKTG 6001 Field Project 2 is a Master of Marketing Program core course that is being eliminated per the November 2022 program change proposal to be implemented in Summer 2024 in lieu of MKTG 6820 (this proposal).

Originator:

_____	October 31, 2022
Signature	Date

Grant Packard	Marketing
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) confirmed by email that they have examined and support 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.

Theodoros Peridis   *Strategic Management*

Minerva Cernea   *Experiential Education*

Kevin Tasa   *Organization Studies*

Luke Zhu   *Organization Studies*

Kiridaran Kanagaretnam   *Accounting*

Ashwin Joshi   *Marketing*

Alex Campbell   *Marketing*

Theodore Noseworthy   *Marketing*

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.

 David Rice   November 1, 2022
Signature   Date

 David Rice   Marketing Area
Name of Coordinator or Director   Area or Specialization

Degree Program:
I support the addition of the course to the SSB curriculum.

                                         October 31, 2022

V. July 2021

Signature   Date

Grant Packard   Master of Marketing (MMKG)
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.

Kevin Tasa   November 10, 2022
Signature   Date

Kevin Tasa   Masters Program Committee
Name of Committee Chair   Committee

V. July 2021

Course Outline

Winter 2025

Class day and time: TBD
Location: TBD

Instructor	**Assistant**
Dr. Grant Packard	Mima Gualtieri
(416) 736-2100 extension 77913	(416) 736-2100 extension 55942
Schulich Building – N324	Schulich Building N304
gpackard@schulich.yorku.ca	mgualtieri@schulich.yorku.ca

Office hours: By Appointment

Grant Packard is an Associate Professor of Marketing and the Director of the Master of Marketing program at the Schulich School of Business. Grant is an expert on language in consumer behavior and marketing. Before entering academia, Grant worked in senior or executive-level marketing roles at organizations including Indigo Books & Music Inc., Rogers Media (Excite and Yahoo! Canada), and at marketing communications agencies BBDO Toronto and DMB&B New York for clients including Burger King, Gillette, Kraft Foods, Molson, Scotiabank and more. He was an inaugural recipient of the "Top 30 Under 30 Marketers in Canada" honours, and has won several awards for research and teaching. Grant's research appears in leading consumer behavior, marketing, and psychology journals, and has been covered by media outlets including *The Atlantic*, *CBC*, *Harvard Business Review*, *NPR*, *MIT Sloan Management Review*, and *The Wall Street Journal*. He was an MSI Young Scholar (2019) and serves as an Associate Editor at the *Journal of Consumer Psychology* and the *Journal of Consumer Research*, and serves on the Editorial Board at the *Journal of Marketing*.

Brief Description

This MMKG program capstone course integrates, extends, and applies program concepts through the lens of nearly constant shifts in marketing planning and implementation that are shaped and reshaped by marketplace actors (e.g., competitors, customers, internal capabilities, culture, governments). The course uses a blended learning approach combining classic and contemporary managerial readings and discussions, live case method, and an intensive, hands-on marketing simulation through which students act as category director-level managers responding to market dynamics corresponding directly to course concepts. Evaluation components are designed to simulate everyday marketing management communications (e.g., emailed memos, short presentations to C-level executives) and live contributions (e.g. case analysis, short planning meetings and briefings). The course intends to prepare students to be prepared to evaluate, create, or respond to market dynamics in their marketing management careers.

Prerequisites/Corequisites/Course Exclusions: Successful completion of academic requirements for the first two terms of the Master of Marketing (MMKG) program.

Contents

Course Learning Outcomes

This course is designed to help build Schulich Masters of Marketing who can:

1. Analyze and evaluate how *changes* in the internal and external marketing environment may inform strategic market planning and tactical decision-making.

2. Integrate new category or business-unit level marketing management concepts with previously learned brand or product-level marketing course concepts.

3. Develop appropriate, clear, actionable, and ethical marketing plans that respond to market dynamics and the expectations of key stakeholders (e.g., employees, customers, shareholders, governments, public/consumers).

4. Understand and shape the marketing planning cycle (plan, implement, analyze, repeat) for full marketing-mix implementations (i.e., products, prices, places, promotions).

5. Constructively communicate with colleagues and management in writing and orally.

6. Work efficiently and effectively in teams "under pressure"

Deliverables at a Glance

In the table below, the impact of each assignment/task on your final course grade is indicated in the "% weight" column.

Assignment/Task	Quantity	Weight	Total	Author	Due
Case Preparation Notes	4	10%	10%	Individual	Class 2 plus "Pop" potential in Class 3, 5, 7, 8
Written Case Analysis	1	15%	25%	Individuals (Paired)	Class 5
Discussion Contribution	1	15%	40%	Individual	Each Class
Short Case-based Exam	1	15%	55%	Individual	Class 12
Sim Memos to CEO	2	10%	65%	Team	Classes 6, 7
Sim YR2 Marketing Plan	1	15%	80%	Team	Class 8
Sim Turnover Presentation	1	10%	90%	Team	Class 11
Sim Market Performance	1	10%	100%	Team	Class 10

For details, see "Written Assignments/Projects: Descriptions and Evaluations"

Course Material

Every week, you should check the Session-by-Session Syllabus for readings and deliverables.

Canvas: Canvas is the digital course portal and functions as the digital course outline. You will find all readings, cases, detailed descriptions and due dates for all assignments, a course calendar, course update communications, various course materials and resources, course assignment feedback, and course assignment grades on Canvas.

Electronic Resources: All articles are easily accessible using York University Library Electronic Resources at https://www.library.yorku.ca/web/. A York University Library permalink is also provided to each assigned reading article in Canvas.

Cases: All assigned cases for in-class case analysis discussions have been purchased via the Schulich School of Business, and are accessible via links in the Canvas class module for which the case is assigned.

Simulation: Students will gain hands-on experience of the complex dynamics of marketing management through an eight (8) period marketing management simulation, which requires that their team make quantitative and qualitative marketing decisions including product development and mix, pricing, channel strategy, brand positioning, and communications. Students directly observe the consequences of their decisions, and how market actors (e.g., competitors, consumers, internal capabilities) dynamically shape the result. They must then quickly begin the analysis and planning cycle anew to optimize performance against their business objectives and strategy. Concepts from across prior MMKG core courses (e.g., Intro to Marketing Management, Brand Management, Marketing Analytics) can be applied and will be discussed in relation to new concepts introduced in this course.

The simulation operates in a user-friendly web-based platform. Teams can export quantitative information from the platform (e.g. consumer research, product development research, sales data, positioning data) for analysis in Excel, SPSS, or other software to guide decision-making).

To access and purchase (C$123) the simulation software:

1. Go to [URL](URL)
2. Enter file number: #########
3. Complete the order process
4. Download the participant handbook

All students must purchase the simulation software. It is the only course material with a financial cost to students. A detailed introduction to the simulation component of this course will be presented in Class 3.

Detailed information regarding marketing strategy decision making in the simulation software is found in the Participant Handbook, PowerPoint presentations and Tutorials you will be able to access from the simulation website after registering. There will be one trial decision (P0), and 10 competitive decisions (P1 to P10) during the course. Your team's decisions are to be finalized and ready for the period's "run" by the day and time specified in this course outline.

Student Preparation for Class and Class Participation: Expectations

Method of Instruction
This course is designed using a variety of pedagogical approaches—interactive lectures, live case method discussions, simulations, simulation-based discussions, and team presentations. All methods involve active student participation and communication.

Student Preparation
A key assumption of this course is that students are co-creators of the learning experience. Students help create learning for themselves and others through active participation. This means both listening to others carefully and contributing respectfully. Class discussions are an important opportunity to practice communicating about concepts and information. Therefore, and given the method of instruction described above, *students are strongly encouraged to ask questions and actively participate during class*.

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

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

The below assignments are required for this course:
1. Case Preparation notes (1-4 x 1 to 2 page Word document; individual)
2. Written Case Analysis (1 x max. 4 page Word document plus appendices; individual pairs)
3. Short Case-based Exam (3 x one page cases, with maximum 1 page response each; individual)
4. Simulation Memos (4 x 1 page Word document; team)
5. Simulation YR2 Marketing Plan (1 x max 15 slides + exhibits; team)

6. Simulation Turnover Presentation (1 x 12 minute presentation + Q&A; team)

Additional evaluative components that do not involve a specific assignment (i.e., tasks) include in-class Discussion Contribution and Marketing Management Simulation Performance. Assignments and tasks are described in further detail in the Assignments & Tasks: Description & Evaluation section of this Course Outline.

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

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

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

Students are also expected to turn off cell phones, 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*.

Class Discussion Contribution
Class discussions are only as good as the individual contributions to them. Please note that participation is not strictly based on what you say in class and how often you speak, it is also affected by the degree to which you are visibly prepared and contribute to in-class discussions, case analysis, and team discussions in the marketing management simulation.

Discussion contributions are recorded by the course instructor at the end of each class session. The instructor will provide "work in progress" interim evaluations after Classes 3 and 7 so that students can assess their performance to date and consult with the instructor about ways they might attempt to improve their performance in subsequent class sessions.

Team Contribution Peer Evaluation
Team members are expected to act professionally and courteously, and actively communicate with one another about working processes and relative effort to seek to improve team work process during the course. All team assignments/tasks include a peer evaluation component that can result in individual grade adjustment. If more than one team member agrees that a given teammate has either significantly under-contributed (e.g., "free rider") or significantly over-contributed (e.g., "team leader") to team efforts on a given assignment, the instructor can adjust that teammate's grade after notifying the target of the potential adjustment and providing a 48 hour response window for the target to counter any arguments and evidence presented.

Contacting the Instructor

The best way to reach the instructor is via *e-mail* at gpackard@schulich.yorku.ca. If you are unable to reach the instructor, contact the course assistant at mgualtieri@schulich.yorku.ca.

Disclaimer
The instructor reserves the *right to make changes* to some of the topics and articles. These changes, if any, will be announced in class at least 2 weeks in advance. Students are responsible to catch up with classmates for any announcements even (or especially) if absent from class.

Class-by-Class Syllabus

Note: Assigned Readings and Cases are subject to change.

CLASS	THEME	RESPONSIBILITIES (PRE-CLASS UNLESS OTHERWISE INDICATED)
1	Introduction	Read: Markides (1999), "A Dynamic View of Strategy", Sloan Management Review (SMR) Read: Hammond (2002), "Learning by the Case Method", Harvard Business Publishing, Product #376241 Read: Bruner (2001), "Note to the Student: How to Study and Discuss Cases", Harvard Business Publishing, Product #UV0116. Read: McDougal & Weinberg (2003) "Preparing and Learning from Cases: Gordon Power Tools", *Canadian Marketing Cases, p*. 1-14. **Prepare: mini-case notes (ungraded; for personal use)**
2	Market Planning	Read: Dawar (2013), "When Marketing is Strategy", Harvard Business Review (HBR) Read: Mankins & Gottfedson (2022), "Strategy-Making in Turbulent Times", HBR Read: Webster et al (2005), "The Decline and Dispersion of Marketing Competence", SMR Read & Prep Case 1: Parker & Chandraskehar (2021), "Cheekbone Beauty: Building an Indigenous Growth Venture", HBR, Product #W25813 **Submit on Canvas: 1 page case preparation notes (due by class start time)**
3	Market Cycles	Read: Halaburda & Oberholzer-Gee (2014), "The Limits of Scale", HBR Read: McGrath (2013), "Transient Advantage", HBR Read: Nunes & Breene (2011), "Reinvent Your Business Before It's Too Late", HBR Read & Prep Case 2: Mazumdar & Banerjee (2014), "Spencer's Retail Ltd: Repositioning in a Changing Retail Environment", HBR, Product #W14060 **Due: Purchase individual Simulation license using Course Code ########**
4	New Markets, New Products	Read: Forsyth et al (2000), "Shedding the Commodity Mind-Set", McKinsey Quarterly Read: Suarez & Lanzolla (2005), "The Half-Truth of First-Mover Advantage", HBR Read: Simulation Handbook **Prepare: P0 Simulation decisions trial run (P0 runs during class)**
5	Disrupting Markets	Read: Christensen et al (2002), "How to Identify and Build Disruptive New Businesses", SMR Read & Prep Case 3: Wang, Zhao, & Velamuri (2020), "Transsion Holdings: Leveraging Disruption in Emerging Markets", Harvard Business Publishing, Product #CB0091 **Submit on Canvas: 4 page written case analysis w/ appendices (pairs; due by class start time)** **Prepare: P1 Simulation decisions (P1 runs 1 hour before class start time)**
6	Being Disrupted	Read: Coyne & Horn (2009), "Predicting Your Competitor's Reaction," HBR Read: Martin (2022), "The Truth About Competition", HBR **Submit on Canvas: 1 page memo to CEO on P1->P2 plans (due 48 hours before class start time)** **Prepare: P2 Simulation decisions (P2 runs 1 hour before class start time)**

7	Customer Change	Read: Kim & Maubourne (1999), "Creating New Market Space", HBR
		Read: Christensen et al (2007), "Finding the Right Job For Your Product", SMR
		Read & Prep Case 4: Avery & Fuller (2019), "Away: Scaling a DTC Travel Brand", HBR, Product #520051
		Submit on Canvas: 1 page memo to CEO on P2->P3 plans (due 48 hours before class start time)
		Prepare: P3 Simulation decisions (runs 1 hour before class start time)
		Submit on Canvas: 1 page memo to CEO on P3->P4 plans (due 24 hours after class start time)
8	Cultural Dynamics & Ethics	Read: MacMillan et al (2003), "Global Gamesmanship", HBR
		Read: Carr & Collis (2011), "Should You Have a Global Strategy?", SMR
		Read: Smith & Kochaki (2021), "Building an Ethical Company", HBR
		Read & Prep Case 5: Barrie (2020), "IKEA: Global Communication Strategy," Harvard Business Publishing, Product #I0042E (Multi-media case)
		Prepare: P4 Simulation decisions (runs 48 hours before class start time)
		Submit on Canvas: YR2 Marketing Plan (max 15 slides; due by class start time).
9	Rapid Change	Read: Reeves & Fuller (2022), "The Imagination Machine: How Surprise Triggers Imagination", HBR
		Read: Adner & Snow (2010), "Bold Retreat", HBR
		Prepare: P5 Simulation decisions (runs at class start time)
		Prepare: Internal Planning for fast moving Simulation YR2 (P5, P5, P7, & P8 run during class)
10	Maturity	Read: Moon (2005), "Break Free from the Product Life Cycle", HBR
		Read: Ali, Mancha, & Pachamanova (2018), "Correcting Analytics Maturity Myopia", Business Horizons
		Read: Rangan & Bowman (1994), "Beating the Commodity Magnet", Industrial Mktg Management
		Prepare: P9 Simulation decisions (runs at class start time)
11	Turnover & Integration	8 x 12 minute turnover presentations + 3 minute Q&A
		Submit on Canvas: Turnover slides (max 15 slides; due by class start time)
12	Short Case-based Exam	**Prepare: Be ready to provide written responses to 3 mini-cases. Max 2 page response each.**

The Canvas course site provides an in-class schedule of events for each class session providing the estimated breakdown of lecture-based discussion, live case analysis, and marketing management simulation meetings.

Written Assignments/Tasks and Exam: Descriptions & Evaluations

Assignment/Task	Weight	Description	Due
Case Preparation Notes (Individual)	10%	Individual students must carefully prepare for each live case analysis. Preparation expectations and structures are briefed in Class 1. A preparation note includes a summary situation assessment, selected quantitative analysis notes, response options, brief option assessment, brief reco with rationale, and questions/prompts to stimulate discussion. Prepare and submit a maximum 2 page* Word document on Canvas before start of classes for the class indicated (Classes 2). This first Case Prep Note is worth half of the total for this assignment (5% out of 10% total). Then Case Prep Notes may be requested on a "pop" basis in class for any class sessions that include a live case	Class 2 Possible "pop" submission for any Case class session (e.g., 3, 5, 7, 8)

		analysis (Classes 3, 5, 7 or 8). The remaining 5% for this assignment will be distributed evenly across all "pop" class note submissions requested by the instructor.	
Written Case Analysis (Individual – in pairs)	15%	Pairs of two individuals will submit (on Canvas) a maximum 4 page formal case analysis response* with supporting tables and figures of the students' own invention (no length limit on tables/figures) in preparation for the Class 5 case. Evaluation rubric is available in Canvas, and is based on structure briefed in Class 3.	Class 5
Discussion Contribution (Individual)	15%	Individuals are expected to contribute to their own learning and that of their peers through lecture discussions, live case analysis, and marketing management simulation meetings with the CEO (instructor). Evaluation is based on instructor notes of relative quality and quantity of contribution at the end of each class. The instructor will provide "work in progress" interim evaluations after Classes 3 and 7.	Each Class
Short Case-based Exam (individual)	15%	Individuals will be presented with 3 short (one-page) custom-developed cases that may include qualitative and quantitative information of potential value. They will be required to respond to 1-3 management queries for each of the 3 short cases. Total response length for each case is limited to 2 pages hand-written (6 pages total). Unlimited scratch paper writing/note-taking is allowed, and must be turned in with your written response. Evaluation is based on instructor judgment of response quality relative to competing students (curved to Schulich mandated mean).	Class 12
Sim Memos to CEO (Team)	10%	Teams will submit a maximum 1 page memo* to the CEO (instructor) explaining what happened in the prior market period, why, and how they plan to respond in the next market period. This occurs only for two early periods (P1->P2, P2->P3). The CEO will provide guided feedback to facilitate initial team learning and adaptation to the market. Evaluation is based on instructor judgment of response quality relative to competing teams (curved to Schulich mandated mean). All team assignments/tasks include a peer evaluation component, which can result in a lower (higher) grade for under- or non-contributing (leading) team members.	Class 6 Class 7
Sim YR2 Marketing Plan (Team)	10%	Teams will submit a maximum 15 slide Powerpoint (or similar) presentation with unlimited exhibit slides to the CEO (instructor) that summarizes the market situation after the first four periods and presents marketing strategy for the following four periods. Evaluation rubric is available in Canvas, and is based on assignment structure guidance briefed in Class 6. All team assignments/tasks include a peer evaluation component, which can result in a lower (higher) grade for under- or non-contributing (leading) team members.	Class 8

Sim Turnover Presentation (Team)	15%	Teams will develop and present a 12 minute (maximum 15 slide) presentation to the CEO and other teams, plus 3 minute Q&A. The purpose is to share results, insights and recommended plans to a hypothetical "new team" that will take over your business. Evaluation rubric is available in Canvas, and is based on assignment structure guidance briefed in Class 8. All team assignments/tasks include a peer evaluation component, which can result in a lower (higher) grade for under- or non-contributing (leading) team members.	Class 11
Sim Market Performance (Team)	10%	Marketing management simulation performance will be assessed based on marketing management simulation performance relative to competitor teams. The four performance criteria are: share price position, market share, sales revenue percentage change, and net margin percentage change. First place team receives a 85%, 2nd place 80%, 3rd place 75%, 4th place 70%, 5th place 65%. All team assignments/tasks include a peer evaluation component, which can result in a lower (higher) grade for under- or non-contributing (leading) team members.	Class 10

Times New Roman, single space 12 point font, 2.54 cm (1 inch) margins.

Evaluation

All course graded assignments/tasks will be entered into Canvas using a numerical percentage grade. Canvas will calculate the course grade using the weightings shown in "Deliverables at a Glance." If the course mean falls below Schulich School of Business letter grade mean standards (described below), all students' course grades will be curved up by the same degree to achieve at least the minimum mean. The instructor will not "adjust" or "curve" individual assignments/tasks or individual course grades that are mathematically "close" to a letter grade cut-off to achieve a higher grade desired by any individual student. There are no extra or make-up assignments available to increase a grade beyond the assignments/tasks listed in this Course Outline.

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

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

These letter grades correspond 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). 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 also be found on **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/

MEMORANDUM
York University Libraries

To: Grant Packard, Associate Professor, Schulich School of Business

From: Stephanie Quail, Scholarly Communications Librarian, Digital Scholarship Infrastructure department

Date: November 3, 2022

Subject: Library Statement of Support – Marketing Dynamics (MKTG 6820)

Summary

York University Libraries (YUL) is well positioned to support the proposed course. Students can make use of an array of library resources and services to complete the assignments in this course, such as the marketing plan assignment and the case analysis assignments. This statement highlights offerings related to the major themes of the course, such as how marketing managers respond effectively to various marketplace dynamics.

Course Readings & Materials

The course outline lists readings such as scholarly articles, trade articles, and business cases. The scholarly articles and trade articles are all available through YUL's electronic journal collections.

The course proposal states that the business cases will be purchased by the Schulich School of Business and provided to the students via Canvas. Students in the class will also be required to purchase a marketing management simulation software package.

Collections

The Libraries' collections echo the curricular and research priorities of students and faculty. Care is given to select materials that reflect new courses taught at York, as well as research and publishing trends. Library personnel review reading lists supplied for proposed courses to address any potential gaps. Tailored purchasing profiles ensure new materials are regularly purchased on subjects such as:

- Marketing, Marketing – Management, Market Strategy, Consumers, Consumer Behavior, and Market Segments

Historically, textbook publishers have not made their electronic content available for purchase by libraries. This remains an ongoing challenge. Library personnel can assist with locating Open Access alternatives. Furthermore, the Libraries' Open Scholarship department offers support to researchers on digital publishing, open repositories, and Creative Commons licensing.

The Omni single-search interface provides students with access to a wide range of materials, including books, book chapters, articles, dissertations, streaming media, etc. Library users may also request items from partner libraries through Omni. A selection of electronic collections of particular interest are highlighted below. The A-Z list on the Libraries' website provides a complete listing of electronic offerings.

Core Market & Industry Research Databases:

- Passport: includes market data including company & brand share data for over 100 countries
- Marketline Advantage: includes market data & industry reports
- IBISworld: includes niche industry reports for Canada, the U.S., & China
- SimplyAnalytics: Canada & U.S. subscriptions for demographics, consumer habits & business data
- Dapresy: provides access to Vividata content
- World Advertising Research Center: includes advertising / marketing cases & articles

Core Company Research Databases:

- Mergent Online: includes publicly-traded company financials & analyst reports
- Marketline Advantage: includes company reports

Business Scholarly & Trade Publication Databases:

- Proquest Business Complete
- Business Source Complete

Newspaper/ Magazine Databases:

- Factiva
- Nexis Uni
- Press Reader

eBook Platforms:

- De Gruyter eBooks
- Elgar Online
- Oxford Scholarship Online
- Cambridge Core
- Taylor & Francis eBooks
- ProQuest eBook Central
- Scholars Portal Books

Services

Library Instruction

Librarians and archivists help students build research skills and digital fluencies through [workshops](), online [research guides](), and individual research assistance. Instructors can [arrange a research skills workshop]() (or seminar) geared to a specific assignment, course, or competency.

Research Guides of Interest:

- [Market Research Guide]()
- [Advertising Research Guide]()
- [Business Citation Guide]()

Research Help

Online [research assistance]() is available in both French and English via chat, text, and email. In addition, students and faculty can book [one-hour research consultations]() with a specialist librarian. The Libraries also offer a virtual drop-in service hosted through Zoom for help in real-time.

Accessibility Services

Located on the first floor of the Scott Library (Keele Campus), [Library Accessibility Services]() (LAS) provides alternative content formats, as well as adaptive technologies and spaces. With a referral, York University faculty and students can request transcription services or reserve an accessibility lab workstation.

BIBLIOGRAPHY

MKTG 6820 Marketing Dynamics
Grant Packard, Associate Professor of Marketing
As of November 2022, for course first taught in Winter 2025

READINGS
All assigned readings are provided to students via York Library Permalinks posted in the Canvas course site.

CLASS 1
Markides, Constantinos (1999), "A Dynamic View of Strategy", MIT Sloan Management Review, 40(30, p. 55.
https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/j50f41/cdi_proquest_journals_1302989430

CLASS 2
Dawar, Niraj (2013), "When Marketing is Strategy", Harvard Business Review, 91(12), p. 100.
https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/j50f41/cdi_proquest_miscellaneous_1465271075

Mankins, Michael & Mark Gottfredson (2022), "Strategy-Making in Turbulent Times", Harvard Business Review, 100(5), p. 60
https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/j50f41/cdi_gale_infotracacademiconefile_A718603091

Webster, Frederick, Alan J. Malter, & Shankar Ganesan (2005), "The Decline and Dispersion of Marketing Competence", MIT Sloan Management Review, 46(4), p. 35
https://ocul-yor.primo.exlibrisgroup.com/permalink/01OCUL_YOR/j50f41/cdi_proquest_journals_224962416
CLASS 3
Halaburda, Hanna & Felix Oberholzer-Gee (2014), "The Limits of Scale", Harvard Business Review, 92(4), p. 94.
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FACULTY COUNCIL
SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Schulich Faculty Council for the 2022-23 academic year was held via Zoom on **Friday, November 4, 2022** from **11:30am - 1:00pm**.

Minutes

1. **Welcome and Chair's Remarks** (5 minutes)

   The Chair called the meeting to order at 11:34 am and read the Indigenous Land Acknowledgement.

2. **Dean's Remarks** (10 minutes)

   Congratulations to EMBA AD Matthias Kipping on the 20 year anniversary celebration.

   Holiday lunch reminder- December 9, after Faculty Council meeting. MHIA, GDAA, and MBAt are still in process.

   Congratulations to all researchers mentioned in Eileen's recent email from ADRO. Media appearances have been fantastic- please consider doing more of that. It's great for the school and a great way to share the important work you're all doing.

   Overview of upcoming events in the school.

   L. Hillcoat: overview of itinerary for Experience Schulich. Thanks to faculty and staff who have signed up to attend.

   The Chair asks the Dean to comment on metrics related to Covid-19 absences. Have been receiving a lot of messages from students and meeting cancellations re: illness.

   Dean: I'm not sure about numbers, but was reading in the paper about the triple pandemic this year because of Covid.

   Discussion about high level of engagement and attendance in September. There has been a drop-off noted, but it's hard to distinguish what is COVID or illness related and what is related to midterms/workload/timing of the term and other reasons.

   GMM Diplomas approved at Senate last week. PhD in Sustainability as well. Congratulations to the proponents.

3. **PhD/GBC/UBS Updates** (10 minutes)

   M. Nafissi: brief introduction to the PhD students association.

P.Malik introduces elected GBC executive and cohort reps.

M. Dad sent regrets for the meeting.

4. **Consultation on the University's Strategic Research Plan** *(J. Steeves)* (30 minutes)

Jen Steeves presented on behalf of VPRI. Strategic Research Plan draft presentation and to request feedback. 2023-28. Our current SRP is ending in 2023. Overview of advisory committee representation. ADR Eileen Fischer is a member of the committee in case anyone wants to reach out to provide feedback or ask questions.
Reviews dates of upcoming feedback sessions and upcoming engagement events.

Overview of 6 themes of strength of the current SRP. 5 areas of opportunity (written in 2017-18). Overview of expansion of research impact since 2018 across the institution-publications, tri-council and other funding.

Highlight of feedback from SRP Open Forum in September: emphasis on reinforcing our leadership on partnered and community-based research; integrate of UN SDGs within the plan; prioritize research that addresses the climate crisis and sustainability; importance of highlighting advancements in scientific discovery including STEM, social science, humanities; pandemic and post-pandemic worlds; equal opportunities for Black, Indigenous, and racialized scholars.

Questions:

A.Devine: fairly surprised by five opportunities and alignment of ORUs. Specificity of sustainable food systems as one of five for the entire institution. J.Steeves clarifies that the slide is presenting priorities of comparator institutions (in this case McMaster).

J. Steeves: does the format of the current SRP serve us well? Current SRP document can be found on VPRI website for reference.

Question about diversifying metrics around forms of output. Classic metrics may not align to how researchers perceive their outputs. In terms of societal impact, we need to find new ways to incentivize diversifying in this area. Different forms reach different audiences.

5. **Consultation on Draft Institutional Research Data Management Strategy** *(J. Kirchner)* (15 minutes)

A.Kosavic introduces members of the Open Access Open Data Steering Committee here to present: Dominique Scheffel-Dunand.

Overview of Tri-Agency Research Data management Policy. Tri-agency expectations about RDM Institutional Strategy. Indigenous data is exempt from the policy and the institutional SRP out of recognition of Indigenous self-determination.

What ethics practices would need to be put into place to enable open access.

The draft strategy provides background of institutional data management for research. Identifying stakeholders and issues, supports, needs. Ethical, legal, commercial considerations are included.

Control of access to repositories. Is there a way of mediating access? Distinction between data that has very strict ethical guidelines. Institutional strategy FAQ that is available. The national repository infrastructure for Canada is in discussion about creating an infrastructure that allows for the governance and sharing of data that is sensitive so that there is confidence that sensitive data is secure.

C.Cho A lot of questions about data governance and security, but then there's the issue or re-useability, which the TriCouncil tends to treat dichotomously.

Working with Office of Research Ethics to edit some of the wording of the ethics protocols related to data governance and disposition.

6. Other Business

There was no other business raised in the meeting.

7. Adjournment
The Chair adjourned the meeting at 12:59 pm.

EXECUTIVE COMMITTEE
SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Executive Committee of Faculty Council for the 2022-23 academic year will be held remotely (via Zoom) on Thursday, October 20 at 9:30 am.

AGENDA

1.   Welcome & Chair's Remarks

Chair calls the meeting to order at 9:30 am.

2.   Review of November Faculty Council Agenda and Documentation

Master of Finance non-major modification. The Chair introduces a discussion of the proposal to make 5100 asynchronous and a 0-credit prerequisite before the start of term.

M. Cao contextualizes that the course has been offered in August since 2009, so the timing hasn't changed. The proposal recognizes that some students will need the foundation that 5100 provides but it's better to offer it before the other courses in the core that build on it. Give many students a waiver for this course because many already know the content. Offering it online increases flexibility and accessibility for students who need to take it. Total credits in the core remain the same because we're proposing to add a FinTech course.

A.Campbell: MBA is piloting a three LinkedIn Learning course series, based on demand from GBC. Non-credit. Optional. Moving this way because of disparities in student body.

D. Johnston: This solution is being used in a few SSB master programs to address the differences between student skills and educational backgrounds. I'm supportive of Melanie. There are a few different approaches being employed to address the same issue.

The Chair asks S.Trivedi to speak to how the ragged input issue is being addressed in the MAcc.

S. Trivedi: when students come in, we assume they have zero knowledge. We work from term zero and encourage students to engage rigorously with the five courses in term zero.

Chair: this proposal caught my eye because we're also attentive to students' workload and its effects on student mental health. I thought it was worth chatting about so at least it's on record that we're aware.

D. Johnston: the direction we've had from the dean is for the specialist programs to experiment. Maybe we're not at the point of having such a proposal on the consent agenda, but for discussion.

Chair: no need to take it off the consent agenda. Requests that the information in the motion document is streamlined with the proposal template- the wording is the same.

Discussion of the change to the MBA admission requirements to remove the GMAT for graduates of the specialized master programs.

A.Campbell: it's not a huge number of students. As high as twenty, not more. It varies. Once passed, student services can advertise it and if advertised and there's no demand, then our speculation.

Review of changes to the nominating committee slate.

K.Tasa: provides update on discussion about meeting mode at the last Senate meeting. Surveyed the EC members about their preferences for FC meeting mode.

Discussion of perspective on in-person and online experiences at the last hyflex FC meeting.

A.Devine: we're getting a sense of what of these issues are like for students to navigate in their learning experience. I also think about it from a different perspective: a lot of my classes are at-capacity in the room. Students are in the back corners of the room where it's not easy to see the screens. One thing about the Zoom based interface is everyone in the front row in terms of being able to see and hear, and the same distance from each other. No places to hide from each other. More balanced.

The student representatives offered the following points of feedback to the discussion:
- size of the class matters- both in-person and remote.
- instead of assuming that faculty know what's best for students, it's important to get feedback from students.
- Increased opportunities for in-person interaction with classmates and instructor.
- instructors seem to appreciate having the option of delivering up to two class sessions remotely. In-person best for getting technical responses from instructors on assessments or lectures.

A student asks why Schulich does not support students' use of other learning platforms such as Coursera the way other business schools do.

A.Joshi: we have a license with LinkedIn which is why we have been using them. I'm familiar with Coursera. The issue might be getting licensing. I'll investigate it. I agree that Coursera is more sophisticated.

3. Other Business

4. Adjournment

Chair adjourns the meeting at 10:15 am.