



EXECUTIVE COMMITTEE SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Executive Committee of Faculty Council for the 2023-24 academic year will be held remotely (via Zoom) on Friday, March 8 at 11:30 am.

AGENDA

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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.

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Upcoming Meeting Dates for 2023-2024:

Schulich Executive Committee:

Friday, April 5, 2024
Friday, May 24, 2024

Schulich Faculty Council:

Friday, March 8, 2024
Friday, April 19, 2024
Friday, June 7, 2024

**FACULTY COUNCIL
SCHULICH SCHOOL OF BUSINESS**

A regular meeting of the Schulich Faculty Council for the 2023-24 academic year will be held via Zoom on **Friday, March 8, 2024** from **11:30am - 1:00pm**.

AGENDA

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| 1. Welcome and Chair's Remarks (5 minutes) | |
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CONSENT AGENDA

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

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| a) Master of Business Administration (MBA) (<i>M. Valente</i>) | |
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| v) Motion: addition of MGMT 6150- Skills for Leadership as a core course for accelerated MBA students | |
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- 4. **EMBA Committee** (*M. Kipping*)
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Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Ashwin Joshi, Associate Dean, Programs
Date: February 7, 2024
Re: Advanced Management Diploma (AMD) (Type 2)

Motion:

That Faculty Council approves the new Type 2 Concurrent Graduate Diploma program, Advanced Management Diploma (AMD).

Rationale:

The Advanced Management Diploma is a two-term (18 credit) graduate diploma that features one term of course work on advanced management topics—selected from existing courses in Schulich’s professional master’s programs—followed by a one-term internship. In the concurrent option, the course work will be double counted alongside the degree requirements (as within the [University’s policy on graduate diplomas](#)). The sequencing of the diploma is designed so that the internship provides a culminating experience in which students can synthesize and apply all they have learned during their education at Schulich. The diploma also expands access to high-quality experiential education so that a higher number of Schulich master’s students can graduate having completed an internship.

York University New Program Proposal (Expedited Approval)

Advanced Management Diploma (AMD) (Type 2)

February 2024

Prepared by:

Ashwin Joshi

Kiridaran (Giri) Kanagaretnam

Lindsay Hillcoat

Kathryn Doyle

York University

New Program Proposal for the Diploma in Advanced Management (Advanced Management Diploma = AMD)

TEMPLATE for EXPEDITED REVIEW

Faculty: Schulich School of Business

Department: Schulich School of Business

Degree Designation: Concurrent Graduate Diploma Program (Type 2)

Program: All Masters Programs at the Schulich School of Business (1. MBA; 2. MAcc; 3. MF; 4. MMTG; 5. MMKG; 6. MREI; 7. MHIA; 8. MBAN; 9. MMAI; 10. MSCM)

Location: Keele Campus

Intended Start Date: September 2024

The Expedited Approval process should be used where there are proposals for:

- A new for-credit graduate diploma (Types 2 and 3 only)
- A new standalone degree program arising from a long-standing field in a Masters or doctoral program that has undergone at least two Cyclical Program Reviews and has at least two graduating cohorts (See Guidance).

Universities may also choose to use this Template if they opt to submit a Major Modification to the Quality Council for review. While not required, this option might be helpful should a university wish to promote the fact that it has received the Quality Council's approval for the proposal and/or for a university that wishes to benefit from the external oversight this Protocol provides. If doing so, the Template may require further adaptations accordingly, but minimally should address the following criteria:

- Proposed major modifications should provide a brief rationale for the changes, as well as:
 - An assessment of the impact of the proposed modification on the program's students;
 - Input from current students and recent graduates of the program considered as part of the development of the proposal;

- A statement on the way in which the proposed major modification will improve the student experience; and
- When changing the mode of delivery to online for all or a significant portion of a program previously delivered in person, it is strongly recommended that the criteria detailed as part of the Process for the Protocol for Major Modifications (Program Renewal and Significant Change) additionally be addressed.

1. Program Overview

1.1 Provide a brief description of the proposed program.

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

1.1A. Structure:

The Advanced Management Diploma (AMD) is a two-term (18 credits) graduate diploma that features coursework selected from existing courses in Schulich’s professional Masters programs (12 credits) and a graduate placement (6 credits).

1.1B. Types:

We propose to offer AMD as concurrent Graduate Diploma Program (Type 2) (For details see: <https://www.yorku.ca/secretariat/policies/policies/senate-guidelines-for-diplomas-faculty-of-graduate-studies/>).

The Type 2 diploma will be offered in conjunction with any one of the following Masters degree programs that are offered at the Schulich School of Business: 1. MBA; 2. MAcc; 3. MF; 4. MGMT; 5. MMKG; 6. MREI; 7. MHIA; 8. MBAN; 9. MMAI; 10. MSCM. Only candidates who have already been admitted to one of these Masters programs will be eligible to apply for the type 2 diploma. Of the 18-credit requirement for this diploma, 9 credits will be taken as part of the master degree requirement (see Appendix A for eligible courses in each degree program) and will be counted toward the diploma. The candidate will have to fulfill a unique (to the diploma) 6-credit requirement (“Mandatory Experiential Learning Graduate Placement” - MGMT 5300 6.00) to secure the graduate diploma and a 3-credit requirement (either “Professional Development for Managers” – MGMT 6350 or “Case Analysis and Professional Skills” – MGMT 6300).

Per university regulations, all requirements for the degree and the graduate diploma have to be fulfilled in order for the candidate to be eligible to receive their degree and graduate diploma. Assuming all the degree and graduate diploma requirements are completed, they will be awarded at the same convocation. If a candidate completes their Masters Program degree requirement in

one term and their graduate diploma requirement in a subsequent term, the respective certificates will be awarded at the convocations that are closest to the completion dates.

1.1.C. Purpose:

The diploma expands access to high-quality experiential education so that a higher number of Schulich Masters students can graduate having completed an internship.

2. Objectives of the Program (QAF 2.1.2.1)

2.1 Describe the program’s objectives (see [definition and guidance from Quality Council](#)). The graduate programs at Schulich (e.g., the MBA and the one-year Masters Programs) do not have an internship component. While this is not required in all cases, in certain cases at least, student feedback has been loud and clear to the effect that an applied and experiential component to the program would be a valuable supplement to the graduate program educational experience. The School itself is committed to ensuring that experiential learning is infused across all our graduate programs. To this end, the School has recently launched an office of Professional Development and Experiential Education (<https://teachingandlearning.schulich.yorku.ca/ee-professional-development/>). The intent of this diploma is to give those graduate students who seek more experiential education in their graduate education to be able to secure an additional experiential education opportunity.

2.2 Describe the degree nomenclature given the program’s objectives.

The Graduate Diploma in Advanced Management is the appropriate nomenclature for the credential. The diploma is available to be completed concurrently, which means that in York University Quality Assurance Procedures, it is a Type 2 Graduate Diploma designation. Advanced Management accurately describes the diploma’s provision of the opportunity for current students to continue building their professional skills by taking a graduate placement course to apply and synthesize the management principles they learn within the degree program.

2.3 Describe the consistency of the program with the institution’s mission and academic plans.¹

The proposed diploma will support many of the University’s goals as outlined in the 2020-2025 University Academic Plan (UAP), including:

21st Century Learning

- Continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking.

¹ This can include the [2020-2025 University Academic Plan](#), the [2018-2023 Strategic Research Plan](#), the [UN Sustainable Development Goals](#) (SDGs), [A Framework and Action Plan on Black Inclusion](#), the [Indigenous Framework for York University](#), and others, along with Faculty plans and frameworks.

- Additional growth and diversification of our international student body, reaching our goal of 20-25% of our students being international.
- 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.
- Attain our goal of providing every student with an experiential learning opportunity, regardless of program.
- Maximizing our impact by building on the success of Innovation York to expand student, faculty, and community access to entrepreneurial programming and to increase our innovation activities.

The diploma will also contribute to specific metrics in the SMA:

- Institutional strength and focus
 - Experiential learning
 - Graduate employment earnings
 - Skills and competencies

3. Program Requirements (QAF 2.1.2.2) and Learning Outcomes

3.1 Identify the program requirements.

To earn the AMD diploma, students must complete:

- 12.00 credits of courses in the Schulich master's degree in which the student is registered.
- Mandatory Experiential Learning Course- MGMT 5300 6.00

3.2 Identify the Program Learning Outcomes.²

Program Learning Outcomes (PLO)

Having taken this diploma, students will....

PLO 1: Demonstrate effective communication (oral and written) skills (communication skills)

PLO 2: Demonstrate the ability to work collaboratively with others (teamwork skills)

PLO 3: Demonstrate the ability to reflect on their ability to motivate others toward common goals (leadership skills)

PLO 4: Demonstrate the ability to synthesize data and to draw meaningful conclusions from it to shape audience perception and action (critical thinking skills)

PLO 5: Demonstrate an understanding of the latest developments in their chosen business discipline (advanced knowledge level)

² Ideally, a program would have 8-12 [Program Learning Outcomes \(PLOs\)](#) that clearly reflect how the program meets Ontario's [Degree Level Expectations](#). Support for visioning, defining, and mapping your PLOs can be found in the [Office of the Vice Provost Academic](#).

3.3 Describe and/or map how your Program Learning Outcomes map onto Ontario’s [Degree Level Expectations](#).

Source: <https://oucqa.ca/framework/appendix-2/>

	Masters Degree Level Expectations This degree is awarded to students who have demonstrated the following:	Program Learning Outcome (PLO) Mapping to Masters Degree Level Expectations
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	PLO 4: Demonstrate the ability to synthesize data and to draw meaningful conclusions from it to shape audience perception and action (critical thinking skills) PLO 5: Demonstrate an understanding in the latest developments in their chosen business discipline (advanced knowledge level)
2. Research and scholarship	A conceptual understanding and methodological competence that: <ul style="list-style-type: none"> a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) enables a treatment of complex issues and 	PLO 4: Demonstrate the ability to synthesize data and to draw meaningful conclusions from it to shape audience perception and action (critical thinking skills) PLO 5: Demonstrate an understanding in the latest developments in their chosen business discipline (advanced knowledge level)

	<p>judgments based on established principles and techniques; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>a) development and support of a sustained argument in written form; or</p> <p>b) originality in the application of knowledge.</p>	
3. Level of application of knowledge	<p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting</p>	<p>PLO 2: Demonstrate the ability to work collaboratively with others (teamwork skills)</p> <p>PLO 3: Demonstrate the ability to reflect on their ability to motivate others toward common goals (leadership skills)</p>
4. Professional capacity / autonomy	<p>a) The qualities and transferable skills necessary for employment requiring:</p> <p>i) exercise of initiative and of personal responsibility and accountability; and</p> <p>ii) decision-making in complex situations;</p> <p>b) The intellectual independence required for continuing professional development;</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and</p>	<p>PLO 2: Demonstrate the ability to work collaboratively with others (teamwork skills)</p> <p>PLO 3: Demonstrate the ability to reflect on their ability to motivate others toward common goals (leadership skills)</p>

	d) The ability to appreciate the broader implications of applying knowledge to particular contexts.	
5. Level of communications skills	The ability to communicate ideas, issues and conclusions clearly	PLO 1: Demonstrate effective communication (oral and written) skills (communication skills)
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	

3.4 Describe how the program’s structure and requirements meet the program objectives and Program Learning Outcomes.³ Provide a curriculum map as an appendix.

PROGRAM OBJECTIVES AND PROGRAM LEARNING OUTCOMES (PLO)	HOW PROGRAM STRUCTURE AND REQUIREMENTS MEET THE PROGRAM OBJECTIVES AND LEARNING OUTCOMES
Program Objective: To provide students a formal opportunity to undertake experiential learning.	<p>REQUIRED COURSE FOR THE ADVANCED MANAGEMENT DIPLOMA (AMD)</p> <p>MGMT 5300 6.0: Mandatory Experiential Learning</p> <p>The AMD will have ONE required course – Mandatory Experiential Learning – MGMT 5300 (6 credits). This experiential learning course is designed to give students the opportunity to engage in and reflect upon their experiential learning journey.</p>

³ The proposal should make a clear distinction between Degree Level Expectations, program objectives, and Program Learning Outcomes (See Quality Council’s website for [definition and guidance](#) in differentiating these program elements).

	<p>REQUIRED ELECTIVE COURSE FOR THE ADVANCED MANAGEMENT DIPLOMA (AMD)</p> <p>The AMD will have ONE elective course. Students can choose between:</p> <p>Case Analysis and Presentation Skills – MGMT 6300 (3 credits)</p> <p>OR</p> <p>Professional Development for Managers – MGMT 6350 (3 credits).</p>
<p>PLO 1: Demonstrate effective communication (oral and written) skills (communication skills)</p>	<p>All of the courses in the AMD have both oral presentation and written assignment components. As such, they all focus on developing and assessing this PLO.</p>
<p>PLO 2: Demonstrate the ability to work collaboratively with others (teamwork skills)</p>	<p>All of the courses in the AMD have a teamwork component. As such, they all focus on developing and assessing this PLO.</p>
<p>PLO 3: Demonstrate the ability to reflect on their ability to motivate others toward common goals (leadership skills)</p>	<p>All of the courses in the AMD have a leadership component. As such, they all focus on developing this PLO. The Mandatory Graduate Placement MGMT 5300 assesses capacity for reflection.</p>
<p>PLO 4: Demonstrate the ability to synthesize data and to draw meaningful conclusions from it to shape audience perception and action (critical thinking skills)</p>	<p>All of the courses in the AMD require students to demonstrate critical thinking skills. As such, they all focus on developing and assessing this PLO.</p>
<p>PLO 5: Demonstrate an understanding in the latest developments in their chosen business discipline (advanced knowledge level)</p>	<p>Students in the AMD are required to take 9 credits in their chosen business discipline. As such, they are focused on developing and assessing this PLO.</p>

3.5 Describe how your program reflects the current state of the discipline or area of study.

The program is designed to integrate best in class theoretical knowledge with a best-in-class experiential learning opportunity.

3.6 Does your program involve any significant innovative or creative approaches to content and/or delivery, especially relative to other such programs in Ontario or Canada? If so, what are they?

Term 1 (9 credits) will be in-person, and Term 2 (9 credits) including the internship will be remote delivery.

3.7 Describe how the proposed mode(s) of delivery facilitate students’ successful completion of the Program Learning Outcomes.

Term 1: CONCURRENT (Credits = 9) (Format = In-person) -	Term 2: ADDITIONAL (Credits = 9) (Format = Remote)
Graduate Program Course 1 (3 credits)	Case Analysis and Presentation Skills – MGMT 6300 (3 credits) OR Professional Development for Managers – MGMT 6350 (3 credits). NOTE: If a Masters student has completed both of the above listed courses prior to term 2 of the diploma, then the 3-credit course has to be replaced with another 3-credit course approved by the Program Director.
Graduate Program Course 2 (3 credits)	Mandatory Experiential Learning – MGMT 5300 (6 credits)
Graduate Program Course 3 (3 credits)	

Since the Mandatory Experiential Learning (6 credits) course will require the diploma candidates to be working at client sites that are off-campus, Term 2 is designed to accommodate this by making the Professional Development for Managers (3 credits) or Case Analysis and Presentation Skills (3 credits) courses remote delivery format courses.

Program Requirements for graduate programs only (QAF 2.1.2.3)

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

Program Length = 2 terms (= 8 months). All of the PLOs will be attained across the 18 credits that are spread across 2 terms (9 credits in term 1 and 9 credits in term 2).

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

The AMD is a graduate-level diploma. As such, all the courses will be graduate-level courses.

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

Not applicable. This is an experiential learning-focused program.

4. Assessment of Teaching and Learning (QAF 2.1.2.4)

4.1 Describe the methods for assessing student achievement of the Program Learning Outcomes and [Degree Level Expectations](#) and the appropriateness of these methods.⁴

	Masters Degree Level Expectations	Program Learning Outcome (PLO) Mapping to Masters Degree Level Expectations	Courses and Assessment
	This degree is awarded to students who have demonstrated the following:		
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of	PLO 4: Demonstrate the ability to synthesize data and to draw meaningful conclusions from it to shape audience perception and action (critical thinking skills)	Courses = Graduate Program Courses (9 credits) Assessment = Presentations; Exams

⁴ Programs should ensure that the plans for monitoring and assessing student achievement provide an assessment of students currently enrolled in the program, as well as post graduation metrics for alumni. Please see guide on [Assessment of Teaching and Learning](#) from Quality Council on how to satisfy these criteria.

	current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	PLO 5: Demonstrate an understanding in the latest developments in their chosen business discipline (advanced knowledge level)	
2. Research and scholarship	<p>A conceptual understanding and methodological competence that:</p> <p>a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and</p> <p>c) enables a treatment of complex issues and judgments based on established principles and techniques; and,</p> <p>On the basis of that competence, has shown at least one of the following:</p> <p>a) development and support of a sustained</p>	<p>PLO 4: Demonstrate the ability to synthesize data and to draw meaningful conclusions from it to shape audience perception and action (critical thinking skills)</p> <p>PLO 5: Demonstrate an understanding in the latest developments in their chosen business discipline (advanced knowledge level)</p>	<p>Courses = Graduate Program Courses (9 credits) AND Mandatory Experiential Learning (6 credits)</p> <p>Assessment = Presentations; Reflection Papers; Exams</p>

	<p>argument in written form; or</p> <p>b) originality in the application of knowledge.</p>		
3. Level of application of knowledge	<p>Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting</p>	<p>PLO 2: Demonstrate the ability to work collaboratively with others (teamwork skills)</p> <p>PLO 3: Demonstrate the ability to reflect on their ability to motivate others toward common goals (leadership skills)</p>	<p>Courses = Graduate Program Courses (9 credits) AND Mandatory Experiential Learning (6 credits)</p> <p>Assessment = Presentations; Reflection Papers; Exams</p>
4. Professional capacity / autonomy	<p>a) The qualities and transferable skills necessary for employment requiring:</p> <p>i) exercise of initiative and of personal responsibility and accountability; and</p> <p>ii) decision-making in complex situations;</p> <p>b) The intellectual independence required for continuing professional development;</p> <p>c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for</p>	<p>PLO 2: Demonstrate the ability to work collaboratively with others (teamwork skills)</p> <p>PLO 3: Demonstrate the ability to reflect on their ability to motivate others toward common goals (leadership skills)</p>	<p>Professional Development Course (3 credits)</p> <p>Assessment = Presentations; Reflection Papers</p>

	responsible conduct of research; and d) The ability to appreciate the broader implications of applying knowledge to particular contexts.		
5. Level of communications skills	The ability to communicate ideas, issues and conclusions clearly	PLO 1: Demonstrate effective communication (oral and written) skills (communication skills)	Professional Development Course (3 credits) Assessment = Presentations; Reflection Papers
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.		

The grading and assessment process will be consistent with that are used in other Schulich Masters programs. Overall course grades will be based on the student’s performance on the various assessments of the courses, including written assignments, case analyses, teamwork, presentations, examinations (mid-term tests and final examinations), and their contribution to class participation and learning. Assignments, exercises, or exams will also serve to assess the achievement of the learning outcomes.

The program has also established a detailed assurance of learning (AoL) plan for the purposes of demonstrating and documenting students’ performance levels with respect to the program’s learning outcomes and DLEs. Each program-level learning outcome will be measured by an individually completed assessment embedded in a particular course throughout the curriculum (see a list of final assessments in Appendix 6). Student performance on these final assessments will be assessed against pre-established performance benchmarks, conveyed through the use of rubrics where appropriate.

The assessment of students’ performance levels with regard to learning outcomes will be supported by Schulich’s learning management system, Canvas. This system offers learning outcome functionality in which outcomes can be set and aligned at both the course and program levels, and assessments can be aligned to outcomes through the use of course-specific or program-wide grading rubrics. The grading of student work in Canvas results in the automatic

collection and compilation of data on student progress and allows for the tracking and reporting of performance levels to support the enhancement of curriculum and teaching, the identification of at-risk students, and reporting requirements for accreditation processes. The performance data will serve as the basis of the program’s assurance of learning plan, enable evidence-based decision-making with regards to the identification of gaps in student performance in relation to the expected learning outcomes, and enable the ‘closing of the loop’ on its curricular improvement initiatives (course or program level modifications) undertaken to address these gaps. The student performance data from Canvas will be used to prepare assurance of learning reports for the program director to review after the completion of each academic year. These reports will indicate student performance data on the assessments tied to each outcome, and when compared against the program’s benchmarks for achievement, are intended to serve as a guide for the program director in determining whether any course and program modifications may be needed to better enable students to achieve the learning outcomes of the program.

4.2 Describe the program’s plans to monitor and assess the overall quality of the program.

STAGE	ACTIONS
Input Stage (Student Recruitment)	We will require students to be in good academic standing in their Masters Program. While at the outset the requirement may simply be for them to have passed their prior courses, we may increase this over time to a B/B+ average requirement for them to enroll in the AMD.
Throughput Stage (Program Experience)	We will conduct student surveys and focus groups to ensure that the program experience is on track for the students and they are not experiencing any undue hardships. We will also talk to the clients and the instructors to ensure that the graduate placement experience is on track.
Output Stage (Client Outcomes)	We will meet with clients post-placement to ensure that their goals have been fulfilled. We will incorporate their feedback into the design of the Mandatory Experiential Learning course.

4.3 Describe the program’s plans to monitor and assess whether the program is achieving in practice its proposed objectives.

As noted above, continual engagement with the stakeholders, namely, the students, the instructors, program directors, and the clients, to ensure that program objectives are being attained.

- 4.4** Describe the program’s plans to monitor and assess whether its students are achieving the Program Learning Outcomes.

The program learning outcomes are reflected in the learning outcomes of the individual courses. Each course will have multiple evaluation components. As part of the School’s drive toward AACSB accreditation (<https://www.aacsb.edu/educators/accreditation>), we will be required to identify specific components from specific courses that best reflect program-level outcomes. We will be formally evaluating student attainment of the program learning objectives by monitoring student performance on the chosen components over a period of time.

- 4.5** Describe the program’s plans for how the resulting information will be documented and subsequently used to inform continuous program improvement.

The program will be subject to review both by the Continuous Program Review (CPR) process as well as the AACSB process. We will be required to periodically provide reports on program attainment of the learning outcomes. Where we fall short, we will initiate remedial action. The intent, however, is to have an on-going evaluation system of feedback with stakeholders to ensure that we catch mis-steps and rectify them at early stages.

5. Admission Requirements (QAF 2.1.2.5)

- 5.1** Describe the program’s admission requirements and their appropriateness, given the program objectives and Program Learning Outcomes.

We will require students to be in good academic standing in any one of the following Masters Programs at the Schulich School of Business: 1. MBA; 2. MAcc; 3. MF; 4. MMGT; 5. MMKG; 6. MREI; 7. MHIA; 8. MBAN; 9. MMAI; 10. MSCM.

- 5.2** Describe any applicable alternative admission requirements (e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.)

Not Applicable

6. Resources (QAF 2.1.2.6)

- 6.1** Describe the planned/anticipated class sizes.

50-100 students per year at steady state.

6.2 Given the program’s planned/anticipated class sizes and cohorts, as well as its Program Learning Outcomes, provide evidence of participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment. Note that it may be helpful to create a table or map detailing faculty teaching assignments.

Course	Instructor
Graduate Program Course 1 (3.0)	Regular Program Instructor
Graduate Program Course 2 (3.0)	Regular Program Instructor
Graduate Program Course 3 (3.0)	Regular Program Instructor
Professional Development for Managers – MGMT 6350	Dr. Minerva Cernea
Case Analysis and Presentation Skills – MGMT 6300	Ashwin Joshi
Mandatory Experiential Learning – MGMT 5300	Dr. Minerva Cernea/ Kiridaran Kanagaretnam

6.3 As applicable, and given the program’s planned/anticipated class sizes and cohorts, as well as its Program Learning Outcomes, discuss and/or explain the role and approximate percentage of adjunct/part-time faculty/limited term appointments⁵ used in the delivery of the program, including plans to ensure the sustainability of the program and the quality of the student experience.

⁵ For programs in which sessional/adjunct faculty have a large role, provide evidence of a long-term plan to ensure that a sustainable, quality program will be delivered when a large proportion of the courses are to be taught by sessional instructors/adjunct faculty. This should include a rationale for the use of a large number of sessional faculty for program delivery, how and from where sessional instructors will be recruited, concrete plans for how a stable and consistent approach to teaching the Program Learning Outcomes will be ensured, and information regarding how a consistent assessment of the students’ achievement of these learning outcomes will be maintained under these circumstances.

Dr. Minerva Cernea (Associate Director, Head of the Professional Development and Experiential Education Office) will be tasked with developing and delivering the Professional Development course as well as the Mandatory Experiential Learning course. She has extensive experience in both of these domains. As the Head of Professional Development and Experiential Education Office at Schulich, Dr. Cernea is ideally suited to teach and deliver these courses. Details on the office can be found here: <https://teachingandlearning.schulich.yorku.ca/ee-professional-development/>

Part-time instructors will be hired from the pool of qualified instructors already teaching at Schulich as well as through the networks of the program director and the Associate Director of the Professional Development and Experiential Education Office. Schulich part-time instructors play an important role in the success of the School's programs; they bring real-world experience into the classroom to enrich lectures, case analyses, assignments, projects, presentations, and students' performance in the "real world" of management. As expert in their fields of specialization, contract instructors are very good at imparting practice-rich knowledge, which is in line with the goal of this diploma program. The part-time instructors teaching in the AMD will be selected because they are highly experienced professionals and are recognized experts in their respective fields of practice. They will also be teaching courses in which on-the-ground experience is particularly important. The Associate Dean Students and the Associate Dean Programs will work closely with the instructors to ensure that they understand, amongst other matters, the important role of the learning outcomes of the program and will guide them and provide resources to ensure a consistent approach to the assessment of achievement of the outcomes.

6.4 If applicable, given the program's planned/anticipated class sizes and cohorts, as well as its Program Learning Outcomes, describe the program's experiential learning components (this includes classroom-based activities, community-based learning, and internships and placements) as well as the provision of supervision of these components.

This course offers students the opportunity to gain relevant work experience to complement and reflect upon classroom learnings during their graduate program at the Schulich School of Business. Learning by doing represents a key strategy for impactful management education. Learning consists of four stages: (1) concrete experience ("DO"), (2) reflective observation ("OBSERVE"), (3) abstract conceptualization ("THINK") and (4) knowledge transfer or active experimentation ("PLAN"). It is through the sequencing of these four activities that the dual outcome of learning course material, as well as developing critical thinking, can be attained. Therefore, this course offers students the opportunity to earn credit for gaining work-focused experience while reflecting upon the management theories and concepts as well as using their cultural and language skills acquired in your program thus far. The objective is to improve theoretical understanding through practical knowledge and vice versa. Innovative managers and business leaders always combine both. Therefore, a placement such as this one not only adds to a student's professional portfolio, but also represents a key building block for a successful career in management. Students may obtain such 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. As part of the diploma, students follow their placement in the organization with a reflection paper that captures the experience, the learnings, the connections with theories covered in their academic studies and a specific plan of new behaviors and enhancement of their managerial skills. The written reflection element is a critical component of this course. It is submitted to the diploma director within 2 weeks following the completion of the placement part.

- 6.5** Describe the administrative unit's planned use of existing human, physical, and financial resources, including implications for other existing programs at the university as well as any additional institutional resource commitments to support the program in step with its ongoing implementation.

Physical Space

The first term is concurrent with existing graduate programs and the second term is entirely remote. As such, there are no net new physical space requirements.

Staff Resources

Staffing will be through the Professional Development and Experiential Education Office (<https://teachingandlearning.schulich.yorku.ca/ee-professional-development/>). As the program grows, it will need net new staff to source internships. The revenues generated from the program will self-support additional staff costs.

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

Please see the attached statement from York University Libraries.

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

Please see the attached decanal support statement indicating no additional resources will be required to support the diploma.

Resources for Graduate Programs Only (QAF 2.1.2.7)

- 6.8** Given the program's planned/anticipated class sizes and cohorts, as well as its Program Learning Outcomes, provide evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.

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

- 6.9** Where appropriate to the program, and given the program’s planned/anticipated class sizes and cohorts, provide evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.

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

- 6.10** Where appropriate to the program, and given the program’s planned/anticipated class sizes and cohorts, provide evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty who will provide instruction and supervision.

There are no research requirements for the diploma that would require supervision outside of coursework. The Associate Dean Students, the Associate Dean Programs and the Program Director of the AMD will, on a periodic basis, evaluate the course and its deliverables to ensure alignment with and fulfillment of the program learning outcome.

7. Quality and Other Indicators (QAF 2.1.2.8)

- 7.1** Provide evidence of quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation, and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring)⁶ and staff to achieve the goals of the program.

Dr. Minerva Cernea (Associate Director, Head of the Professional Development and Experiential Education Office) will be tasked with developing and delivering the courses in this diploma program. She has extensive experience in both of these domains. As the Head of Professional Development and Experiential Education Office at Schulich, Dr. Cernea is ideally suited to teach and deliver these courses. Details on the office can be found here:

<https://teachingandlearning.schulich.yorku.ca/ee-professional-development/>

⁶ This section is distinguished from the section on [Resources](#) (questions 25-31) ([QAF 2.1.2.6 a](#)) in its focus on the quality of the faculty and their capacity to ensure the intellectual quality of the student experience, whereas questions 25-31 ([QAF 2.1.2.6 a](#)) addresses whether sufficient numbers of core faculty are available to cover the program’s teaching/supervision duties.

7.2 Provide evidence of additional elements of the program and faculty that will ensure the intellectual quality of the student experience.

Please see the faculty CVs attached as a separate file.

REQUIREMENTS FOR ADVANCED MANAGEMENT DIPLOMA - MACC

PROGRAM	ONE Contextual Orientation Course (3 credits)	THREE Specialist Courses (9 credits)	ONE Experiential Learning Course (6 credits) – this is the final add-on term (Luba; Ann; Minerva) – Mandate: outline, process, immigration, etc.
1.MACC	<p>ACTG 6301 3.00 INTEGRATIVE CASE ANALYSIS FOR ACCOUNTANTS</p>	<p>ACTG 6550 1.50 ADVANCED MANAGEMENT ACCOUNTING; ACTG 6201 1.50 MULTI-COMPETENCY CASE ANALYSIS FOR ACCOUNTANTS ACTG 6720 3.00 ADVANCED INCOME TAXATION ACTG 6250 3.00 FINANCIAL REPORTING AND ANALYSIS</p>	

REQUIREMENTS FOR ADVANCED MANAGEMENT DIPLOMA - MF

PROGRAM	ONE Contextual Orientation Course (3 credits)	THREE Specialist Courses (9 credits)	ONE Experiential Learning Course (6 credits) – this is the final add-on term (Luba; Ann; Minerva) – Mandate: outline, process, immigration, etc.
2.MF	<p>MFIN 5200 3.00 FINANCIAL MANAGEMENT AND VALUATION</p> <p>MFIN 5050 0.00 PROFESSIONAL SEMINAR SERIES</p>	<p>FINE 6310 3.00 APPLICATIONS OF DATA SCIENCE IN FINANCE</p> <p>MFIN 5600 3.00 INSTITUTIONAL WEALTH MANAGEMENT</p> <p>FINE 6800 3.00 OPTIONS, FUTURES & OTHER DERIVATIVE SECURITIES</p>	

REQUIREMENTS FOR ADVANCED MANAGEMENT DIPLOMA - MMGT

PROGRAM	ONE Contextual Orientation Course (3 credits)	THREE Specialist Courses (9 credits)	ONE Experiential Learning Course (6 credits) – this is the final add-on term (Luba; Ann; Minerva) – Mandate: outline, process, immigration, etc.
3. MMGT	MSTM 5050 3.00 BUSINESS AND SUSTAINABILITY	MKTG 5200 3.00 MARKETING MANAGEMENT MSTM 5220 3.00 MANAGERIAL FINANCE MSTM 5210 3.00 DESIGN AND MANAGEMENT OF ORGANIZATIONAL PROCESSES	

REQUIREMENTS FOR ADVANCED MANAGEMENT DIPLOMA - MMKG

PROGRAM	ONE Contextual Orientation Course (3 credits)	THREE Specialist Courses (9 credits)	ONE Experiential Learning Course (6 credits) – this is the final add-on term (Luba; Ann; Minerva) – Mandate: outline, process, immigration, etc.
4. MMKG	MSTM 5000 3.00 BUSINESS COMMUNICATION AND TEAM DYNAMICS	MKTG 6140 3.00 CONSUMER INSIGHTS MKTG 6370 3.00 MARKETING ANALYTICS MKTG 6560 3.00 DIGITAL MARKETING STRATEGY	

REQUIREMENTS FOR ADVANCED MANAGEMENT DIPLOMA - MREI

PROGRAM	ONE Contextual Orientation Course (3 credits)	THREE Specialist Courses (9 credits)	ONE Experiential Learning Course (6 credits) – this is the final add-on term (Luba; Ann; Minerva) – Mandate: outline, process, immigration, etc.
5. MREI	<p>PROP 6050 3.00 CHANGING LANDSCAPES - HISTORICAL PERSPECTIVES ON THE INDUSTRY</p>	<p>PROP 6450 3.00 LIFE OF A PROJECT PROP 6550 3.00 SUSTAINABLE CITIES - URBANIZATION INFRASTRUCTURE & STRATEGIC CHOICES PROP 6850 3.00 STRUCTURING DEVELOPMENT TRANSACTIONS</p>	

REQUIREMENTS FOR ADVANCED MANAGEMENT DIPLOMA - MSCM

PROGRAM	ONE Contextual Orientation Course (3 credits)	THREE Specialist Courses (9 credits)	ONE Experiential Learning Course (6 credits) – this is the final add-on term (Luba; Ann; Minerva) – Mandate: outline, process, immigration, etc.
6. MSCM	<p>MSTM 5000 3.00 BUSINESS COMMUNICATION AND TEAM DYNAMICS</p>	<p>OMIS 6200 3.00 STRATEGIC SUPPLY CHAIN MANAGEMENT OMIS 6210 3.00 TRANSPORTATION AND LOGISTICS MANAGEMENT OMIS 6220 3.00 SUPPLY RELATIONSHIP MANAGEMENT</p>	

REQUIREMENTS FOR ADVANCED MANAGEMENT DIPLOMA - MHIA

PROGRAM	ONE Contextual Orientation Course (3 credits)	THREE Specialist Courses (9 credits)	ONE Experiential Learning Course (6 credits) – this is the final add-on term (Luba; Ann; Minerva) – Mandate: outline, process, immigration, etc.
7. MHIA	<p>MSTM 5210 3.00 DESIGN AND MANAGEMENT OF ORGANIZATIONAL PROCESSES</p>	<p>MHIA 6120 3.00 LEADERSHIP & HEALTHCARE STRATEGY HIMP 6150 3.00 ECONOMICS OF HEALTHCARE HIMP 6180 3.00 ENTREPRENEURSHIP AND INNOVATION IN HEALTHCARE</p>	

REQUIREMENTS FOR ADVANCED MANAGEMENT DIPLOMA - MBAN

PROGRAM	ONE Contextual Orientation Course (3 credits)	THREE Specialist Courses (9 credits)	ONE Experiential Learning Course (6 credits) – this is the final add-on term (Luba; Ann; Minerva) – Mandate: outline, process, immigration, etc.
8. MBAN	<p>MGMT 6300 3.00 CASE ANALYSIS AND PRESENTATION SKILLS</p>	<p>MBAN 5110 3.00 PREDICTIVE MODELLING MBAN 6120 3.00 DATA SCIENCE II OMIS 6000 3.00 MODELS & APPLICATIONS IN OPERATIONAL RESEARCH</p>	

REQUIREMENTS FOR ADVANCED MANAGEMENT DIPLOMA - MMAI

PROGRAM	ONE Contextual Orientation Course (3 credits)	THREE Specialist Courses (9 credits)	ONE Experiential Learning Course (6 credits) – this is the final add-on term (Luba; Ann; Minerva) – Mandate: outline, process, immigration, etc.
9. MMAI	<p>MGMT 6300 3.00 CASE ANALYSIS AND PRESENTATION SKILLS</p>	<p>MBAN 5140 3.00 VISUAL ANALYTICS AND MODELLING</p> <p>MMAI 5040 3.00 BUSINESS APPLICATIONS OF ARTIFICIAL INTELLIGENCE I</p> <p>MGMT 6700 3.00 PROJECT MANAGEMENT</p>	

REQUIREMENTS FOR ADVANCED MANAGEMENT DIPLOMA - MBA

PROGRAM	ONE Contextual Orientation Course (3 credits)	THREE Specialist Courses (9 credits)	ONE Experiential Learning Course (6 credits) – this is the final add-on term (Luba; Ann; Minerva) – Mandate: outline, process, immigration, etc.
10. MBA	MGMT 5150 3.00 SKILLS FOR LEADERSHIP	ACTG 5100 3.00 FINANCIAL ACCOUNTING FOR MANAGERS FINE 5200 3.00 MANAGERIAL FINANCE OMIS 5120 1.50 QUANTITATIVE METHODS OMIS 5210 1.50 OPERATIONS MANAGEMENT	

Appendix B: Curriculum

Map- AMD

Advanced Management Diploma Curriculum Map	Graduate Degree Program Courses 1-3 (9.00 credits total)	Professional Development for Managers- MGMT 6350 3.00 OR Case Analysis and Presentation Skills- MGMT 6300 3.00	Mandatory Experiential Learning Graduate Placement- MGMT 5300 6.00
Diploma Program Learning Outcome 1: Demonstrate effective oral and written communication skills	D/A	D/A	A/R
Diploma Program Learning Outcome 2: Demonstrate the ability to work collaboratively with others	D/A	D/A	A/R
Diploma Program Learning Outcome 3: Demonstrate the ability to reflect on their ability to motivate others toward common goals	D	D	A
Diploma Program Learning Outcome 4: Demonstrate the ability to synthesize data and to draw meaningful conclusions from it to shape audience perception and action	D/A	D/A	A/R
Diploma Program Learning Outcome 5: Demonstrate an understanding in the latest developments in their chosen business discipline	D/A		D/A

D= Develop

A= Assess (Summative)

R= Reinforce



MEMORANDUM

York University Libraries

To: Kathryn Doyle, Director, Academic Affairs, Schulich School of Business

From: Sophie Bury, Teaching and Learning Librarian, Student Learning and Academic Success Department, York University Libraries

Date: February 1st, 2024

Subject: Library Statement of Support – Advanced Management Diploma, Schulich School of Business

Overview

A core mission of York University Libraries is to support all academic programs offered by York University. The Libraries achieve this through responsive collections, tailored library instruction, diverse spaces, emerging technologies, timely research assistance and robust publishing supports.

This statement highlights existing library resources and services which can support this program, which will be offered in conjunction with 10 different master degree programs at Schulich, and where students must be concurrently enrolled in one of those programs. Note that a majority of credits in this new Diploma program can be drawn from already existing and approved Schulich masters courses.

This statement has been prepared in accordance with the [Quality Assurance Framework](#) and conforms to guidelines developed by the Ontario Universities Council on Quality Assurance.

Collections

Responsive Multidisciplinary Collections

The Libraries' collections reflect the curricular and research priorities of students and faculty. Care is given to select materials that align with new courses taught at York University, as well as emerging research and publishing trends. Through tailored purchasing profiles, the Libraries develop rich print collections and expansive electronic offerings. The Content Development and Analysis department gratefully accepts suggestions for purchase. These are reviewed with attention to cost, availability, and relevance to collection development priorities.

Collaborative collection building is a growing trend in academic libraries, as it allows libraries to pool resources for both sustainability and the greater good. York University Libraries belong to consortia such as the [Canadian Research Knowledge Network \(CRKN\)](#) and the [Ontario Council of University Libraries \(OCUL\)](#). Such partnerships enable the licensing of large-scale content acquisitions, resource discovery systems and digital

preservation. OCUL's [Scholars Portal](#) hosts comprehensive collections of eBooks, online journals, statistical survey data and geospatial datasets.

Omni, the Libraries' discovery tool, bringing our collections together with those of 18 partner Ontario university libraries, gives access to a wide variety of resources through a single bilingual (French/English) interface, including books, eBooks and their chapters, articles, dissertations, streaming media and much more. Library users can also request expedited delivery of print materials from the partner libraries. Items not part of this shared network can be borrowed from libraries around the world.

Highlights

A complete listing of the relevant business research databases the Libraries subscribes to can be located on the [Business Resources A-Z List webpage](#). The following is a list of resources that York University Libraries subscribe to that are of particular use to students enrolled in the Diploma in Advanced Management where students can select a majority of their courses from ten already approved masters degree programs at the Schulich School of Business.

Company Research Databases

- Mergent Online
- Mergent Intellect
- Hoovers
- Bloomberg
- S&P Capital IQ
- PrivCo
- SNL Metals & Mining
- Sustainalytics

Industry and Market Research Databases

- IBISworld
- Marketline Advantage
- Passport
- Statista
- FitchConnect
- SimplyAnalytics (Canadian and U.S. content)
- Gartner Intraweb
- Dapresy (provides access to Vividata's Survey of the Canadian Consumer dataset)
- World Advertising Research Center
- Procurement IQ
- Preqin

Finance, Accounting & Tax Research Databases

- Bloomberg
- S&P Capital IQ
- Datastream via the Eikon platform
- MorningStar Direct
- CPA Canada Standards and Guidance Collection via Knotia
- International Financial Reporting Standards via Knotia
- TaxFind and TaxNotes

Business Scholarly and Trade Article Research Databases

- Proquest Business Databases
- Business Source Complete

Newspaper / Magazine Collections

- Factiva
- Nexis Uni
- Press Reader
- Eureka.cc
- Canadian Major Dailies

eBook Platforms

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

Streaming Media

- LinkedIn Learning
- Sage Research Methods
- Films on Demand

Archives and Special Collections

The Clara Thomas Archives and Special Collections acquires manuscripts, rare books, and primary source materials. It also preserves records that document the history and evolution of York University. These unique collections are carefully curated to support the research and learning of faculty, students, and a community of international scholars – now and in the future. Archivists host hands-on workshops in the Archives reading room, teaching students how to handle and evaluate archival material.

Library Instruction

Information Literacy

Librarians and archivists apply professional guidelines when designing library instruction. The [Framework for Information Literacy for Higher Education](#), developed by the Association of College and Research Libraries (ACRL), outlines the central concepts and knowledge practices for information literacy.

The Libraries' approaches to teaching are tailored and learner centered. Students are gradually introduced to information literacy fundamentals over the course of their studies. Librarians and archivists support students along their learning journeys, progressively moving them towards greater independence and understanding.

Library personnel are able to work with instructors to customize offerings and meet learner needs. Instructors can [arrange a research skills class](#) by submitting a request online. When librarians teach an information literacy session for a specific business course, the content is aligned with the course's assignments and learning objectives.

Instruction Highlights

Asynchronous Business Research Learning Resources

- York University Libraries also maintains a set of step-by-step database tutorials to support students in learning how to use business databases more effectively to retrieve data and information for their business research assignments. A complete listing of the step-by-step database tutorials can be found on the [Step-by-Step Business Research Tutorials webpage](#).

- The H5P self-paced module with in-built, self-check activities and instructional videos, titled [Getting Started with Business Research](#) is designed to help both undergraduate and graduate business students get started with learning key tools and databases to support research in business programs.

Workshops

The Libraries offer the following co-curricular workshops on topics that may be of interest to students enrolled in the Diploma in Advanced Management. Depending on the topic, these workshops are offered both in-person or synchronously via Zoom:

- Road to Research Success: How to Find Scholarly Articles and Books Through YorkU Libraries
- Academic Integrity: How to Stop Worrying About It
- Introduction to Zotero: Make Citing Easier
- Creating a Data Management Plan (DMP) for Your Research Project

A full list of [workshop offerings](#) for York University Libraries is available on the library web site.

Research Guides

Librarians and archivists build [online research guides](#) to highlight recommended resources for programs or courses and to share research tips. The Student Learning and Academic Success department develops [online learning objects](#) such as instructional videos and self-paced modules. These teaching resources are designed to be easily embedded into learning management systems. Topics covered range from source evaluation and the information creation lifecycle to search strategies and academic integrity.

Additionally, a complete listing of the Business Research Guides can be located on the [Peter F. Bronfman Business Library Guides webpage](#). The following is a list of guides that could be useful to students in the Diploma in Advanced Management depending on the credit courses they are taking across the ten Masters programs that might apply:

- [Company Research Guide](#)
- [Industry Research Guide](#)
- [Market Research Guide](#)
- [Finance Research Guide](#)
- [Accounting Research Guide](#)
- [Corporate Governance Research Guide](#)
- [Health Industry Administration](#)
- [Mining Management](#)
- [Supply Chain Management](#)
- [Business Articles Research Guide](#)
- [Business Citation Guide](#) (specific focus on APA and MLA citation styles)
- [Career Research for Business Students](#)

Digital Fluency

The Libraries carry out co-curricular programming to introduce students and faculty to emerging digital tools and research methods. The [Digital Scholarship Centre](#) provides training for individuals and groups. Workshops address a range of digital skills, such as data scraping, analysis, cleaning, curation, and visualization. As well, the Centre connects with instructors to design seminars that expose students to trends in open publishing, media creation and digitization best practices. Faculty can [arrange a digital skills seminar](#) by submitting a request online.

As part of the Centre's [consultation services](#), library personnel supply recommendations for sustainable and open-source tools. For instance, librarians assist with locating and creating [Open Educational Resources \(OER\)](#) such as freely available textbooks with Creative Commons licenses. They also support students with research project design, notably for initiatives with a focus on the digital humanities. Furthermore, librarians and archivists consult on how to incorporate unique digital collections stewarded by the Libraries into assignments (e.g., [York University Digital Libraries](#)).

Additional Teaching Support Materials

- [Student Papers & Academic Research Kit \(SPARK\)](#)
- [Media Creation Lab teaching supports](#) (e.g., podcasting, digital storytelling, etc.)
- [On-demand tutorials](#) (e.g., Zotero, Scalar, digitization projects, etc.)

Spaces and Technologies

Amenities for Quiet Study, Collaboration and Creation

The Libraries host a variety of community spaces that inspire creativity, collaboration, and learning, with quiet study areas, group study rooms and public workstations. For students in online or hybrid courses there are reservable seats designated as “online class friendly,” where learners can use conferencing tools without interruptions or distractions.

The [Media Creation Lab](#) in the Scott Library is equipped with design tools for recording, editing, visualizations and augmented reality. Students and faculty can reserve workstations fitted with the latest software for media production and gaming. The planned makerspace at the Markham campus will also feature 3D printers, electronic textiles and sewing machines.

With equipment lending, the Libraries create more equitable access to novel technologies. Students and faculty can borrow devices such as tablets, laptops, virtual reality helmets, cameras, and programming kits.

Highlights

- The Peter F. Bronfman Business Library, which is located on the second floor of the Seymour Schulich Building, provides students with a variety of spaces to meet their learning needs. This includes:
 - Individual study carrels
 - [Six bookable group study rooms](#)
 - A separate study room on the second floor of the Library for students enrolled in online classes
 - Lounge seating
 - Computer workstations

On the first floor of the Scott Library, [Library Accessibility Services](#) 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.

Research Assistance

Timely Help, Remote or In-Person

Our knowledgeable reference team assists faculty and students with navigating library spaces, services, and collections. Library personnel provide online research assistance in both English and French via chat, and email. [Research help services](#) are available seven days a week, with modified hours during the spring and summer.

Students and faculty have the option of in-person or chat assistance, with no appointment necessary. In general, members of the Libraries' Curriculum and Course Support department help locate sources, recommend electronic resources, discuss search strategies, and demonstrate citation management tools. For

more involved research queries, students and faculty can book one-hour [research consultations](#) with a specialist librarian or archivist, including business librarians.

The [Learning Commons](#) is a collaboration promoting support services for student success. In collaboration with the Libraries, representatives from partner providers offer coaching to help students improve their communication and academic skills. This includes programming on writing skills, career planning, time management, study skills, citing and exam preparation.

Data services

[Library data services experts](#) can help researchers locate numeric data or statistics. They also provide classroom instruction about data and statistics resources in general or in specific subject areas, as well as data literacy.

Publishing Supports

Research Visibility and Publishing Sustainability

The Open Scholarship department promotes research intensification within the university community and beyond. Department members work closely with faculty and students to advance open access publishing models and author rights. Advocating for a shift to new models of dissemination is a core mission of the Libraries. Sharing new knowledge openly benefits both creators and society: publications are easily discovered by anyone, while authors control how their work is shared and repurposed.


The Libraries provide infrastructure to support open publishing models. For example, the Libraries maintains [YorkSpace](#), York's institutional repository. YorkSpace delivers open and permanent access to scholarship created by York faculty, students, staff, and affiliated members. Librarians and library staff assist graduate students and faculty with depositing their research into YorkSpace. Additionally, library personnel also offer guidance on establishing or transferring scholar-led journals to [York Digital Journals](#).

Research Data Management

Research data management (RDM) concerns the storage, access, and preservation of data throughout the entire research project life cycle. [Support](#) is available on all aspects of this process, from the data management plans necessary in grant applications to the publishing and preservation of research data.

Memorandum

To: Kathryn Doyle

From: Andrea Kosavic, Dean of Libraries (interim) 

Date: January 30, 2024

Subject: Library Support for the Advanced Management Diploma Program

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

We encourage the program to connect with YUL to explore curricular integration opportunities with the Media Creation Lab, as the Libraries offer resources for faculty to integrate VR, audio and video-based assignments and activities into coursework.

The Libraries look forward to maintaining its important working relationship with faculty in the Advanced Management Diploma Program to ensure that the Libraries have the resources in place to support the teaching, learning and research needs of students and faculty.

cc: Sheril Hook, Associate Dean Libraries, Teaching and Learning
Sophie Bury, Teaching and Learning Librarian, Student Learning & Academic Success
Department






Statement of Support from Anchor Dean

Memorandum

To: Marcia Annisette, Vice Provost Academic, York University
Cc: Ashwin Joshi, Associate Dean, Programs
Kevin Tasa, Associate Dean, Academic
From: Detlev Zwick, Dean, Schulich School of Business
Date: January 9, 2024
Subject: Proposal to Establish the Graduate Diploma in Advanced Management (AMD)



I am writing to express my enthusiastic support for the Graduate Diploma in Advanced Management (Type 2) proposal brief. The proposal articulates a well-reasoned plan to establish a credential that will be an important value proposition for Schulich students in the following programs: Master of Business Administration, Master of Accounting, Master of Finance, Master of Management, Master of Marketing, Master of Real Estate and Infrastructure, Master of Health Industry Administration, Master of Business Analytics, Master of Management in Artificial Intelligence, and the Master of Supply Chain Management. Taken concurrently, AMD will allow students in these programs to extend their program of study by one term to benefit from an internship opportunity while counting their degree coursework towards the completion of the diploma.

The AMD diploma will align fully with the learning outcomes of Schulich's existing master programs and will advance many of the strategic priorities articulated in the *York University Academic Plan, 2020-25*. By creating a stackable credential that is available to students in a variety of existing programs, AMD will align to the priority of 21st Century Learning—specifically to “attain our goal of providing every student with an experiential learning opportunity, regardless of program” and to “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.”

The resource implications of the AMD diploma will create a net gain for the School and the University. The courses are drawn from existing program curricula. There will be some additional input required by our Student Services and International Relations, Associate Dean, Academic, and Experiential Education offices—all of which already operate on a matrix structure and have adequate capacity to support the implementation of a new diploma. In conclusion, I wish to express my full support for the proposal and thank Associate Dean Joshi for a well conceptualized proposal for an initiative that promotes student success.

Course Outline Summer 2024

Class day and time: TBD
Location: TBD

Instructor

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

Assistant

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

Office hours: By Appointment

Dr. Minerva Cernea 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. 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: None

Contents

<Note (to be deleted): to update pg. numbers, right click on any heading below & select "Update Field">

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Course Learning Outcomes

1. Understand the role as a co-producer in the placement process and develop self-management skills towards building a successful placement experience and valuable career skills.
2. Develop an understanding of the different work cultures and management styles
3. Effectively apply the 1st year MBA knowledge to maximize your work performance
4. Develop a mindset that supports decision-making and managerial effectiveness in the appropriate context.
5. Develop a reflective thinking and writing.
6. Acquire and develop technical skills associated with the nature of the work.
7. Develop decision making and critical thinking skills, increase confidence and self-esteem.
8. 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: Reflective 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 and ideally in Technology Enabled Organizations, allowing you to apply the concepts and theories learnt in your 1st year of your MBAt 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

Timing Term 3 (May – July/August)

Students must return in time to be in class on the first day of Term 4.

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 Term1 and 2

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 5300.

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 is 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 personal use. 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. If you are graduating at the end of the summer term than all materials, including the Supervisors Evaluation must be received no later than September 1st.

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.

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

Report Part C: Reflective 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 that you learnt in the MGMT 5290 F course, Professional Development Hive - Part 2.

The Reflective 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. Refer to the learnings from MGMT 5190 F course, Professional Development Hive – Part 1.

The word limit for this Part C (reflective paper) is 2000.

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/>.

last updated: Jan 30 7:01am EST.



MGMT6300

CREDITS: 3.00

MGMT 6300 P - CASE ANALYSIS AND PRESENTATION SKILLS



INSTRUCTOR



a



ADMIN

Mima Gualtieri



mgualtieri@schulich.york
u.ca



416.736.2100 Ext. 58167



N304A SSB

BRIEF DESCRIPTION

This course is designed to give students the opportunity to practice and develop their analytical thinking and presentation skills. The key objective of the course is to train students to successfully participate in national and international case competitions. A secondary objective is to prepare students to successfully interview for management consulting positions. Second-year MBA students who enjoy analyzing cases and delivering presentations are encouraged to take the course. Prerequisites: SB/ACTG 5100 3.00, SB/MGMT 5150 3.00, SB/MKTG 5200 3.00, SB/SUST 5200 3.00 (Prior to S23 SB/SGMT 5800 3.00; prior to W20 SB/MGMT 5260 3.0) & SB/ORGS 5100 3.00
Corequisite: SB/SGMT 6000 3.00

COURSE LEARNING OUTCOMES

Strategic Thinking Skills:

Strategic thinking skills enable students to diagnose critical business challenges and reveal opportunities to create stakeholder value. These skills will become a part of the student's toolkit; empowering students in their professional career as they address key organizational problems, including, but not limited to:

- What are the goals that we want to be driving towards? What do we aspire to?
- What aspects of our business model are creating value? Destroying value?
- What factors within the external/internal environment are disrupting our business? How do we address these disruptions?
- Are we focused on the right areas (i.e. targeting the right customers, offering the right products, operating in the right geographies)?
- How do we implement this recommendation?
- Does this opportunity make sense for all stakeholders involved? Does it drive value against the triple-bottom line?

The development of these skills will drive students to be able to effectively break down problems in order to provide fact-based recommendations for the organizations they are working for/with.

Structured Problem-Solving Skills:

Structured problem-solving skills enable students to systematically develop logical arguments when solving complex business problems. Approaching complexity and ambiguity in a methodical manner will ensure students decompose problems into a set of drivers or elements. Students will leverage frameworks to efficiently guide the identification of key issues and potential recommendations, and aid in prioritizing actions. In this course, students will learn to approach problem solving and presentation building in a structured manner.

Presentation Skills:

Effective presentation skills are an important element to any career and key to communicating at all levels of any organization.

As a part of a group, students will have the opportunity to give multiple presentations throughout the course. Each presentation will develop and practice students' presentation skills in an accretive manner. At the end of each presentation the lecturers (and sometimes a guest from consulting or industry) will provide students with feedback on both the content and style of the presentation. This accretive process is designed to enhance presentation skills; specifically, how to clearly communicate a message and to succinctly present ideas to a target audience.

Collaboration Skills:

Students will work in groups of 4 to 7 (depending on class size). Groups will be assigned randomly for each class. This will give students exposure to working with peers with diverse backgrounds; providing opportunities to practice both teamwork and lateral leadership skills. As a result, students will learn valuable lessons about working effectively in groups.

COURSE MATERIAL

The Ivey Course Kit contains **most of the the cases and assigned readings** that discuss concepts illustrated through the course. Additional cases/readings can be accessed using the links below.

IVEY COURSE KIT

These kits are available for purchase virtually. Please follow the instructions below:

1. Go to the Ivey Publishing website at www.iveypublishing.ca ⇨ (<https://www.iveypublishing.ca/>)
2. Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student" role.
3. Click on this link or copy into your browser: <https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF00000012RB2AY> ⇨ (<https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF00000012RB2AY>)
4. Click "Add to Cart".
5. Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
6. When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
7. Once you have completed your order, click on your username on the top right --> Orders --> Purchases

DIGITAL LEARNING EXPERIENCES: If a digital learning experience is included in your coursepack, you will be able to go directly to the course through a link on the purchased order.

IMPORTANT: Access to downloadable files will expire on the course end date, so be sure to save a copy on your computer. The downloadable file is a PDF document that can be opened using Adobe Reader. This material is for your

personal use only and is not to be shared, reproduced, or distributed in any form.

OTHER COURSE MATERIALS





Successful Human Resources Management Factors in International Mergers and Acquisitions by Rodríguez-Sánchez et al: <https://www.mdpi.com/2076-3387/8/3/45>

When First Movers Are Rewarded, and When They're Not: <https://hbsp.harvard.edu/import/1122951> 
(<https://hbsp.harvard.edu/import/1122951>)

Explaining the Internationalization of iBusiness Firms by Brouters et al: <https://www.jstor.org/stable/43907589> (access free on JSTOR)

JSTOR has IP addresses for the campus internet on file. Therefore, if the students open JSTOR while using the university's internet on campus they should have access through the school. Students can all use the "find your institution" function. Which would allow them to log in through their school to verify access. You can search all of the institutions which are JSTOR participants here: <https://www.jstor.org/institutionSearch>

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Individual Case Hand-In 15%			
Individual Case Hand-In		15%	Sun Feb 11, 2024 at 11:59pm EST
Group Presentations 40%			
Group Presentations		40%	Sun Feb 11, 2024 at 11:59pm EST
Final Group Presentations 30%			
Final Group Presentations		30%	Sun Mar 24, 2024 at 11:59pm EDT
Contribution to Class Discussion 15%			
Contribution to Class Discussion		15%	Sun Mar 24, 2024 at 11:59pm EDT

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Individual Case Hand-In

 **Due Date:** Sun Feb 11, 2024 at 11:59pm EST

This assignment will be written as an "email to an Executive". The purpose of this assignment will be to clearly articulate your analysis and recommendation to a stakeholder like a firm Partner, CEO, Managing Director, etc.

Each student will submit an individual word document on or before the due date. The assignment will account for 15% of the student's final course grade.

Submissions are limited to 700-1000 words typed, using 11-point Arial font with normal margins. There is no page limit for the appendix; but the content of the appendix is limited to framework diagrams and/or tables. No additional insights should be provided in the appendix.

The "email" should include:

- Executive Summary: a brief takeaway that provides the reader everything they need to know about your analysis and recommendation
- External / Internal Environmental Scan: one concise paragraph providing the value-add insights gained through the industry analysis and internal analysis
- Key Problem Statement: one concise statement identifying the fundamental strategic issue the organization in the case is facing
- Analysis: short description of the analyses you performed or would perform in order to prove or disprove the hypothesis and substantiate your recommendations
- Recommendations: a clearly articulated set of recommended actions supported by fact-based (quantitative &

qualitative) evidence


- Risks and Mitigations: briefly list some risks and for each how this will be mitigated

To be included in the appendix:

- Diagram of the structure/framework you applied to decompose the situation and prioritize the core issues

Visuals may be used within the body of the email; however, they may not contain paragraphs of information; otherwise each word included in the visual will count towards the total word count


Group Presentations

 **Due Date:** Sun Feb 11, 2024 at 11:59pm EST

The course contains multiple sessions that involve case presentations. Students will be randomly divided into groups and all groups will be assigned the same case.

For those cases released prior to the presentation day – it is strongly recommended that groups meet outside of class time to sufficiently prepare for the presentation. Each group will present in a randomly selected order. Presentations will be 10-15 minutes in length and followed by a 5- or 10-minute question/answer session. Each group member is expected to participate in the presentation. Groups are expected to email their presentation by a set deadline, which will be provided in class.

Final Group Presentations

 **Due Date:** Sun Mar 24, 2024 at 11:59pm EDT

Students will form groups and prepare a 20-minute presentation on the assigned case, followed by a 15-minute Q&A session. All group members must participate during the presentation and Q&A.

Groups can draw on research from outside the case but must keep within the timeframe of the case year (i.e. do not pull on anything beyond that date).

The rubric will be posted no less than 2-weeks before the presentation is due. Each group will upload their presentation by no later than the indicated time (TBD).

Contribution to Class Discussion

 **Due Date:** Sun Mar 24, 2024 at 11:59pm EDT

WRITTEN ASSIGNMENTS: EVALUATION

Class & Deliverable	Deliverable Description
<p data-bbox="115 304 316 346">Individual Case Hand-In (15%)</p> <p data-bbox="115 882 316 924">Class 5</p> <p data-bbox="115 934 316 976">Feb 11</p>	<p data-bbox="324 304 1498 409">This assignment will be written as an "email to an Executive". The purpose of this assignment will be to clearly articulate your analysis and recommendation to a stakeholder like a firm Partner, CEO, Managing Director, etc.</p> <p data-bbox="324 430 1498 493">Each student will submit an individual word document on or before the due date. The assignment will account for 15% of the student's final course grade.</p> <p data-bbox="324 514 1498 619">Submissions are limited to 700-1000 words typed, using 11-point Arial font with normal margins. There is no page limit for the appendix; but the content of the appendix is limited to framework diagrams and/or tables. No additional insights should be provided in the appendix.</p> <p data-bbox="324 640 1498 682">The "email" should include:</p> <ul data-bbox="324 703 1498 1207" style="list-style-type: none"> <li data-bbox="324 703 1498 787">· Executive Summary: a brief takeaway that provides the reader everything they need to know about your analysis and recommendation <li data-bbox="324 798 1498 871">· External / Internal Environmental Scan: one concise paragraph providing the value-add insights gained through the industry analysis and internal analysis <li data-bbox="324 882 1498 966">· Key Problem Statement: one concise statement identifying the fundamental strategic issue the organization in the case is facing <li data-bbox="324 976 1498 1060">· Analysis: short description of the analyses you performed or would perform in order to prove or disprove the hypothesis and substantiate your recommendations <li data-bbox="324 1071 1498 1155">· Recommendations: a clearly articulated set of recommended actions supported by fact-based (quantitative & qualitative) evidence <li data-bbox="324 1165 1498 1207">· Risks and Mitigations: briefly list some risks and for each how this will be mitigated <p data-bbox="324 1228 1498 1270">To be included in the appendix:</p> <ul data-bbox="324 1281 1498 1365" style="list-style-type: none"> <li data-bbox="324 1281 1498 1365">· Diagram of the structure/framework you applied to decompose the situation and prioritize the core issues <p data-bbox="324 1375 1498 1459">Visual's may be used within the body of the email; however, they may not contain paragraphs of information; otherwise each word included in the visual will count towards the total word count</p> <p data-bbox="324 1480 1498 1606">The course contains multiple sessions that involve case presentations. Students will be randomly divided into groups and all groups will be assigned the same case.</p>
<p data-bbox="115 1638 316 1743">Group Presentations (40% total)</p> <p data-bbox="115 1764 316 1806">Classes 5 to 10</p>	<p data-bbox="324 1638 1498 1871">For those cases released prior to the presentation day – it is strongly recommended that groups meet outside of class time to sufficiently prepare for the presentation. Each group will present in a randomly selected order. Presentations will be 10-15 minutes in length and followed by a 5- or 10-minute question/answer session. Each group member is expected to participate in the presentation. Groups are expected to email their presentation by a set deadline, which will be provided in class.</p>

Students will form groups and prepare a 20-minute presentation on the assigned case, followed by a 15-minute Q&A session. All group members must participate during the presentation and Q&A.

**Final Group
Presentations
(30%)**

Class 11

Groups can draw on research from outside the case but must keep within the timeframe of the case year (i.e. do not pull on anything beyond that date).

Mar 24 (morning)

The rubric will be posted no less than 2-weeks before the presentation is due. Each group will upload their presentation by no later than the indicated time (TBD).

CALCULATING COURSE GRADE

The course grading scheme for Master's level courses at Schulich uses a 9-value grade-point system. The possible course letter grades for a course (and the corresponding grade points awarded for each grade are:

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

Points 9 8 7 6 5 4 3 2 1 0

The Schulich School of Business does not use a percentage scale. When faculty members award marks on a percentage basis, the instructor converts the percentages to letter grades. For example, a cumulative percentage mark of 50% does not necessarily mean that a student will pass a course.

In this class, final letter grades will be determined by the following process: A numerical grade (0-9) will be assigned for each assignment, test, presentation, etc. Each student's course grade will be calculated using a weighted average of the numerical grades and the weights for each deliverable above.

CLASS-BY-CLASS SYLLABUS

Class 1 - Introduction

Jan 14/24

Overview: Class 1

Assigned Reading:

Learning by the Case Method by John S. Hammond

What Is Strategy? By Michael E. Porter

Class 2 - Presentation Skills

Jan 14/24

Overview: Class 2

Assigned Reading:

Designing and Delivering the Perfect Pitch by Angelo Santinelli and Candida Brush

Working with Multicultural Groups and Teams by David C. Thomas and Kerr C. Inkson

Class 3 - Case Analysis Part 1

Jan 28/24

Overview: Class 3

Case Reading: Disney: Delivering More Content in More Ways

Assigned Reading:

- The Five Forces: Competing for Profits "Understanding Michael Porter's Best-Known Framework" by Joan Magretta
- A Porter Glossary: Key Concepts "A Michael Porter Lexicon" by Joan Magretta

Class 4 - Case Analysis Part 2

Jan 28/24

Overview: Class 4

Case Reading: Cowbell Brewing Co.: Building a Destination Brewery

Assigned Reading:

The Hard Truth About Business Model Innovation by Christensen et al

Class 5 - Practical: 3-hour Case Prep

Feb 11/24

Overview: Class 5

Case Reading: Case to be released at 9am

Assigned Reading:

- Managing Brands for the Long Run: Effective Brand Reinforcement and Revitalization Strategies by Kevin Lane Keller

Individual Case

Hand-In due at or before 9:00 AM EST

Class 6 - Practical: Group Presentations

Feb 11/24

Overview: Class 6

Group Presentation # 1

(presentation of 3-hour format case from morning)

Class 7 - Case Analysis & Presentation: Recalibration

Feb 25/24

Overview: Class 7

Case Reading: Audi A8: The World's First Level 3 Autonomous Vehicle

Assigned Reading:

When First Movers Are Rewarded, and When They're Not:

<https://hbr.org/2015/08/when-first-movers-are-rewarded-and-when-theyre-not> ⇨ (<https://hbr.org/2015/08/when-first-movers-are-rewarded-and-when-theyre-not>)

Class 8 - Practical: Group Presentations

Feb 25/24

Overview: Class 8

Case Reading: Walmart's Flipkart Acquisition: A Showstopper Deal?

Assigned Reading:

Successful Human Resources Management Factors in International Mergers and Acquisitions by Rodríguez-Sánchez et al

Group Presentation # 2

(preparation to be done outside of class time)

Class 9 - Practical: 3-hour Case Prep

Mar 10/24

Overview: [Class 9](#)

Case Reading: Case to be released at 9am

Assigned Reading:

- Blue Ocean Strategy by Chan Kim and Renee A. Mauborgne

Class 10 - Practical: Group Presentations

Mar 10/24

Overview: [Class 10](#)

Group Presentation # 3

(presentation of 3-hour format case from morning)

Class 11 - Final Group Presentations

Mar 24/24

Overview: [Class 11](#)

Case Reading: TikTok's Rise to Global Markets

Assigned Reading:

Explaining the Internationalization of iBusiness Firms by Brouthers et al

Final Presentations

(preparation to be done outside of class time)

Class 12 - Wrap Up

Mar 24/24

Overview: [Class 12](#)

Review, Course Evaluations, and Feedback

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

The course comprises of a set of initial lectures that will introduce approaches, analytical frameworks, and methods that will enable students to solve business cases and develop presentations in an accretive manner.

Subsequently, the remaining classes will revolve around the solving and presenting of course cases, where groups will be asked to present their analysis of the situation and their recommendations, supported by fact-based rationale. The course cases will take on various formats, including:

- **3-hour format:** 2 Cases will be released to students at the beginning of the class (on the morning of the Sunday), simulating a competitive case competition environment. A presentation-ready slide deck would then be submitted by the end of the 3-hour class. These decks will then be presented in the afternoon session that follows. Punctual attendance at these sessions is an absolute imperative.
- **Prepared format:** 2 cases (including the final) will be released early for students, and limited in-class time will be allotted for preparation. As such, it is crucial to be diligent in the pre-class preparation. It is strongly recommended that groups meet outside of class time to sufficiently prepare for the presentation. Given that there may be external practitioners attending the course throughout the term to provide topical industry insights, students will be held to a high standard as they represent both themselves and the Schulich School of Business.

Preparation. This course is an advanced Masters-level elective course and therefore students will be accountable for coming to each lecture completely prepared. Prior to each class, students are expected to read the assigned readings.

Class Participation (contribution).

In every class, the quality and quantity of students' verbal remarks will be evaluated. Contribution is attributed as follows:

- **A+ (9) – Superior Contribution.** The student demonstrates superior participation by not only comprehending the material, but by also bringing their own level of reflection/thoughts/work experience to the conversation. It is evident that the student displays leadership qualities by incorporating thought-provoking discussion, including opinions of other classmates as well. Students participating at this level are enriching the classroom experience.
- **A- to A (7 to 8) – Substantial Contribution.** The student will regularly participate in class discussions, demonstrating that they have read and understood the course material and are actively seeking to be engaged in the discussion with considerable effectiveness. It is important to note that the student demonstrates a high level of EQ by not over-participating (dominating) discussions and is respectful of classmate opinions.
- **B- to B+ (4 to 6) – Considerable Contribution.** The student will regularly participate, demonstrating that they are engaged and understanding of the topic at a very high level. However, it is evident that the student did not prepare for the lecture (i.e. did not complete the case reading and/or supplementary readings).
- **C- to C+ (1 to 3) – Minimal Contribution.** The student attends lecture and is awake/attentive most of the time. However, the student is falling well below the standard with limited effectiveness. The student must work at

significantly improving his or her participation if they are to be successful in the course. Students will respond to cold calls but, does not engage beyond that.

- **F (0) - Absent.** The student did not attend lecture.
-

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last updated: Feb 06 11:02am EST.



MGMT6350

CREDITS: 3.00

MGMT 6350 F - PROFESSIONAL DEVELOPMENT FOR MANAGERS



Office Hours

INSTRUCTOR



ADMIN

Chongyang Jia



cyjia@schulich.yorku.ca



416.897.7229



N203A SSB

BRIEF DESCRIPTION

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

COURSE LEARNING OUTCOMES

The course has two main objectives:

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

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

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

The course learning outcomes are linked to the course objectives.

Objective 1. Increase students' employability

Outcomes:

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

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

Objective 2. Professional Development

Outcomes:

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

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

Organization of the Course

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

The modules focused on providing support for securing jobs are designed to offer the students the platform to be to design an effective strategy for securing a relevant job.

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

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










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

successful. Topics include learning the job search tools and skills, understanding the job market trends, learning how

COURSE MATERIAL


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

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Class Participation 10%			
Class Participation = 50% attendance + 50% contribution		10%	Mon Apr 8, 2024 at 02:30pm EDT
Resume 10%			
Updated Resume		10%	Thu Jan 18, 2024 at 11:59pm EST
Cover Letter 10%			
Updated Cover Letter		10%	Thu Jan 18, 2024 at 11:59pm EST
Interview Video 10%			
Video Interview recording on Quinncia		10%	Thu Feb 29, 2024 at 11:59pm EST
LinkedIn Updated Profile 10%			
Customize your LinkedIn profile		10%	Thu Feb 29, 2024 at 11:59pm EST
Strategic Job Search Plan 10%			
Strategic Job Search Plan		10%	Wed Mar 20, 2024 at 11:59pm EDT
Networking Experience Reflection Paper 10%			
Networking Experience Reflection Paper		10%	Fri Apr 5, 2024 at 11:59pm EDT
One-on-One Coaching Sessions 10%			
Coaching Sessions		10%	Fri Apr 5, 2024 at 11:59pm EDT
Quiz 20%			
Final Quiz		20%	Tue Apr 9, 2024 at 03:00pm EDT

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Class Participation = 50% attendance + 50% contribution

 **Due Date:** Mon Apr 8, 2024 at 02:30pm EDT

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 reduction of grade, see below details.

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

Class Participation = 50% attendance + 50% contribution

Class attendance

Fully present 100% (including in the Zoom sessions) or missed with approved note	100
Missed no more than 1 class without a note (partially present - X %)	X
Missed 2 or more classes without an approved note	0

Class contribution

Consistent exceptional contribution in class, for more than 80% of the sessions; by making important points with a significant element of originality or demonstrating mastery of theoretical issues or concepts; highly prepared	100
Very good contribution in class, for 50% - 80% of sessions; by making important points with a significant element of originality or demonstrating mastery of theoretical issues or concepts; highly prepared	80
Good contribution in class, for 25% to 50% of sessions – less highly original but demonstrated basic understanding of the material under discussion. Appears prepared	50
Limited contribution in class, for less than 25% of sessions	20
No contribution	0

Schulich masters-level grading system

90 - 100	9	A+
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85 - 89	8	A
80 - 84	7	A-
75 - 79	6	B+
70 - 74	5	B
65 - 69	4	B-
60 - 64	3	C+
55 - 59	2	C
50 - 54	1	C-
0-49	0	F

Updated Resume

 **Due Date:** Thu Jan 18, 2024 at 11:59pm EST

Email the instructor your **updated** resume and cover letter, based on the guideline and templates attached on Canvas under Module 1, as **ONE single file named** "*Your First Name Your Family Name_Cover Letter and Resume_MGMT 6350 F*" (1st page the cover letter, 2nd page the resume) in **Word format, together with the Job Description (as an attachment in pdf not as a link!)**, that you used for the cover letter and resume.

Grading Matrix


Resume Template Rules	Max to obtain
Font size and type	10
Included summary	10
Summary is relevant to the job description	10
Your name and your contacts are on the top part of the page(s) (identical place and format if you have a 2-page resume)	10
Education after Summary	10
Achievements (numbers, %, etc)	10
Action verbs	10
Present tense for current roles, past tenses for previous roles	10
Brief description of companies	10
Spelling and typos	10
Total	100

Schulich masters-level grading system

90 - 100	9	A+
85 - 89	8	A
80 - 84	7	A-
75 - 79	6	B+
70 - 74	5	B
65 - 69	4	B-
60 - 64	3	C+
55 - 59	2	C

50 - 54	1	C-
0-49	0	F

Updated Cover Letter

 **Due Date:** Thu Jan 18, 2024 at 11:59pm EST

Email the instructor your **updated** resume and cover letter, based on the guideline and templates attached on Canvas under Module 1, as **ONE single file named "Your First Name Your Family Name_Cover Letter and Resume_MGMT 6350 F"** (1st page the cover letter, 2nd page the resume) **in Word format, together with the Job Description (as an attachment in pdf not as a link!)**, that you used for the cover letter and resume.


Grading Matrix

Cover letter Template Rules	Max to obtain
Font size and type	10
Name and contacts on the top of the page - identical place and format with resume	10
Date, Attn., Ref are included	10
Addressed to Hiring Manager or Name	10
Included in the first paragraph are included clear motivations about (1) why you want to join the company AND (2) why you want the role	20
The body of the letter describes why you are the right candidate (with enough relevant details, numbers, %)	30
Spelling and consistency with the resume (font, bullets, etc)	10
Total	100

Schulich masters-level grading system

90 - 100	9	A+
85 - 89	8	A
80 - 84	7	A-
75 - 79	6	B+
70 - 74	5	B
65 - 69	4	B-
60 - 64	3	C+
55 - 59	2	C
50 - 54	1	C-
0-49	0	F

Video Interview recording on Quinncia

 **Due Date:** Thu Feb 29, 2024 at 11:59pm EST

- You will record your video interviews on Quinncia **BEFORE the second coaching Session**, allowing enough time for processing so that the Instructor has access to it.

You will receive feedback and be graded on your Quinnia video recording in your second coaching session.

- Quinnia only saves fully the last attempt and the scores for the last 3 attempts. Remember to save your scores each time as you receive the grading points no matter in which attempt you reach the scores. You are encouraged to practice minimum 10 times, receiving 1 point for each of the 10 times.


Grading Matrix

Video Interview	Use Quinnia for practice		10
	Practice 10 times or more on Quinnia		10
	Follow the video interview delivery rules	Clean and organized background	5
		Face is in good lightning and easily seen	5
		Good eye contact - 85% of the time	5
		Smile, pleasant	5
		Speed of talking (110-130 words per minute), use pause between sentences, use less filler words	5
		Respect the dress code	5
	Quality of content	Clear and concise answers	10
		Answer questions using the STAR format, the How and Why method and learnt lessons	20
		Answer including quantifiable outcomes	10
	Received a min 350 score on Quinnia		10
	Total		100

Schulich masters-level grading system

90 - 100	9	A+
85 - 89	8	A
80 - 84	7	A-
75 - 79	6	B+
70 - 74	5	B
65 - 69	4	B-
60 - 64	3	C+
55 - 59	2	C
50 - 54	1	C-
0-49	0	F

Customize your LinkedIn profile

 **Due Date:** Thu Feb 29, 2024 at 11:59pm EST

Update your LinkedIn profile as taught in the Networking Session and before your 2nd coaching session, when you will receive feedback and will be graded.

Grading Matrix

Optimized LinkedIn profile		
	Photo - Professional, recent, portrait (head only), smiling, uniform background	10
	Customized public profile URL	10
	Relevant headline - slogan that captures your unique value proposition or keywords separated by (pipe)	10
	Summary, 1st person, relevant, concise	10
	Contact information	10
	2 Recommendations - from people in power positions who worked with you	10
	Include min 5 skills (15 ideally), with first 3 showed being relevant	10
	No spelling mistakes, typos	10
	Publish an article on LinkedIn	10
	Add min new 20 relevant contacts during this course, before the 2nd coaching session	10
Total		100

Schulich masters-level grading system

90 - 100	9	A+
85 - 89	8	A
80 - 84	7	A-
75 - 79	6	B+
70 - 74	5	B
65 - 69	4	B-
60 - 64	3	C+
55 - 59	2	C
50 - 54	1	C-
0-49	0	F

Strategic Job Search Plan

 **Due Date:** Wed Mar 20, 2024 at 11:59pm EDT

Start researching the job target market after Session 2. Create your *Strategic Job Search Plan*, a paper in Word (max. 1000 words, 12-point font, single-spaced) and a *PowerPoint Presentation* (max 9 slides, min 18-point font).

Send both of them (the paper in Word and the PowerPoint slides as .pptx) to the Instructor by March 20, 2024, 11:59pm. Be prepared to present it in the class in Session 10, March 22, 2024.

Please name your files:

"Your First Name Your Family Name_Strategic Job Search Plan_MGMT 6350 F" and

"Your First Name Your Family Name_Strategic Job Search PowerPoint_MGMT 6350 F".


Grading Matrix

Criterion	Details	Weight
Both paper and PP slides are submitted in time		5
Paper	you describe your job target market (sectorial and geographical) and identify and research relevant trends	10
	you explain your interests, values, motivators and how they align with your career choices	10
	you identify potential gaps between your targeted job requirements and your present skillset	10
	you create a clear plan on how to address the gap to achieve career success	10
	you combine short term and longer term career perspectives and actions	10
	quality of writing: clear, concise, logic, free from typos and spelling mistakes, adheres to the word limit, within reason.	5
	PowerPoint Presentation	good structure of slides: title, agenda, body, conclusion
	good format of slides: respecting principles of simplicity, readability and consistency (less text, concise, less colours, font size and type, relevant titles, relevant visuals, less or now transitions)	15
	include in the footer of the slides: page number, date, presentation title	5
	include references	5
	quality of writing: free from typos and spelling mistakes	5
Total		100

Schulich masters-level grading system

90 - 100	9	A+
85 - 89	8	A
80 - 84	7	A-
75 - 79	6	B+
70 - 74	5	B
65 - 69	4	B-
60 - 64	3	C+
55 - 59	2	C
50 - 54	1	C-
0-49	0	F

Networking Experience Reflection Paper

 **Due Date:** Fri Apr 5, 2024 at 11:59pm EDT

Attend at least two networking events during this term. Ideally one of them should be outside Schulich. Write a Reflection Paper, using Ryan's 5Rs Model Mapping, comparing the two events. The Reflection Paper should be 1000 words, space 1, font 12. Please save it as "*Your First Name Your Family Name_Networking Experience Reflection Paper_MGMT 6350 F*" and send it to your Instructor before the deadline, Class 11, April 5, 2024.


Grading Matrix

Networking Experiences	Attended two networking events in this term	20
	One of the networking events was outside Schulich	10
	Obtained min 2 coffee chats as a result of the networking events	10
Reflection paper	Described well the networking events, with enough relevant details, including also the coffee chats, if the case	15
	Mentioned networking theories or what was presented by the Instructor in the class	15
	Described a future plan for improving networking skills as a result of the networking events	15
	Quality of writing: clear, concise, logic, free from typos and spelling mistakes, adheres to the word limit, within reason.	15
Total		100

Schulich masters-level grading system

90 - 100	9	A+
85 - 89	8	A
80 - 84	7	A-
75 - 79	6	B+
70 - 74	5	B
65 - 69	4	B-
60 - 64	3	C+
55 - 59	2	C
50 - 54	1	C-
0-49	0	F

Coaching Sessions

 **Due Date:** Fri Apr 5, 2024 at 11:59pm EDT

Schedule your first one-on-one coaching session with the Instructor between Session 2 and Session 6. In the first one-on-one coaching session (45min) the CareerLeader Assessment results will be discussed as well as the career options. The students are expected to complete the CareerLeader Assessment before the coaching session, read and send the report by email to the Instructor. Don't leave this session for the last minute. The Instructor will share with you appointment options.

Schedule your second one-on-one coaching session with the Instructor starting from Session 7 until Session 12. In the second one-on-one coaching session (45min) the Instructor will review and grade the Quinncia video interview, and the LinkedIn profile. The student must have completed the Quinncia sessions and have the LinkedIn profile updated before the coaching session. Don't leave this session for the last day of class. The Instructor will share with you appointment options.


Grading Matrix

attending both sessions and being completely prepared and engaged (no need for improving deliverables: LinkedIn and Video Interview - all is done perfectly)	100
attending both sessions and being very well prepared and engaged	80
attending both sessions and being prepared and engaged	70
attending both coaching sessions	60
missing any of the coaching sessions	49

Schulich masters-level grading system

90 - 100	9	A+
85 - 89	8	A
80 - 84	7	A-
75 - 79	6	B+
70 - 74	5	B
65 - 69	4	B-
60 - 64	3	C+
55 - 59	2	C
50 - 54	1	C-
0-49	0	F

Final Quiz

 **Due Date:** Tue Apr 9, 2024 at 03:00pm EDT

Details available Mon Apr 8, 2024 at 03:00pm EDT

CALCULATING COURSE GRADE

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

CLASS-BY-CLASS SYLLABUS

Class 1 - Professional Development for Managers – Class Introduction and Professional Branding - January 12, 2024

Overview: Professional Development for Managers – Class Introduction and Professional Branding

Class Session: 1

Topic: Professional Development for Managers – Class Introduction and Professional Branding

This class will provide an overview of the course, its benefits, key learnings, expectations and will cover professional branding, as students will learn about the Canadian resume, cover letter and elevator pitch.

Read / Watch before this session:

1. The *Resume Guidelines* pdf file attached under Module 1

2. Elevator Pitch:

<https://www.youtube.com/watch?v=tMSz5MZxuPM> ↗ (<https://www.youtube.com/watch?v=tMSz5MZxuPM>)



(<https://www.youtube.com/watch?v=tMSz5MZxuPM>)

Assignment Due Session 2:

- Send your UPDATED resume and cover letter to the Instructor as **ONE Word** file named "*Your First Name Your Family Name_Cover Letter and Resume_Date*" (1st page cover letter, 2nd page resume) **together with** the Job Description used to create the resume and cover letter (separate file as pdf), before Session 2; **please make sure you respect ALL the rules learned in Session 1 and follow the templates attached in Module 1 on Canvas**
- Complete the **CareerLeader™** (*For MBA/Masters*);

You should have already received an email from SSB-Career Development Centre, with the Subject: Career Leader Registration, giving you log-in instructions to CareerLeader. Please note that you are required to only use your schulich.yorku.ca email to access this platform, not yorku.ca email. If you didn't receive an email with the instructions, please inform the Instructor ASAP.

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

Assignment due Session 2:

- Create and practice your Elevator Pitch; start now with your practice; every session 3-5 students will have the opportunity to tell their Elevator Pitch

Class 2 - Professional Development for Managers – Self-assessment, Job Search Strategy, and Presentations - January 19, 2024

Overview: Professional Development for Managers – Self-assessment, Job Search Strategy and Presentations

Class Session: 2

Topic: Professional Development for Managers – Self-assessment and Job Search Strategy

This class will help students reflect on their personal strengths and define their career goals and mission statement based on their *CareerLeader* assessment. Students will learn how to build their Job Search Strategy, locally and internationally, while understanding the cultural context and potential challenges.

In the second part of the session the students will learn about how to create powerful presentations, and how to develop PowerPoint decks and Storyboards. Make sure to integrate these learnings in your deliverables for this course.

Watch before this session:

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

Read before this session:

Ultimate Career Guide, Chapter 2: Getting to Know Yourself

You can download the *Ultimate Career Guide* from:

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

Assignment due Session 6:

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

Assignment due Session 10:

- Start researching the job target market after this session, Session 2. Create your *Strategic Job Search Plan*, a report in Word (max. 1000 words, 12-point font, single-spaced) and a PowerPoint Presentation (max. 9 slides, min 18-point font). Send them both to the Instructor by March 20, 2024, 11:59pm. Be prepared to present it in the class in Session 10, March 22, 2024.

Please name your files:

"Your First Name Your family Name_Strategic Job Search Plan_MGMT 6350 F" and

"Your First Name Your Family Name_Strategic Job Search PowerPoint_MGMT 6350 F".

Class 3 - Professional Development for Managers – Networking, LinkedIn and

Reflection - January 26, 2024

Overview: Professional Development for Managers – Networking, LinkedIn and Reflection

Class Session: 3

Topic: Professional Development for Managers – Networking, LinkedIn and Reflection

Students will learn about the importance of networking and how to obtain successful results in different cultural contexts both face-to-face and online – using LinkedIn.

In the second part of the session, the students will learn about reflection, Ryan's 5Rs Model and how to apply in their professional life.

Read before this session:

1. Ryan, M. 2013. "The Pedagogical Balancing Act: Teaching Reflection in Higher Education." *Teaching in Higher Education* 18 (2): 144–155. doi:10.1080/13562517.2012.694104
2. Ultimate Career Guide, Chapter 4: Marketing Yourself: Networking
3. Ultimate Career Guide, Chapter 5: Marketing Yourself: LinkedIn

You can download the *Ultimate Career Guide* from:

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

Assignment due before your second coaching Session:

- Update your LinkedIn profile! Start NOW! and have the profile ready before the second coaching session, when it will be discussed and graded.

Assignment due before Class 11

Attend at least two networking events during this term. Ideally one of them should be outside Schulich (not organized by Schulich). Write a Reflection Paper, using Ryan's 5Rs Model Mapping, comparing the two events. The Reflection Paper should be 1000 words, space 1, font 12. Please save it as "*Your First Name Your Family Name_Networking Experience Reflection Paper_MGMT 6350 F*" and send it to your Instructor before the deadline, Class 11, April 5, 2024.

Class 4 - Professional Development for Managers – Interviewing 1 - February 2, 2024

Overview: Professional Development for Managers – Interviewing 1

Class Session: 4

Topic: Professional Development for Managers – Interviewing 1

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

Read before this session:

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

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

(<http://researchguides.library.yorku.ca/HBR>)

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

You can download the *Ultimate Career Guide* from:

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

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

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

(<http://researchguides.library.yorku.ca/HBR>)

Assignment Due before your second coaching Session (will be scheduled between session 7 and 12):

START NOW! You will use Quinncia, an AI Mock Interviewing platform, available via Schulich Handshake platform, to record your video interview. You will be first asked to upload your resume, critique it, and then the AI system will generate a series of questions for the mock interview. You should already have access to Quinncia. If not, please let the Instructor know. To log on Quinncia please use **ONLY your Schulich email address**.

You will record your video interviews on Quinncia **BEFORE the second coaching Session**, allowing enough time for processing so that the Instructor has access to it. **You will receive feedback and be graded on your Quinncia video recording in your second coaching session.**

Quinncia only saves fully the last attempt and the scores for the last 3 attempts. Remember to save your scores each time as you receive the grading points no matter in which attempt you reach the scores. You are encouraged to practice minimum 10 times, receiving 1 point for each of the 10 times.

Class 5 - Professional Development for Managers – Verbal and Body Communication - February 9, 2024

Overview: Professional Development for Managers – Verbal and Body Communication

Class Session: 5

Topic: Professional Development for Managers – Verbal and Body Communication

Students will learn about culturally specific rules for effective communication – voice, tone, and body language, and they will apply the knowledge practicing their Elevator Pitches. Facilitator for this session is Bonnie Gross, President SpeechScience International - <https://www.linkedin.com/in/speaksuccessfully/>

Watch:

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

Class 6 - Professional Development for Managers – Interviewing 2 - February 16, 2024

Overview: Professional Development for Managers – Interviewing 2

Class Session: 6

Topic: Professional Development for Managers – Interviewing 2

Students will learn about case interviews, when are these used and how to practice in order to achieve positive results. The second part of the session will welcome Big 4 Consultants/Partners who will share from their working experience and answer your questions.

Watch before this session:

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



(<https://www.youtube.com/watch?v=jL0DzzPLsa4>)

Assignment due Session 7:

- Research the Speaker for next session
- Volunteer (2 students) to welcome and introduce the Speaker
- Prepare 1 question for the Speaker (each student)

Class 7 - Professional Development for Managers – Speaker Series 1 - March 1, 2024

Overview: Professional Development for Managers – Speaker Series 1

Class Session: 7

Topic: Professional Development for Managers – Speaker Series 1 and Presentations

Speaker: Kenneth (Ken) Tanenbaum, Executive Chairman of Coca-Cola Canada Bottling Limited AND Chairman of Kilmer Developments

<https://www.linkedin.com/in/ken-tanenbaum-4571b73/>  (<https://www.linkedin.com/in/ken-tanenbaum-4571b73/>)

In this session the Speaker will cover career-related topics including leadership style, work-life balance, personal branding, negotiation skills, and personal experiences based on their careers.

Assignment due Session 12:

Schedule your second one-on-one coaching session with the Instructor starting from now until Session 12. In the second one-on-one coaching session (45min) the Instructor will review and grade the Quinncia video interview and the LinkedIn profile. Please have ready your Quinncia video interview recordings and your LinkedIn profile **BEFORE** your second one-on-one coaching session.

Class 8 - Professional Development for Managers – Improvisation - March 8, 2024

Overview: Professional Development for Managers – Improvisation

Class Session: 8

Topic: Professional Development for Managers – Improvisation

Students will learn improvisation techniques applicable in networking set ups. In the second part of the session the students will deliver their *Strategic Job Search Plan* presentations.

Read / Watch before this session:

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

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

Assignment due Session 9:

- Research the Speaker for next session
- Volunteer (2 students) to welcome and introduce the Speaker
- Prepare 1 question for the Speaker (each student)

Class 9 - Professional Development for Managers – Speaker Series 2 - March 15, 2024

Overview: Professional Development for Managers – Speaker Series 2

Class Session: 9

Topic: Professional Development for Managers – Speaker Series 2

Speaker: Craig Rimer, Chief Executive Officer of Cidel

<https://www.linkedin.com/in/craig-rimer-258ab823/>  (<https://www.linkedin.com/in/craig-rimer-258ab823/>)

Speaker will cover career-related topics including leadership style, work-life balance, personal branding, negotiation skills, and personal experiences based on their careers. The session should be very interactive, students should ask relevant questions.

Assignment due Session 10:

Research the Alumni (Alumni will be announced via email) and **Prepare 1 question** for the MBA Alumni Panel (each student)

Send your *Strategic Job Search Plan*, a paper in Word (max. 1000 words, 12-point font, single-spaced) and a PowerPoint Presentation (max 9 slides, min 18-point font). **Send both of them** (the paper in Word and the PowerPoint slides as .pptx) to the Instructor by March 20, 2023, 11:59pm. Be prepared to present it in the class in Session 10, March 22, 2024.

Please name your files:

"Your First Name Your family Name_Strategic Job Search Plan_MGMT 6350 F"

and

"Your First Name Your Family Name_Strategic Job Search PowerPoint_MGMT 6350 F".

Class 10 - Professional Development for Managers – MBA Alumni Panel and Strategic Job Search Plan Presentations - March 22, 2024

Overview: Professional Development for Managers – MBA Alumni Panel and Strategic Job Search Plan Presentations delivery

Class Session: 10

Topic: Professional Development for Managers – MBA Alumni Panel

MBA Alumni will discuss and share ideas about their professional career progression. The session should be very interactive, students should ask relevant questions.

In the last hour of the session you should be prepared to deliver their Strategic Job Search Plan PowerPoint and receive feedback from the Instructor and the MBA Alumni Panel. As only 5 students will have this great opportunity, please make sure to indicate early to the Instructor that you want to present!

Assignment due Session 11:

Research the Speaker for next week

Volunteer (2 students) to welcome and introduce the Speaker

Prepare 1 question for the Speaker (each student)

Class 11 - Professional Development for Managers – Speaker Series 3 - April 5, 2024

Overview: Professional Development for Managers – Speaker Series 3

Class Session: 11

Topic: Professional Development for Managers – Speaker Series 3

Speaker: Gregory David, President & CEO, GRI Capital - <https://www.linkedin.com/in/gregory-david-toronto/>  (<https://www.linkedin.com/in/gregory-david-toronto/>)

Speaker will cover career-related topics including leadership style, work-life balance, personal branding, negotiation skills, and personal experiences based on their careers. The session should be very interactive, students should ask relevant questions.

Assignment due Session 12:


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

Class 12 - Professional Development for Managers – Speaker Series 4 - April 12, 2024

Overview: Professional Development for Managers – Speaker Series 4 - April 8, 2024 - Zoom session

Class Session: 12

[Topic: Professional Development for Managers – Speaker Series 4](#)

Speaker: Katie Jamieson, SVP - Legal at Herschel Supply Company - <https://www.linkedin.com/in/katie-j-0a708a84/?originalSubdomain=ca>  (<https://www.linkedin.com/in/katie-j-0a708a84/?originalSubdomain=ca>)

Speaker will cover career-related topics including leadership style, work-life balance, personal branding, negotiation skills, and personal experiences based on their careers. The session should be very interactive, students should ask relevant questions.

The final Quiz can be taken on this day, you will have a window a 24h to take it, starting from 1:30pmEST today. This is an online multiple choice Quiz, with few short essays.

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Method of Instruction

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

Student Preparation

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

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

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

The below assignments are required for this course:

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

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

Attendance, Etiquette and Courtesy

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

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

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

In the business world, punctuality is one of key factors of success and good ethics. Therefore, *students are expected to come to class on time (up to 5 minutes before the class starts) to avoid disturbing the instructor and the rest of the*

class. It is understandable that extenuating circumstances may arise. If you are unavoidably late, please be considerate and enter the class discretely. Use the rear door if one is available.

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

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

Online Zoom teaching

Think of a Zoom lecture as a face-to-face meeting and conduct yourself as you would if you were all present in the same room. Zoom is our virtual classroom and therefore appropriate classroom behaviour is expected. Below are some useful tips to help ensure the session goes smoothly for all involved:

Join early, up to 5 minutes before the session start time, because the class will start on time.

Attend from a distraction-free and quiet environment (to the extent possible).

Turn-on your camera unless you are experiencing connection issues or have other concerns with having your camera being on.

Understand that your audio will be on mute upon entry. Continue to mute your audio until you want to speak and after you are done speaking.

Use "Raise Hand" feature if you want to speak. Wait for the instructor to call your name and then unmute your audio to speak.

Chat feature can also be used to ask questions or share ideas to all (not as a private message). If you would like to use the chat box, remember that it is public, and a record of the chat is kept and archived. Please ask your question once - the instructor will address questions periodically to avoid regular disruptions to the flow of the lecture. If your question remains unanswered at the end of the lecture, please feel free to ask it again at that time.

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

When attending the course and related events, students are expected to wear business formal attire, as part of the learning process. Please read the article in the next link to understand what is expected:

<http://smallbusiness.chron.com/difference-between-business-casual-business-attire-24536.html> 

(<http://smallbusiness.chron.com/difference-between-business-casual-business-attire-24536.html>) .

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.

The Senate of York University

Meeting Synopsis

**The 703rd Meeting of Senate
Held on Thursday, 15 February 2024, via Zoom**

Remarks

The Chair, Poonam Puri, welcomed Senators to the 703rd meeting of Senate, and noted that Senator Alison Macpherson would act as Vice-Chair for the meeting.

The President spoke to the challenges posed by the reduction in international study permits and ensuing confusion for applicants, the implications on university enrolment and strategic planning, the necessity for cost reduction and strategic enrolment management, alongside opportunities for innovation in pedagogy and AI initiatives.

Approvals

Senate approved the recommendations of the Executive Committee to:

- amend the Rules of Senate to integrate representation from the Markham campus in the Senate membership and make editorial updates to reflect recent changes in titles of senior administration positions; and
- confirm the membership of Senate for the period 1 July 2024 - 30 June 2026 with a maximum of 169 and allocations by Faculty, with the School of Arts, Media, Performance & Design, the Faculty of Liberal Arts & Professional Studies, the Lassonde School of Engineering and the Faculty of Science, as the anchor Faculties delivering Markham campus programming.

Senate approved the recommendation of the Academic Policy, Planning and Research Committee to recommend to the Board of Governors the establishment of 4 academic units and disestablishment of 14 existing units at Glendon; and relatedly, Senate approved the transfer of the constituent academic programs and curricula from the 14 existing units to the 4 new departments at Glendon, effective 1 September 2024.

Senate approved the recommendations of the Academic Standards, Curriculum and Pedagogy Committee to amend Faculty-wide Regulations at Glendon College applicable to all BA and Honours BA/iBA degree programs to:

- remove major grade point average (GPA) requirements for graduation, effective FW2024; and
- remove the *Failed to Gain Standing Academic Decision* sanction.

York University Senate

Committee Information Items

Executive

The Executive Committee's information items included the following:

- Summary of suggestions, questions and comments raised at the 18 January 2024 special meeting of Senate on the report of the Auditor General of Ontario
- Ruling on a hortative motion submitted for consideration of Senate
- Additions to the pool of prospective honorary degree recipients as recommended by the Honorary Degrees and Ceremonials Sub-Committee

Academic Policy, Planning and Research (APPRC)

APPRC reported on the following items:

- report from the Interim Deputy Provost on FW'24 applications at Markham Campus
- Its preliminary discussion of the report of the *APPRC-ASCP Task Force on the Future of Pedagogy*
- Horizon Europe Research Program

Academic Standards, Curriculum and Pedagogy (ASCP)

ASCP reported on the following items:

- Minor modifications to degree requirements in programs housed in AMPD, FGS, Health, LA&PS and Lassonde, effective FW 2024
- Status update on the Attending Physician Statement and Academic Conduct policies

Academic Policy, Planning and Research / Academic Standards, Curriculum and Pedagogy

APPRC and ASCP conveyed a report from the *Joint Sub-Committee on Quality Assurance* which included Final Assessment Reports for completed Cyclical Program Reviews and advised of enhancements to process matters.

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material [posted online](#) with the **15 February 2024** meeting for details about the items reported.

Senate's next meeting will be held at **3:00 pm on Thursday, 28 March 2024**.

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Mike Valente, MBA Program Director
Date: January 30th, 2024
Re: Retire MGMT 6150 and Change Rubric to MGMT 5150

Motion 1: That faculty council approve the retirement of MGMT 6150 – Leadership Skills for a Turbulent Environment

Motion 2: That faculty council approve the change in rubric of MGMT 5150 – Skills for Leadership to MGMT 6150 - Skills for Leadership

Rationale:

These motions support the MBA minor program change where MGMT 6150 becomes part of the MBA core curriculum and becomes a compulsory course for accelerated and advanced standing students. To achieve this end, this motion first aims to retire the existing course with rubric MGMT 6150. This course was originally designed as an elective version of MGMT 5150, specifically for accelerated students. It is no longer required. The second motion aims to change the rubric of MGMT 5150 to MGMT 6150 to ensure that accelerated and advanced standing students, who will now be required to take this course, are not prohibited from taking SGMT 6000 and other electives that have MGMT 5150 as a prerequisite.

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:
MBA Program

2. Responsible Unit:
MBA Program

3. Subject Code (Rubric) and Course Number:
MGMT 6150

4. Credit Value:
3.00

5. Long Course Title: Leadership Skills for a Turbulent World

6. Short Course Title: Leadership Skills for a Turbulent World

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
X	retire course
	other (please specify)

8. Effective Term/Calendar Year of Proposed Change(s):
Fall 2024

V. July 2021

9. Rationale:

This course was originally designed as an elective version of MGMT 5150 (Skills for Leadership), specifically for accelerated students. It is no longer required because we intend to make Skills for Leadership a compulsory course for accelerated students.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title MGMT 6150: Leadership Skills in a Turbulent World</p> <p>Drawing on complexity science, strategy, psychology and leadership development models, the course employs lectures, experiential learning activities and self-assessments to help students develop the leadership and professional skills required for a turbulent world. Students will learn to deal with complex problems strategically and effectively and be challenged to advance self-identified personal development goals.</p>	<p>Title</p>

11. Enrolment Notes:

Although this course was approved, it was not offered due to low enrollment.

12. Consultation:

Consultation took place with the course director, the head of student enrollment services, and the director of academic affairs. It should be noted that MGMT courses fall under the responsibility and oversight of the MBA Program Director.

Originator:

Mike Valente
Signature

February 7th, 2024
Date

Mike Valente
Name

MBA Program
Area or Specialization

Approvals:

Area or Specialization

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

Mike Valente
Signature

February 7th, 2024
Date

Mike Valente
Name

MBA Program
Area or Specialization

Degree Program:

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

Mike Valente
Signature

February 7th, 2024
Date

Mike Valente
Name of Program Director

MBA Program
Program

Program Committee:

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

Kevin Tasa
Signature

February 15, 2024
Date

Kevin Tasa
Name of Committee Chair

MPC
Committee

last updated: Sep 01 11:09am EDT.



MGMT6150 F2020 CREDITS: 3.00

MGMT 6150 A - LEADERSHIP SKILLS FOR A TURBULENT WORLD



INSTRUCTOR



ADMIN

Laura Da Silva

lgreco@schulich.yorku.ca

416.736.2100 Ext.22853

N203B SSB

BRIEF DESCRIPTION

Drawing on complexity science, strategy, psychology and leadership development models, the course employs lectures, experiential learning activities and self-assessments to help students develop the leadership and professional skills required for a turbulent world. Students will learn to deal with complex problems strategically and effectively and be challenged to advance self-identified personal development goals.

LEARNING REMOTELY

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














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








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

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

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

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
[Deliverable Group] 0%			
[Deliverable]		0%	
Peer Learning Circle Reflections 10%			
Peer Learning Circle - Class 2		2.5%	Mon Sep 21, 2020 at 11:00am EDT
Peer Learning Circle - Class 3		2.5%	Mon Sep 28, 2020 at 11:00am EDT
Peer Learning Circle - Class 4		2.5%	Mon Oct 5, 2020 at 11:00am EDT
Peer Learning Circle - Class 6		2.5%	Mon Oct 26, 2020 at 11:00am EDT
Grand Challenge Team Project 35%			
Team Contract		0%	Mon Sep 14, 2020 at 11:59pm EDT
Grand Challenge Team Project - Video Pitch Presentation		17.5%	Sun Nov 1, 2020 at 11:59pm EST
Grand Challenge Team Project - Deck Report		17.5%	Sun Nov 1, 2020 at 11:59pm EST
Grade Allocation Form		0%	Sun Nov 1, 2020 at 11:59pm EST
Grade Allocation Adjustment		0%	
Learning and Development Portfolio 40%			
Personal Case - Description		0%	Mon Sep 21, 2020 at 11:59pm EDT
Personal Case - Making a Leadership Difference		26.67%	Wed Dec 9, 2020 at 11:59pm EST
Reflection: As a Future Leader, I Will Need to...		13.33%	Wed Dec 9, 2020 at 11:59pm EST
[Deliverable Group] 0%			
[Deliverable]		0%	

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Imported Assignments 0%			
Class 8 Homework: Making Your Team Work: Assets & Liabilities		0%	Fri Nov 9, 2018 at 08:30am EST
Course Contribution 15%			
Course Contribution		15%	
Class 7 Homework: Key Takeaways		0%	Wed Nov 4, 2020 at 11:59pm EST
Class 8 Homework: Key Takeaways		0%	Wed Nov 11, 2020 at 11:59pm EST
Class 9 Homework: The Reach of Managerial Responsibility		0%	Wed Nov 18, 2020 at 11:59pm EST
Class 11 Homework: Key Takeaways		0%	Wed Dec 2, 2020 at 11:59pm EST
[Deliverable Group] 0%			
[Deliverable]		0%	
[Deliverable Group] 0%			
[Deliverable]		0%	

WRITTEN ASSIGNMENTS: DESCRIPTIONS

[Deliverable]

Peer Learning Circle - Class 2

 **Due Date:** Mon Sep 21, 2020 at 11:00am EDT

Assigned reading: Wendell-Wendellborg, T. (2017). "Are You Solving The Right Problems?", Harvard Business Review, 95 (1; January/February), 76-83.

The Peer Learning Circle is an opportunity for you to engage with some of your peers – your “circle” – to discuss assigned course readings or other materials with the purpose of learning from each other. It is important that you “meet” rather than exchange texts or email to fully utilize your peer learning circle. The richness of the interaction will likely lead to insights and takeaways that are greater than the cumulative individual perspectives. We recommend that you engage in deep discussion of the assigned reading/material for at least 30 minutes to tease out the individual viewpoints and arrive at a deeper collective understanding.

CLASS-BY-CLASS SYLLABUS

MBA Launch Week: Making Your Team Work (for MGMT5150)

Teamwork can be exhilarating and highly productive. It can be infuriating and time-consuming. During your MBA, you will be a member of many different teams. So, it makes sense to learn about building effective teams and dealing with team dynamics early. This online module - designed for the Strategic Field Study ("601"), but applicable for MGMT5150 - covers key aspects of effective teamwork and specific action recommendations for making your team in MGMT5150 work.



Making Your Team Work - Introduction



Forming an Effective Team



Getting Your Team Going: The First Meeting



Getting Your Team Going: Team Norms & Contract



Leadership & Roles



Productive Meetings & Better Ideas



Types of Team Conflict



Common Team Issues

Class 1 - Leading the Possible: Leadership Challenges in a Turbulent World

As many commentators have observed, turbulence has become the "new normal." Businesses, governments and other organizations are faced with an ever increasing rate of change and complexity. As an introduction to the course, we'll be examining the nature of turbulence and start our exploration of its implications for leadership in this class.

Mandatory Reading



Soundview Executive Book Summaries: Taleb, N.N. (2007). "The Black Swan", Random House. Reviewed by Stephen Wolter.



Achi, Z. & Garvey Berger, J. (2015). "Delighting in the Possible", McKinsey Quarterly, 2015 (2; March), 90-99.



Andersen, E. (2016). "Learning to Learn." Harvard Business Review, 94(3), 98-101.

Optional Reading/Viewing (not mandatory, but relevant and hopefully interesting)



World Economic Forum - The Global Risks Report 2020



Alan Iny & Luc Brabandere (BCG) - The Future Is Scary. Thinking Creatively Can Help



Video: Not Wired for Complexity



Video: Responding to Complexity



Videos: The Big Shift (Deloitte Center for the Edge)

Slides

Deliverables

Team Contract

Class 2 - The Art of Reframing I: Are you Solving the Right Problem?

The problems really worth solving - the ones with which we can make a positive leadership difference - are often complex and without obvious solutions. Instead they require us to consider different ways of seeing the problem. In this class, we will explore the nature of complexity and develop framing and reframing techniques that can be used to broaden one's perspective (or mindset) to see new opportunities.

Mandatory Readings/Viewing



Ancona, D., Malone, T.W., Orlikowski, W.J. & Senge P.M (2007). "In Praise of the Incomplete Leader", Harvard Business Review, 85 (2; February), 92-100.



Wendell-Wendellborg, T. (2017). "Are You Solving The Right Problems?", Harvard Business Review, 95 (1; January/February), 76-83.

Optional Reading/Viewing (not mandatory, but relevant and hopefully interesting)



HBR IdeaCast: "The Secret to Better Problem-Solving" with Thomas Wendell-Wendellborg



Video: Introduction to the Cynefin Framework



Video: Alan Iny - Reigniting Creativity in Business (TED@BCG)



IBM (2010). Capitalizing on Complexity: Insights from the Global Chief Executive Officer Study



World Economic Forum (2013). Perspectives on a Hyperconnected World: Insights from the Science of Complexity



BCG Henderson Institute - Explore the cutting edge research and thought leadership on complexity and leadership by the Boston Consulting Group.



Deloitte Center for the Edge - Explore how Deloitte is addressing complexity and its implication for leadership and business through research and consulting.

Slides

Deliverables

Personal Case - Description

Peer Learning Circle - Class 2

Class 3 - The Art of Reframing II: Creating New Ways Forward

We will continue our exploration of complex problem solving by introducing new reframing techniques with a specific emphasis on inquiry and asking provocative questions. Through a case study, we'll examine how the questions we ask shape the answers we find. Appreciative inquiry and creative metaphors will be introduced as techniques that can help us develop insights otherwise hidden from us. Finally, we will consider how change can be introduced to organizations by identifying high leverage points, the 15% principle.

Mandatory Reading



Sawhney, M. & Khosla, S. (2014). "Managing Yourself: Where to Look for Insight", Harvard Business Review, 92(11), 126-129.



Martin, R.L. & Golsby-Smith, T. (2017). "Management Is Much More Than A Science", Harvard Business Review, 95(5), 128-135.

Optional Reading/Viewing (not mandatory, but relevant and hopefully interesting)



Video: Beau Lotto - Changing the Space of Possibility



Barton, D. (2011). "Capitalism for the Long Term", Harvard Business Review, 89(3; March), 84-91.



Red Teaming - How the U.S. Army Embraces and Teaches Reframing



Reeves, M., Levin, S., & Ueda, D. (BCG Henderson Institute; July 18, 2017). Think Biologically: Messy Management for a Complex World



Reeves, M. & Harnoss, J. (BCG Henderson Institute; June 6, 2017). The Business of Business Is No Longer Just Business



Tsusaka, M., Reeves, M., Hurder, S. & Harnoss, J. (BCG Henderson Institute; July 20, 2017). Diversity at Work

Slides

Deliverables

Peer Learning Circle - Class 3

Class 4 - Convergent Thinking: Probing the Possible

In the previous classes, we engaged in divergent thinking and challenged taken-for-granted assumptions by intentionally increasing the levels of uncertainty and disagreement. The aim was to develop new insights that help us better understand problems and more effectively create innovative solutions. Uncertainty and disagreement, however, make it very difficult to commit to action. Hence, we will now turn to convergent thinking in an attempt to create greater certainty in an inherently uncertain world. While divergent thinking is required to generate hypotheses ("What if...?"), convergent thinking utilizes the scientific method, which relies on the systematic and rigorous analysis of data to test the hypotheses ("If..., then...").

Mandatory Reading



Argyris, C. (1991). "Teaching Smart People How to Learn", Harvard Business Review, 69(3), 99-109.



Liedtka, J.M. (2006). "Using Hypothesis-Driven Thinking in Strategy Consulting", Darden Business Publishing Teaching Note BP-0486

Electronic copies of the second reading for this week - "Using Hypothesis-Driven Thinking in Strategy Consulting" by Jeanne Liedtka - can be purchased directly from Ivey Publishing for C\$3.75 using the link above. Due to copyright restrictions, we're unable to provide a copy of this reading. This technical note is not only a core reading for this course, but also an invaluable resource for your Strategic Field Study (the '601').

Optional Reading (not mandatory, but relevant and hopefully interesting)



Secret Ingredient for Success: Double-Loop Learning

Slides

Deliverables

Peer Learning Circle - Class 4

Class 5 - Team Consultations

This week is reserved for a 30-minute check in with each team. Your instructor will share further detail and make times available for which the teams can sign up.

Class 6 - From Ideas to Action: Creating Buy-In

About two-thirds of all major change initiatives fail, often because of the resistance of various stakeholders. The phrase "this is not the way we do things around here" can stop any change effort in its tracks. This week we will examine ways to create buy-in through identifying and managing paradoxes and developing compelling stories that turn potential opposition into allies.

Mandatory Reading



Sull, D. N. (1999). "Why Good Companies Go Bad". Harvard Business Review, 77(4), 42-50.



Smith, W.K., Lewis, M.W. & Tushman, M.L. (2016). "Both/And' Leadership". Harvard Business Review, 94(5), 62-70.



Ashford, S.J. & Detert, J. (2015). "Get the Boss to Buy In". Harvard Business Review, 93(1/2), 72-79.

Slides

Deliverables

Peer Learning Circle - Class 6

READING WEEK (October 27-30, 2020) - NO CLASS

Class 7 - Longevity in Complex and Shifting Environments (Guest Instructor: Prof. Matthias Kipping)

Based on the origins of Jardines in the 19th century, this class explores how companies can survive, even thrive in rapidly changing environments, in this case Southeast Asia. We will discuss how far business leaders can and should go to defend their interests (a topic taken up again in the next class on ethics) and what lasting consequences their actions have not only for their own organization but also for their context - consequences that have shaped international business until the present day.

Mandatory Reading



"The Opium Wars: How Scottish Traders Fed the Habit", (2005, September 6), The Scotsman.



"The great tea robbery: how the British stole China's secrets and seeds – and broke its monopoly on the brew", (2017, May 27), Post Magazine

Optional Reading (not mandatory, but relevant and hopefully interesting)



Link to Jardines Matheson website (for those of you who want to learn more about the company)

Forms



MGMT5150 Peer Feedback Form

Grade Allocation Form

Deliverables

Grand Challenge Team Project - Video Pitch | Presentation

Grand Challenge Team Project - Deck Report



MGMT5150 Grade Allocation Form

Class 7 Homework: Key Takeaways

Class 8 - Reframing Teamwork: Lessons from Complexity Science (Guest Instructor: Ingo Holzinger)

Organizations often encourage employees to work in groups and teams, with the hope they will be more engaged and productive. However, the team process is often riddled with frustration and conflict rather than acting as the panacea that companies hope it will be. This class draws on insights from complexity science and 100 years of group dynamics research to examine the fundamental processes that separate effective teams from ineffective ones and considers how you can positively influence your teams now and in the future.

Mandatory Reading



Duhigg, C. (2016). "What Google Learned From Its Quest to Build the Perfect Team" The New York Times Magazine, 28 Feb. 2016, MM20 (online version)

Optional Resources (not mandatory, but relevant and hopefully interesting)



Google re:Work - Teams



Video: Amy Edmondson - Building a Psychologically Safe Workplace (or Team)



Haas, M. & Mortensen, M. (2016). "The Secrets of Great Teamwork". Harvard Business Review, 94(6), 70-16.

Slides

Deliverables

Class 8 Homework: Key Takeaways



[re_Work] Team Effectiveness Discussion Guide (This discussion guide is focused on the five team dynamics Google found to be important for team effectiveness. The guide can help teams identify areas where they might want to improve and elicit ideas of how to do that.)



[re_Work] Manager Actions for Psychological Safety (This guide can help managers think about how they model and reinforce psychological safety on their teams. Based on research, this guide offers actionable tips for managers and team members to help create team environments where everyone can contribute.)

Class 9 - Ethics in Organizations (Guest Instructor: Robert Phillips)

Ethics pervades business. To say that business has no ethics (e.g., "Business ethics is an oxymoron.") is to be willfully blind to a vital element of managerial success. Ignorance in general, and of social expectations in

particular, is a competitive disadvantage. With this said, there are elements of one's moral life in business and organizations that are distinctive to that realm ("I learned my ethics at my mother's knee, but she didn't know much about monopoly pricing."). This class will introduce the relevance of ethics to life in the context of value creation and trade.

Mandatory Reading

Electronic copies of the two readings for this week - "Hitting the Wall: Nike and International Labor Practices" by Debora Spar and Jennifer Burns and "A Note on Obedience to Authority" by Edward Freeman and Andrew Wicks - can be purchased directly from Ivey Publishing for C\$5.25 and C\$3.75, respectively, using the links below. Due to copyright restrictions, we're unable to provide copies of these readings. Both readings are required for this week's homework and will feature prominently in the class discussions.



Spar, D.L. and Burns, J. (2000). "Hitting the Wall: Nike and International Labor Practices", Harvard Business School Case 700-047

For the discussion of this case, please consider the following questions: Is Nike responsible for its subcontractor's business practices? Why and to what extent? How can or should Nike's expectations be monitored and enforced?



Freeman, R.E. and Wicks, A.C. (1990). "A Note on Obedience to Authority", Darden Business Publishing E-0070

Deliverables

Class 9 Homework: The Reach of Managerial Responsibility

Class 10 - Power and Influence: How Will YOU Make a Positive Difference?

What is the relationship between leadership and power? Can one lead without power? And more fundamentally, what is power and how is it developed? This week, we will take a look at the role of power in leadership, with a special emphasis on how we can make a positive difference even without being in charge. Among other activities, we will engage in an interactive exercise to develop a deeper appreciation and understanding of power and influence.

Mandatory Reading/Viewing



Heimans, J. & Timms, H. (2014). "Understanding 'New Power'". Harvard Business Review, 92(12), 48-56.

Optional Resources (not mandatory, but relevant and hopefully interesting)



Video: The Science of Persuasion

Slides

Class 11 - Leadership, Strategic Thinking & Value Creation (Guest Instructor: Prof. Theo Peridis)

Prof. Peridis will lead the class through a case exercise on strategic thinking this week. He will suggest that thinking strategically should not be reserved for executives but can help all of us be more effective. This class will bring together and integrate many of the concepts central to this course.

Mandatory Reading



Case for Class 11: Hudson Beaver Creek

Slides

Deliverables

Class 11 Homework: Key Takeaways

Class 12 - Making a Difference: As a Future Leader, I Will Need to...

So, what are your takeaways from this course? What have you learned? Which skills have you identified as important for your future career development? Where will you go from here? We hope that you have gained the sense that you will be a leader (on one scale or another) and that you are capable of making a difference (in your own life/career; in the lives of others; in your organizations; in the world...). Developing the necessary skills will require work. By completing this course (and your first semester in the MBA Program), you have taken one step toward your future. Now what? How are you going to continue your life-long learning journey? The last class of this course provides us with an opportunity to look back on the past twelve weeks and - more importantly - look forward to the opportunities and challenges that lie ahead.

Slides

Deliverables - Components of Your Learning & Development Portfolio

Personal Case - Making a Leadership Difference

Reflection: As a Future Leader, I Will Need to...

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

GENERAL SCHULICH ACADEMIC POLICIES/H2>


Grading

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


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

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

Academic Honesty

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

Accommodations


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

Exams (Absence from)

Midterm

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

Final

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

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

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

Student Rights and Responsibilities

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

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

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

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

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

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

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

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:
MBA Program
2. Responsible Unit:
MBA Program
3. Subject Code (Rubric) and Course Number:
MGMT 5150
4. Credit Value:
3.00
5. Long Course Title: Skills for Leadership
6. Short Course Title: Skills for Leadership
7. Type of Course Change(s) (indicate all that apply):

X	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
	other (please specify)

8. Effective Term/Calendar Year of Proposed Change(s):
Fall 2024

9. Rationale:

Skills for Leadership (MGMT 5150) is intended to become a compulsory course for Accelerated MBA students. To accommodate this minor program change, it is important to change the rubric of MGMT 5150 to MGMT 6150. Currently, MBA students are restricted from taking several 6000 level electives, SGMT 6000, and the Strategy Field Study unless they complete MGMT 5150 as a prerequisite. However, because accelerated MBA students take electives and SGMT 6000 in their first term, MGMT 5150's role as a prerequisite creates a conflict. After exhaustive consultation, it was determined that the best course of action is to change the rubric for this course to one that still allows accelerated students to complete other courses in the same term.

Another option considered was to keep MGMT 5150 the way it is and then insert conditions on the prerequisites of SGMT 6000 and MBA electives that exempts accelerated students. However, this places an unnecessary burden on our internal staff, which becomes increasingly problematic as the proportion of the MBA cohort that are accelerated students increases in coming years. In other words, we feel that it was ill-advised to use exemptions to accommodate students who make up a significant part of our program.

We also considered the potential unintended consequence where regular MBA students would skip MGMT 6150 and take MBA electives, SGMT 6000 and the Strategy Field Study given that 6150 is not a prerequisite for these courses. While possible, we feel that this is a very unlikely scenario and one that could be managed through appropriate communication in the MBA handbook. Also, because the MBA Launch is expected to be inextricably tied to MGMT 6150, MBA students will enter the program expecting to continue in MGMT 6150 what they started in the launch.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title MGMT 5150: Skills for Leadership</p> <p>This course develops thinking and reflective skills required for leadership in a complex world. Drawing on complexity theory and a multiple-perspectives framework that embraces sustainability, ethics, history, and diversity & inclusion, the course advances students' ability to think creatively, analytically, and strategically. Students learn to identify and reframe complex problems more effectively, and to develop and communicate innovative solutions compellingly.</p>	<p>Title MGMT 6150: Skills for Leadership</p> <p>This course develops thinking and reflective skills required for leadership in a complex world. Drawing on complexity theory and a multiple-perspectives framework that embraces sustainability, ethics, history, and diversity & inclusion, the course advances students' ability to think creatively, analytically, and strategically. Students learn to identify and reframe complex problems more effectively, and to develop and communicate innovative solutions compellingly.</p>

11. Enrolment Notes:

The new course rubric will allow the MBA program to make this course compulsory for all MBA students, including accelerated students.

12. Consultation:

Consultation took place with the course director, the head of student enrollment services, and the director of academic affairs.

Originator:

Mike Valente

Signature

February 8th, 2024

Date

Mike Valente

Name

MBA Program

Area or Specialization

Approvals:

Area or Specialization

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

<u>Mike Valente</u>	<u>February 8th, 2024</u>
Signature	Date

<u>Mike Valente</u>	<u>MBA Program Director</u>
Name	Area or Specialization

Degree Program:

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

<u>Mike Valente</u>	<u>February 8th, 2024</u>
Signature	Date

<u>Mike Valente</u>	<u>MBA Program Director</u>
Name of Program Director	Program

Program Committee:

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

<u>Kevin Tasa</u>	<u>February 15, 2024</u>
Signature	Date

<u>Kevin Tasa</u>	<u>MPC</u>
Name of Committee Chair	Committee

last updated: Dec 21 9:12am EST.



MGMT5150

CREDITS: 3.00

MGMT 5150 A - SKILLS FOR LEADERSHIP



INSTRUCTOR



ADMIN



THIS COURSE IS OPEN TO MASTER OF BUSINESS ADMINISTRATION (MBA) STUDENTS ONLY.

BRIEF DESCRIPTION

This course develops thinking and reflective skills required for leadership in a complex world. Drawing on complexity theory and a multiple-perspectives framework that embraces sustainability, ethics, history, and diversity & inclusion, the course advances students ability to think creatively, analytically, and strategically. Students learn to identify and reframe complex problems more effectively, and to develop and communicate innovative solutions compellingly.

COURSE LEARNING OUTCOMES

"The greatest danger in times of turbulence is not the turbulence; it is to act with yesterday's logic." Peter Drucker

The pandemic was not the sole catalyst for realizing that concepts such as "normal" or "business as usual" are evolving. Modern businesses, governments, and other organizations confront a relentless surge in change and complexity. In light of this, what qualities define effective leadership? Are new forms of leadership required to be effective in this turbulent world?

This course serves as an introduction to the new mindsets needed for success in today's turbulent and complex global environment. For instance, today's leaders must possess the ability to embrace and manage unpredictability while adeptly incorporating diverse perspectives and priorities. They should be capable of identifying and foreseeing emerging trends and patterns, asking provocative questions about their organizations and the broader world, grappling with complex ethical dilemmas, and thinking both "inside and outside the box" in a deep and probing way.

To address these demands, this course fosters the **seeing and thinking skills** required to make a positive leadership difference. It challenges ingrained assumptions about business, management, and leadership, promotes a triple-bottom-line approach for sustainable business, and underscores the significance of introspective self-awareness as fundamental tenets to steer the learning process.

At its core, this course presents a **personal challenge** — an opportunity for active engagement in the learning process. Mere absorption of information will yield limited value. You are urged to critically assess the course content and its relevance to your career, fostering enhanced "**context awareness**" (understanding the immediate and broader world) and "**personal awareness**" (comprehending oneself and one's interactions with the surroundings).

While many of the qualities and skills addressed in this course may be labeled as "soft skills" — due to their elusive nature and resistance to rigorous analysis — they are highly demanding and can be developed. Consequently, the course aims to remove you from your comfort zones and take you into uncharted territories. It will challenge some of your deep-seated beliefs and assumptions and instill new modes of thinking and action. Your gains from the course are directly tied to **your ability to embrace the challenge, your personal commitment, and your diligence.**

You are invited to enter the course with **an open mind and a spirit of inquiry and adventurousness**, recognizing that awareness of one's strengths and limitations is critical for personal development and success. Be prepared to be **challenged, provoked,** and occasionally **frustrated.** The process of acquiring new skills is seldom linear — it necessitates the confrontation of established mindsets and abilities. This expedition requires practice and an awareness of the underlying factors shaping the learning process, including obstacles that may arise. The class discussions, exercises, and assignments are carefully designed to facilitate your learning journey — one that, hopefully, will endure throughout your future life and career.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Grand Challenge Team Project 35%			
Team Contract omitted from final grade.		0%	Thu Sep 21, 2023 at 11:59pm EDT
Grand Challenge Team Project - Video Pitch Presentation		17.5%	Wed Nov 8, 2023 at 06:00pm EST
Grand Challenge Team Project - Deck Report		17.5%	Wed Nov 8, 2023 at 06:00pm EST
Grade Allocation Form omitted from final grade.		0%	Fri Nov 10, 2023 at 11:59pm EST
Grade Allocation Adjustment		0%	
Personal Case 25%			
Personal Case - Description		0%	Thu Sep 21, 2023 at 11:59pm EDT
Personal Case - Making a Leadership Difference		25%	Sat Dec 9, 2023 at 11:59pm EST
Reflection: As a Future Leader, I Will Need to... 25%			
Reflection: As a Future Leader, I Will Need to...		25%	Sat Dec 9, 2023 at 11:59pm EST
Course Contribution 15%			
Course Contribution		15%	
Homework Grade Adjustment		0%	
Class 5 Homework: Key Takeaways		0%	Sat Oct 14, 2023 at 11:59pm EDT
Class 8 Homework: DEI Reflection		0%	Sat Nov 11, 2023 at 11:59pm EST
Class 9 Homework: Key takeaways		0%	Sat Nov 18, 2023 at 11:59pm EST
Class 11 Homework: Key Takeaways		0%	Sat Dec 2, 2023 at 11:59pm EST

CLASS-BY-CLASS SYLLABUS

OPTIONAL: Making Your Team Work (for MGMT5150 and Beyond)

Teamwork can be exhilarating and highly productive. It can be infuriating and time-consuming. During your MBA, you will be a member of many different teams. So, it makes sense to learn about building effective teams and dealing with team dynamics early. This online module - designed for the Strategic Field Study ("601"), but applicable for MGMT5150 - covers key aspects of effective teamwork and specific action recommendations for making your team in MGMT5150 work.

Making Your Team Work - Introduction

Forming an Effective Team

Getting Your Team Going: The First Meeting

Getting Your Team Going: Team Norms & Contract

Leadership & Roles

Productive Meetings & Better Ideas

Types of Team Conflict

Common Team Issues

Class 1 - Leading the Possible: Leadership Challenges in a Turbulent World

Quick Reference for 12 Classes

MGMT 5150A Quick Reference F23 v1.3.pdf

IN-PERSON plus 1 asynchronous online module to be completed BEFORE class


As many commentators have observed, turbulence has become the "new normal." Businesses, governments and other organizations are faced with an ever increasing rate of change and complexity. As an introduction to the course, we'll be examining the nature of turbulence and start our exploration of its implications for leadership in this class.

Mandatory Pre-Work (to be completed before class)

Online Module: Leading the Possible: Leadership Challenges in a White-Water World


Bürkner H.-P. & Bhattacharya, A. (2020). "Squaring the Circle", Boston Consulting Group, October


 2020

 Achi, Z. & Garvey Berger, J. (2015). "Delighting in the Possible", McKinsey Quarterly, 2015 (2; March), 90-99.


Optional Reading/Viewing (not mandatory, but relevant and hopefully interesting)


 David Livingston (April 5, 2022): Black Swans ARE the New Normal (McCrystal Group)

 Bernard Avishai: The Pandemic Isn't a Black Swan but a Portent of a More Fragile Global System (The New Yorker)

 Kenneth Mikkelsen & Harold Jarche (October 16, 2015): The Best Leaders Are Constant Learners (HBR Blog)

 McKinsey (August 2, 2021): Future proof: Solving the 'adaptability paradox' for the long term

 World Economic Forum - The Global Risks Report 2023

 World Economic Forum (July 2021) - The Resiliency Compass: Navigating Global Value Chain Disruption in an Age of Uncertainty

 Alan Iny & Luc Brabandere (BCG) - The Future Is Scary. Thinking Creatively Can Help

 Video: Jennifer Garvey-Berger - Not Wired for Complexity

 Video: Jennifer Garvey Berger - Complexity: Meet the Mindtraps

Slides

 MGMT5150_01 Leadership Challenges_inclass F23 hdout.pdf

 MGMT5150 Grand Challenge Team Project_ Guidelines for Week 1 F23.docx

Class 2 - The Art of Reframing I: Are you Solving the Right Problem?

◆ ONLINE (Zoom) plus 2 asynchronous onlines module to be completed BEFORE class ◆

The problems really worth solving - the ones with which we can make a positive leadership difference - are often complex and without obvious solutions. Instead they require us to consider different ways of seeing the problem. In this class, we will explore the nature of complexity and develop framing and reframing techniques that can be used to broaden one's perspective (or mindset) to see new opportunities.

Mandatory Pre-Work (to be completed before class)

 Online Module: Simple - Complicated - Complex

 Online Module: The Art of Reframing: Are you Solving the Right Problem?

 Ancona, D., Malone, T.W., Orlikowski, W.J. & Senge P.M (2007). "In Praise of the Incomplete Leader",

Harvard Business Review. 85 (2: February). 92-100.



Wendell-Wendellborg, T. (2017). "Are You Solving The Right Problems?", Harvard Business Review, 95 (1; January/February), 76-83.

Optional Reading/Viewing (not mandatory, but relevant and hopefully interesting)



HBR IdeaCast: "The Secret to Better Problem-Solving" with Thomas Wendell-Wendellborg



Homer-Dixon, T. (2011). "Complexity Science", Oxford Leadership Journal, 2(1), 1-15.



Map of the Complexity Sciences (2021)



Hagel, J. III (2021). "Good Leadership Is About Asking Good Questions." Harvard Business Review Blog, January 8, 2021.



Video: Introduction to the Cynefin Framework



Video: Alan Iny - Reigniting Creativity in Business (TED@BCG)



IBM (2010). Capitalizing on Complexity: Insights from the Global Chief Executive Officer Study



World Economic Forum (2013). Perspectives on a Hyperconnected World: Insights from the Science of Complexity



BCG Henderson Institute - Explore the cutting edge research and thought leadership on complexity and leadership by the Boston Consulting Group.



Deloitte Center for the Edge - Explore how Deloitte is addressing complexity and its implication for leadership and business through research and consulting.

Slides



MGMT5150_02 Reframing_1-Right Problem F23 inclassSW hdout.pdf



MGMT5150 - Grand Challenge Team Project_Guidelines for Week 2 F23.docx

Deliverables



Team Contract



Personal Case - Description

Class 3 - The Art of Reframing II: Creating New Ways Forward


◆ IN-PERSON plus 1 asynchronous online module to be completed BEFORE class ◆


We will continue our exploration of complex problem solving by introducing new reframing techniques with a specific emphasis on inquiry and asking provocative questions. Through a case study, we'll examine how the questions we ask shape the answers we find. Appreciative inquiry and creative metaphors will be introduced as techniques that can help us develop insights otherwise hidden from us. Finally, we will

consider how change can be introduced to organizations by identifying high leverage points, the 15% principle.

Mandatory Pre-Work (to be completed before class)

 Online Module: The Art of Reframing: Creating New Ways Forward


 Sawhney, M. & Khosla, S. (2014). "Managing Yourself: Where to Look for Insight", Harvard Business Review, 92(11), 126-129.

 Martin, R.L. & Golsby-Smith, T. (2017). "Management Is Much More Than A Science", Harvard Business Review, 95(5), 128-135.


Optional Reading/Viewing (not mandatory, but relevant and hopefully interesting)


 Video: Beau Lotto - Changing the Space of Possibility

 Red Teaming - How the U.S. Army Embraces and Teaches Reframing

 Reeves, M., Goodson, B., & Whitaker, K. (2021). "The Power of Anomaly", Harvard Business Review, 99(4), 94-101.

 Reeves, M., Levin, S., & Ueda, D. (BCG Henderson Institute; July 18, 2017). Think Biologically: Messy Management for a Complex World

 Reeves, M. & Harnoss, J. (BCG Henderson Institute; June 6, 2017). The Business of Business Is No Longer Just Business

 Tsusaka, M., Reeves, M., Hurder, S. & Harnoss, J. (BCG Henderson Institute; July 20, 2017). Diversity at Work

Slides

 MGMT5150_03 Reframing_2-New Ways Forward inclass F23 hdout.pdf

 MGMT5150 Grand Challenge Team Project_ Guidelines for Week 3 F23.docx

Class 4 - Convergent Thinking: Probing the Possible

◆ ONLINE (Zoom) ◆

In the previous classes, we engaged in divergent thinking and challenged taken-for-granted assumptions by intentionally increasing the levels of uncertainty and disagreement. The aim was to develop new insights that help us better understand problems and more effectively create innovative solutions. Uncertainty and disagreement, however, make it very difficult to commit to action. Hence, we will now turn to convergent thinking in an attempt to create greater certainty in an inherently uncertain world. While divergent thinking is required to generate hypotheses ("What if...?"), convergent thinking utilizes the scientific method, which relies on the systematic and rigorous analysis of data to test the hypotheses ("If..., then...").

Mandatory Pre-Work (to be completed before class)



Argyris, C. (1991). "Teaching Smart People How to Learn", Harvard Business Review, 69(3), 99-109.



Liedtka, J.M. (2006). "Using Hypothesis-Driven Thinking in Strategy Consulting", Darden Business Publishing Teaching Note BP-0486

Electronic copies of the second reading for this week - "Using Hypothesis-Driven Thinking in Strategy Consulting" by Jeanne Liedtka - can be purchased directly from Ivey Publishing for C\$4.50 using the link above (after creating an account). Due to copyright restrictions, we're unable to provide a copy of this reading. This technical note is not only a core reading for this course, but also an invaluable resource for your Strategic Field Study (the '601').

Optional Reading (not mandatory, but relevant and hopefully interesting)



Secret Ingredient for Success: Double-Loop Learning

Slides



MGMT5150_04 Convergent Thinking inclass F23 hdout.pdf

Please note that the slide deck contains slides not covered in class. Among them is an example of the application of an issue tree, an analytic technique developed and widely used by McKinsey & Company.



MGMT5150 - Grand Challenge Team Project_Guidelines for Week 4 F23.docx

Class 5 - Why Leaders Need History: Patterns, Paths, and Narratives (Guest Instructor: Prof. Matthias Kipping)

◆ IN-PERSON ◆

An understanding of history is not typically thought of as a key leadership skill. In this class, Prof. Matthias Kipping will argue that it is. We will examine what history can teach us about patterns, paths, and narratives, what they can tell us about human nature, and how a better understanding of history can enhance our leadership effectiveness.

Mandatory Pre-Work (to be completed before class)



PATTERNS: Tulipmania (selection of videos)



PATHS: The lost history of the electric car – and what it tells us about the future of transport by Tom Standage (The Guardian, August 3, 2021)



NARRATIVES: Robert Fortune: The Man Who Stole Tea From China by Y.M Saegusa (August 1, 2021)

Optional Reading (not mandatory, but relevant and hopefully interesting)



Book Review: Boom and Bust: A Global History of Financial Bubbles by William Quinn and John D. Turner by Hans G. Despain (LSE Review of Books blog, January 26, 2021)



A Brief History of Financial Bubbles by Deborah Petersen (Insights by Stanford Business, November 24, 2014)



A New History of Financial Bubbles by William Quinn (FINANCIAL HISTORY, Spring 2021, p. 10-13)

Deliverables

 Class 5 Homework: Key Takeaways

 Feedback for Prof. Kipping

Class 6 - Team Consultations

◆ ONLINE (Zoom) ◆

This week is reserved for a 30-minute check in with each team. Your instructor will share further detail and make times available for which the teams can sign up.

 MGMT5150 - Grand Challenge Team Project_Guidelines for Week 6 F23.docx

READING WEEK (October 24-27) - NO CLASS

Class 7 - From Ideas to Action: Creating Buy-In


◆ IN-PERSON plus 1 asynchronous online module to be completed BEFORE class ◆


About two-thirds of all major change initiatives fail, often because of the resistance of various stakeholders. The phrase "this is not the way we do things around here" can stop any change effort in its tracks. This week we will examine ways to create buy-in through identifying and managing paradoxes and developing compelling stories that turn potential opposition into allies.

Mandatory Pre-Work (to be completed before class)

 Online Module: Paradoxical Thinking and Leadership

 Sull, D. N. (1999). "Why Good Companies Go Bad". Harvard Business Review, 77(4), 42-50.

 Smith, W.K., Lewis, M.W. & Tushman, M.L. (2016). "'Both/And' Leadership". Harvard Business Review, 94(5), 62-70.

 Ashford, S.J. & Detert, J. (2015). "Get the Boss to Buy In". Harvard Business Review, 93(1/2), 72-79.

Optional Reading (not mandatory, but relevant and hopefully interesting)



Lewis, M.W. & Smith, W.K., (August 9, 2022). "Solving Tough Problems Requires a Mindset Shift". (HBR Blog)



Birchard, B. (2021). "The Science of Strong Business Writing". Harvard Business Review, 99(4), 139-143.



Martinez, J. (2021). "In Entrepreneurial Pitches, Stage Presence Is Everything." Harvard Business Review, 99(5), 34-35.

Slides



MGMT5150 - Grand Challenge Team Project_ Guidelines for Week 7 F23.docx



MGMT5150_07 Ideas to Action F23 inclass slide.pdf

Class 8 - Creating and Leading Diverse and Inclusive Workplaces (Guest Instructor: Prof. Winny Shen)

◆ ONLINE (Zoom) ◆

Employees, customers, stockholders, governments, and the public are all increasingly applying pressure on organizations to enhance their diversity and inclusion efforts. Yet, how to do so in a way that will lead to genuine and meaningful change rather than simply being performative or othering is often ambiguous and complicated. In this class, we will seek to examine some of our own biases and assumptions, as well as discuss how to develop as leaders of diverse teams and organizations.

Mandatory Pre-Work (to be completed before class)



Caver, K. A. & Livers, A. B. (2002). "Dear White Boss..." Harvard Business Review, 80(11), 76-81.



Caver, K. A. & Livers, A. B. (2020). "What Has - and Hasn't - Changed Since "Dear White Boss..."" Harvard Business Review Blog, September 15, 2020.



Johnson, S. K. & Hekman, D. R. (2016). "Women and Minorities Are Penalized for Promoting Diversity." Harvard Business Review Blog, March 23, 2016.

Optional Resources (not mandatory, but relevant and hopefully interesting)



"Google's plan to talk about caste bias led to 'division and rancor!'" by Nitasha Tiku. Washington Post, 2 June 2022, p. NA



Taylor Kennedy, J. & Jain-Link, P. (2021). "What Does It Take to Build a Culture of Belonging?" Harvard Business Review Blog, June 21, 2021.



Thoroughgood, C. N., Sawyer, K. B., & Webster, J. R. (2020). "Creating a trans-Inclusive Workplace." Harvard Business Review, 98(2), 114-123.



Chow, D. & Lees, J. (2021). "3 Strategies to Address Political Polarization in the Workplace". Harvard Business Review Blog, July 29, 2021.



Free Online Course: Indigenous Canada (Offered by the University of Alberta)

Free Online Resource: Anti-Racism and Allyship 7 Day Journey (by Margaret Neale, Sarah Soule, &



Hannah Yanow | STANFORD Graduate School of Business)



Video: Global News - Living In Colour: Religious inclusion in the workplace (August 28, 2019)



Video: "I'm not your inspiration, thank you very much" by Stella Young | TEDxSydney | April 2014



Podcast: Leadership Playbook: Am I doing diversity wrong? (Think at London Business School)

Forms



MGMT5150 Grade Allocation Form



MGMT5150 Peer Feedback Form

Deliverables



Grand Challenge Team Project - Video Pitch | Presentation



Grand Challenge Team Project - Deck Report



Grade Allocation Form



Class 8 Homework: DEI Reflection



Feedback for Prof. Shen

Class 9 - Ethics in Organizations (Guest Instructor: Prof. Robert Phillips)

◆ ONLINE (Zoom) ◆

Ethics pervades business. To say that business has no ethics (e.g., "Business ethics is an oxymoron.") is to be willfully blind to a vital element of managerial success. Ignorance in general, and of social expectations in particular, is a competitive disadvantage. With this said, there are elements of one's moral life in business and organizations that are distinctive to that realm ("I learned my ethics at my mother's knee, but she didn't know much about monopoly pricing."). This class will introduce the relevance of ethics to life in the context of value creation and trade.

Mandatory Pre-Work (to be completed before class)

An electronic copy of the reading for this week - "Hitting the Wall: Nike and International Labor Practices" by Debora Spar and Jennifer Burns - can be purchased directly from Ivey Publishing for C\$5.40 using the links below (after creating an account). Due to copyright restrictions, we're unable to provide copies of these readings. Much of the class is structured around the case. Hence, it is absolutely necessary to have carefully read the case before class.



Spar, D.L. and Burns, J. (2000). "Hitting the Wall: Nike and International Labor Practices", Harvard Business School Case 700-047

For the discussion of this case, please consider the following questions: Is Nike responsible for its

subcontractor's business practices? Why and to what extent? How can or should Nike's expectations be monitored and enforced?

Deliverables



Class 9 Homework: Key takeaways



Feedback for Prof. Phillips

Class 10 - Power and Influence: How Will YOU Make a Positive Difference?

◆ IN-PERSON ◆

What is the relationship between leadership and power? Can one lead without power? And more fundamentally, what is power and how is it developed? This week, we will take a look at the role of power in leadership, with a special emphasis on how we can make a positive difference even without being in charge. Among other activities, we will engage in an interactive exercise to develop a deeper appreciation and understanding of power and influence.

Mandatory Pre-Work (to be completed before class)



Battilana, J. & Casciaro, T. (2021). "Don't Let Power Corrupt You." Harvard Business Review, 99(5), 94-101.

Optional Resources (not mandatory, but relevant and hopefully interesting)



Video: The Science of Persuasion

Slides



MGMT5150_10 Power and Influence F23 inclass hdout.pdf

Class 11 - Leadership, Strategic Thinking & Value Creation (Guest Instructor: Prof. Theo Peridis)

◆ ONLINE (Zoom) ◆

Prof. Peridis will lead the class through a case exercise on strategic thinking this week. He will suggest that thinking strategically should not be reserved for executives but can help all of us be more effective. This class will bring together and integrate many of the concepts central to this course.

Mandatory Pre-Work (to be completed before class)



Case for Class 11: Hudson Beaver Creek

Slides

Deliverables



Class 11 Homework: Key Takeaways



Feedback for Prof. Peridis

Class 12 - Making a Difference: As a Future Leader, I Will Need to....

◆ IN-PERSON ◆

So, what are your takeaways from this course? What have you learned? Which skills have you identified as important for your future career development? Where will you go from here? We hope that you have gained the sense that you will be a leader (on one scale or another) and that you are capable of making a difference (in your own life/career; in the lives of others; in your organizations; in the world...). Developing the necessary skills will require work. By completing this course (and your first semester in the MBA Program), you have taken one step toward your future. Now what? How are you going to continue your life-long learning journey? The last class of this course provides us with an opportunity to look back on the past twelve weeks and - more importantly - look forward to the opportunities and challenges that lie ahead.

No Mandatory Pre-Work

Slides



MGMT5150_12 Making a Difference_Future Leader F23 hdout.pdf



MGMT5150 class photo F23 serious.jpg



MGMT5150 class photo F23 gag.jpg

Deliverables - End of the Semester Assignments



Personal Case - Making a Leadership Difference



Reflection: As a Future Leader, I Will Need to...

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Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Mike Valente, MBA Program Director

Date: January 30th, 2024

Re: Minor MBA Program Changes

Motion 1: That faculty council approve the replacement of MGMT 5150 – Skills for Leadership with MGMT 6150 – Skills for Leadership in the MBA curriculum

Motion 2: That faculty council approve the change in the number of compulsory course credits from 6 to 9 and elective course credits from 24 to 21 in the accelerated MBA program.

Motion 3: That faculty council approve the addition of MGMT 6150 (pending approval of Motion 1 above) as a compulsory course for Accelerated MBA students.

Rationale:

The MBA program at the Schulich School of Business offers a full time and part time option where students complete 60 credits to complete their degree (herein termed regular MBA). Schulich also has an “accelerated” and “advanced standing” (herein termed accelerated MBA) option where MBA students who, based on their past educational background, are eligible to complete their degree in as little as 30 credits. For the regular MBA, students must complete 33 credits of compulsory courses and 27 credits of elective courses. For the accelerated MBA, students must complete 6 credits of compulsory courses and 24 credits of elective courses.

The proposed modification to the MBA program intends to achieve three objectives through three motions. First, it seeks to amend the list of compulsory courses for regular MBA students where the compulsory course MGMT 5150 - Skills for Leadership changes to MGMT 6150 – Skills for Leadership. The course title, objectives, assessments and weekly topics will remain unchanged. Second, it seeks to amend the ratio of compulsory/elective courses of accelerated students in the program from 6/24 credits to 9/21 credits. Third, it seeks to add MGMT 6150 – Skills for Leadership as a compulsory course in the accelerated/advanced standing program

There are several reasons for this proposal, which I divide into pedagogical and administrative.

Pedagogical Reasons to Make MGMT 6150 compulsory for Accelerated Students

1. *MGMT 6150 (pending change to MGMT 5150) is a Key Point of Distinction in the MBA Program:* Skills for Leadership is a unique course to Schulich that represents a distinctive value add that students would not receive elsewhere. Currently, accelerated students are exempt from taking this course. Yet, the spirit of an accelerated program is to remove duplication in coursework that students would have taken in their previous degree. There is little to no evidence that our accelerated students have taken a

course equivalent to MGMT 6150. We therefore feel that it is necessary that students across all our MBA program options experience the uniqueness of 6150.

2. *MGMT 6150 is Part of the MBA Backbone:* The MBA is a general management degree. While students become proficient in the basic functions of business (e.g. accounting, finance, etc), the common thread that defines an MBA is its focus on complexity, leadership and decision-making at the enterprise level. For the regular MBA student, they start this “backbone” with MGMT 6150, continue it with SMGT 6000 (Strategic Management) in year 2 and end the program with the capstone Strategy Field Study. Accelerated students currently miss taking the front end of this backbone and thus do not learn critical MBA skills such as leadership, teamwork, critical thinking, and professionalism that are then used in SMGT 6000 and the Strategy Field Study.
3. *MBA Orientation and Launch:* Accelerated students tend not to participate in the MBA launch week. With our numbers of accelerated students increasing (currently it represents 20% of our cohort, soon to reach 30%), their absence in the launch is concerning yet understandable because they do not feel like they are a regular MBA student. MGMT 6150 will soon be integrated with the launch such that the team-based work that takes place in the launch carries over into MGMT 6150. Because students will be at a disadvantage in 6150 if they do not participate in the launch, we should see a dramatic increase in the participation of students in the launch, particularly of those in the accelerated program.
4. *MBA Community:* Because accelerated students do not participate in the launch and do not start the program with the first part of the backbone, they feel disconnected from the Schulich MBA and from each other as they spread across electives. Adding 6150 to accelerated MBA students not only improves the sense of community among our students, it builds a stronger network and alumni base post graduation.

Administrative Reasons to Change MGMT 5150 to MGMT 6150

Currently, MGMT 5150 is a prerequisite course for many MBA electives and for strategic management (SGMT 6000). This will represent a problem if MGMT 5150 becomes a compulsory course for accelerated students because, unlike their regular MBA student counterparts, accelerated students take up to 3 electives and SGMT 6000 in their first term. As a result, it is necessary to change the rubric of MGMT 5150 to MGMT 6150 to ensure that accelerated students are not prohibited from taking these courses in their first term.

Another option considered was to keep MGMT 5150 the way it is and then insert conditions on the prerequisites of SGMT 6000 and MBA electives that exempts accelerated students. However, this places an unnecessary burden on our internal staff, which becomes increasingly problematic as the proportion of the MBA cohort that are accelerated students increases in coming years. In other words, we feel that it was ill-advised to use exemptions to accommodate students who make up a significant part of our program.

We also considered the potential unintended consequence where regular MBA students would skip MGMT 6150 and take MBA electives, SGMT 6000 and the Strategy Field Study given that 6150 is not a prerequisite for these courses. While possible, we feel that this is a very unlikely scenario and one that could be managed through appropriate communication in the MBA handbook. Also, because the MBA Launch is expected to be inextricably tied to MGMT 6150, MBA students will enter the program expecting to continue in MGMT 6150 what they started in the launch.

Requirements Proposal Form

Schulich School of Business

1. Program/ Diploma/Certificate: Schulich MBA Program
2. Effective Term/Calendar Year of Proposed Change(s): Fall 2024
3. Proposed Change(s) and Rationale:

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

The MBA program at the Schulich School of Business offers a full time and part time option where students complete 60 credits to complete their degree (herein termed regular MBA). Schulich also has an “accelerated” and “advanced standing” (herein termed accelerated MBA) option where MBA students who, based on their past educational background, are eligible to complete their degree in as little as 30 credits. For the regular MBA, students must complete 33 credits of compulsory courses and 27 credits of elective courses. For the accelerated MBA, students must complete 6 credits of compulsory courses and 24 credits of elective courses.

The proposed modification to the MBA program intends to achieve three objectives through three motions. First, it seeks to amend the list of compulsory courses for regular MBA students where the compulsory course MGMT 5150 - Skills for Leadership changes to MGMT 6150 – Skills for Leadership. The course title, objectives, assessments and weekly topics will remain unchanged. Second, it seeks to amend the ratio of compulsory/elective courses of accelerated students in the program from 6/24 credits to 9/21 credits. Third, it seeks to add MGMT 6150 – Skills for Leadership as a compulsory course in the accelerated/advanced standing program

There are several reasons for this proposal, which I divide into pedagogical and administrative.

Pedagogical Reasons to Make MGMT 6150 compulsory for Accelerated Students

1. *MGMT 6150 (pending change to MGMT 5150) is a Key Point of Distinction in the MBA Program:* Skills for Leadership is a unique course to Schulich that represents a distinctive value add that students would not receive elsewhere. Currently, accelerated students are exempt from taking this course. Yet, the spirit of an accelerated program is to remove duplication in coursework that students would have taken in their previous degree. There is little to no evidence that our accelerated students have taken a course equivalent to MGMT 6150. We therefore

(Revised: October 20, 2022)

feel that it is necessary that students across all our MBA program options experience the uniqueness of 6150.

2. *MGMT 6150 is Part of the MBA Backbone:* The MBA is a general management degree. While students become proficient in the basic functions of business (e.g. accounting, finance, etc), the common thread that defines an MBA is its focus on complexity, leadership and decision-making at the enterprise level. For the regular MBA student, they start this “backbone” with MGMT 6150, continue it with SMGT 6000 (Strategic Management) in year 2 and end the program with the capstone Strategy Field Study. Accelerated students currently miss taking the front end of this backbone and thus do not learn critical MBA skills such as leadership, teamwork, critical thinking, and professionalism that are then used in SGMT 6000 and the Strategy Field Study.
3. *MBA Orientation and Launch:* Accelerated students tend not to participate in the MBA launch week. With our numbers of accelerated students increasing (currently it represents 20% of our cohort, soon to reach 30%), their absence in the launch is concerning yet understandable because they do not feel like they are a regular MBA student. MGMT 6150 will soon be integrated with the launch such that the team-based work that takes place in the launch carries over into MGMT 6150. Because students will be at a disadvantage in 6150 if they do not participate in the launch, we should see a dramatic increase in the participation of students in the launch, particularly of those in the accelerated program.
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Administrative Reasons to Change MGMT 5150 to MGMT 6150

Currently, MGMT 5150 is a prerequisite course for many MBA electives and for strategic management (SGMT 6000). This will represent a problem if MGMT 5150 becomes a compulsory course for accelerated students because, unlike their regular MBA student counterparts, accelerated students take up to 3 electives and SGMT 6000 in their first term. As a result, it is necessary to change the rubric of MGMT 5150 to MGMT 6150 to ensure that accelerated students are not prohibited from taking these courses in their first term.

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(Revised: October 20, 2022)

accelerated students. However, this places an unnecessary burden on our internal staff, which becomes increasingly problematic as the proportion of the MBA cohort that are accelerated students increases in coming years. In other words, we feel that it was ill-advised to use exemptions to accommodate students who make up a significant part of our program.

We also considered the potential unintended consequence where regular MBA students would skip MGMT 6150 and take MBA electives, SGMT 6000 and the Strategy Field Study given that 6150 is not a prerequisite for these courses. While possible, we feel that this is a very unlikely scenario and one that could be managed through appropriate communication in the MBA handbook. Also, because the MBA Launch is expected to be inextricably tied to MGMT 6150, MBA students will enter the program expecting to continue in MGMT 6150 what they started in the launch.

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

Currently, accelerated students in the MBA program are exempt from most core courses of the MBA Program. Instead of the full 60 credits required to obtain an MBA, they are required to complete 30 credits. At the moment, accelerated students take 6 compulsory credits and 24 elective credits – assuming that there is no deficiency in a student’s academic background in other core course functions. This motion would amend this such that accelerated students would take 9 compulsory credits and 21 elective credits.

This proposal is not intended to change learning outcomes. In fact, the addition of this compulsory course will give us greater confidence that accelerated and advanced standing students achieve learning outcomes. Perhaps more important, the business school’s anticipated changes to program learning outcomes further justifies this proposal. Specifically, MGMT 6150 contributes directly to 3 of the 5 anticipated learning outcomes – Professional Development Skills, Business and Sustainability, and Critical Thinking Skills. Thus, making this course compulsory will dramatically support the achievement of existing and future learning outcomes.

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

Consultation took place across a wide range of Schulich stakeholders. Faculty, staff, and students have all demonstrated support for this proposal. The following stakeholders have associated themselves with the following statement:

“I am in full support of the motion to add MGMT 6150 (pending a change in rubric to MGMT 5150) – Skills for Leadership – as a compulsory course for accelerated and advanced standing MBA students. This minor program change will ensure that

(Revised: October 20, 2022)

accelerated and advanced standing students learn the critical management skills to excel in our MBA program and to succeed in today's business environment”

Kiridaran Kanagaretnam: Associate Dean of Student Services:
Lindsay Hillcoat: Executive Director of Student Services and International Relation
Kevin Tasa: Associate Dean Academic
Ashwin Joshi: Associate Dean Programs
Luba Pan: Director, Student and Enrollment Services
Ingo Holzinger: MGMT 6150 Course Director
Wissam Al-Hussaini: Adjunct Professor and Course Instructor

The following statement of support is from both an alumna of the Accelerated MBA and the current Executive Director of the Centre for Career Development at Schulich School of Business

As an alumna of the Accelerated MBA program, I am in full support of the motion to add MGMT 6150 (pending a change in rubric to MGMT 5150) – Skills for Leadership – as a compulsory course for accelerated and advanced standing MBA students. This minor program change will ensure that accelerated and advanced standing students learn the critical management skills to excel in our MBA program and to succeed in today's business environment (Hollis Sinkler)

The following statement of support is from the Graduate Business Council President, Niyati Rajkumar Choudhary:

I strongly support adding the skills for leadership as a mandatory course for accelerated students and students with advanced standing. The Skills for leadership course introduced multiple problem-solving frameworks that gave context to the highly nuanced business situations that we face in today's day and age. It is a transformational experience and an integral part of the first year of the MBA program. It also provides the perfect opportunity to apply classroom concepts to real world situations and elevates the experiential learning aspect of the Schulich MBA. Some of the concepts taught in class laid the very foundation for problem solving, deck building, storyboarding, and teamwork.

Finally, the following is a list of full-time faculty members who support these motions:

Rob Phillips
Luke Zhu
David Johnston
Brent Lyons
Geoff Kistruck
David Johnston
Luke Zhu

Rob Philips
Shanker Trivedi
Maxim Voronov
Dirk Matten
Markus Biehl
Ivona Hideg
Ela Veresiu

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

Because we are requiring accelerated and advanced standing students to take MGMT 6150, additional resources in the form of one additional section of this course will be required. That said, these additional resources will be offset by a reduction in the number of electives these students will be taking given that their elective load is reduced from 24 to 21 credits. As the proportion of accelerated and advanced students in the MBA cohort grows, there will be no additional resource requirement because the overall number of MBA students will not change.

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

Accelerated and Advanced Standing students currently in the program will remain exempt from taking MGMT 6150 to graduate. Only those accelerated and advanced standing students beginning the program in the fall of 2024 will be required to take this course as part of their degree.

5. Calendar Copy:

See next page

Regular MBA Current Curriculum	Credits	Regular MBA Proposed Curriculum	Credits
Term I MGMT 5150 SKILLS FOR LEADERSHIP ACTG 5100 FINANCIAL ACCOUNTING FOR MANAGERS ECON 5100 THE ECONOMIC ENVIRONMENT OF BUSINESS ORGS 5100 ORGANIZATIONAL BEHAVIOUR OMIS 5110 INFORMATION SYSTEMS OMIS 5120 QUANTITATIVE METHODS	3.00 3.00 3.00 3.00 1.5 1.5	Term I MGMT 5150 SKILLS FOR LEADERSHIP MGMT 6150 SKILLS FOR LEADERSHIP ACTG 5100 FINANCIAL ACCOUNTING FOR MANAGERS ECON 5100 THE ECONOMIC ENVIRONMENT OF BUSINESS ORGS 5100 ORGANIZATIONAL BEHAVIOUR OMIS 5110 INFORMATION SYSTEMS OMIS 5120 QUANTITATIVE METHODS	3.00 3.00 3.00 3.00 3.00 1.5 1.5
Term II MGMT 5260 MANAGING FOR VALUE CREATION FINE 5200 MANAGERIAL FINANCE MKTG 5200 MARKETING MANAGEMENT ACTG 5210 MANAGEMENT ACCOUNTING OMIS 5210 OPERATIONS MANAGEMENT ELECTIVE/S AND SPECIALIZATIONS	3.00 3.00 3.00 1.5 1.5 3.00	Term II SUST 5200 BUSINESS AND SUSTAINABILITY FINE 5200 MANAGERIAL FINANCE MKTG 5200 MARKETING MANAGEMENT ACTG 5210 MANAGEMENT ACCOUNTING OMIS 5210 OPERATIONS MANAGEMENT ELECTIVE/S AND SPECIALIZATIONS	3.00 3.00 3.00 1.5 1.5 3.00
Term III and IV SGMT 6000 STRATEGIC MANAGEMENT MGMT 6090 STRATEGY FIELD STUDY FORMATION MGMT 6100 STRATEGY FIELD STUDY (TWO TERMS) ELECTIVES AND SPECIALIZATIONS	3.00 3.00 3.00 24.00	Term III and IV SGMT 6000 STRATEGIC MANAGEMENT MGMT 6090 STRATEGY FIELD STUDY FORMATION MGMT 6100 STRATEGY FIELD STUDY (TWO TERMS) ELECTIVES AND SPECIALIZATIONS	3.00 3.00 3.00 24.00

*Electives must not duplicate previous business courses taken.

** Students must enrol in MGMT 6090 0.00 in the first term of their Strategy Field Study.

*** The Strategy Field Study spans two consecutive terms. Students may enroll in MGMT 6100 3.00 in either the first or second term of their Strategy Field Study.

Legend

Strike through: Old Course Rubric

Yellow highlight: Proposed Course Rubric

Accelerated MBA Current Curriculum	Credits	Accelerated MBA Proposed Curriculum	Credits
Program length: 8-20 months Location: MBA 1 and MBA 2 courses at Keele Campus Admission: September or January Overall grade point average (GPA) of at least 4.40 (B-). Successful completion of 30.00 credits of courses consisting of: 6.00 credits of core courses (SGMT 6000 3.00, MGMT 6090 0.00 and MGMT 6100 3.00) 24.00 credits of electives		Program length: 8-20 months Location: MBA 1 and MBA 2 courses at Keele Campus Admission: September or January Overall grade point average (GPA) of at least 4.40 (B-). Successful completion of 30.00 credits of courses consisting of: 6.00 9.00 credits of core courses (MGMT 6150 3.00 SGMT 6000 3.00, MGMT 6090 0.00 and MGMT 6100 3.00) 24.00 21.00 credits of electives	
Term I SGMT 6000 STRATEGIC MANAGEMENT MGMT 6090 STRATEGY FIELD STUDY FORMATION ELECTIVES AND SPECIALIZATIONS	3.00 0.00 12.00	Term I MGMT 6150 SKILLS FOR LEADERSHIP SGMT 6000 STRATEGIC MANAGEMENT MGMT 6090 STRATEGY FIELD STUDY FORMATION ELECTIVES AND SPECIALIZATIONS	3.00 3.00 0.00 12.00 9.00
Term II MGMT 6100 STRATEGY FIELD STUDY (TWO TERMS) ELECTIVES AND SPECIALIZATIONS	3.00 12.00	Term II MGMT 6100 STRATEGY FIELD STUDY (TWO TERMS) ELECTIVES AND SPECIALIZATIONS	3.00 12.00
*Electives must not duplicate previous business courses taken. MGMT 6150 counts as 3.00 elective credits. ** Students must enrol in MGMT 6090 0.00 in the first term of their Strategy Field Study. *** The Strategy Field Study spans two consecutive terms. Students may enrol in MGMT 6100 3.00 in either the first or second term of their Strategy Field Study.		*Electives must not duplicate previous business courses taken. MGMT 6150 counts as 3.00 elective credits. ** Students must enrol in MGMT 6090 0.00 in the first term of their Strategy Field Study. *** The Strategy Field Study spans two consecutive terms. Students may enrol in MGMT 6100 3.00 in either the first or second term of their Strategy Field Study.	

Legend

Strike through: Old core/elective course ratio; non-applicable information

Yellow highlight: New core/elective course ratio; new core course

APPENDIX 6.3 MBA Expected Learning Outcomes

EXPECTED LEARNING MASTER OF BUSINESS ADMINISTRATION

LEARNING OUTCOMES	<i>The MBA is awarded to students who have demonstrated:</i>	MGMT 5150	MGMT 6150	MGMT 5260	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, including the ability															
	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	<i>The MBA is awarded to students who have demonstrated:</i>	MGMT 5450	MGMT 6150	MGMT 5260	MGMT 6100	ACTG 5100	ACTG 5210	ECON 5100	FINE 5200	MKTG 5200	OMIS 5110	OMIS 5120	OMIS 5210	ORGS 5100	SGMT 6000	ELECTIVES
	<p>Strategy</p> <p>vii. Understand and assess the factors that determine an organization's performance.</p> <p>viii. Think strategically in a variety of contexts, taking into account risk, uncertainty, ambiguity, and paradox.</p> <p>ix. Take multiple stakeholders into account in decision making, including the public, shareholders, customers, employees and suppliers.</p> <p>x. Evaluate an organization's context and perform a competitor analysis.</p> <p>xi. Understand the drivers of differentiation.</p>			✓	✓	✓									✓	
	<p>Marketing</p> <p>xii. Understand market segmentation, buyer behavior, targeting, positioning, product/service development, pricing, distribution and communication.</p> <p>xiii. Write and implement an actionable marketing plan.</p> <p>xiv. Conduct basic market research and interpret the data.</p>				✓	✓				✓						
	<p>Finance</p> <p>xv. Manage the finances of an organization using basic risk management concepts, tools and techniques.</p> <p>xvi. Understand and apply basic financial management theory, especially pertaining to how decisions are made under uncertainty.</p> <p>xvii. Understand the time value of money and its application to financial instruments.</p> <p>xviii. Understand the language and workings of financial markets, and the implications of these markets for the financial management of organizations.</p> <p>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.</p>			✓	✓			✓								
	<p>Operations and Information Systems</p> <p>xx. Identify processes along external and internal supply chains, for both products and services.</p> <p>xxi. Identify the determinants of operational systems, including inputs, outputs and transformation steps.</p> <p>xxii. Assess and improve the effectiveness and efficiency of processes at the operational, tactical and strategic levels.</p> <p>xxiii. Understand the strategic and managerial issues raised by the design, implementation and use of information systems within and between organizations.</p> <p>xxiv. Employ information system tools for organizational management.</p>			✓	✓						✓	✓	✓			

LEARNING OUTCOMES	<i>The MBA is awarded to students who have demonstrated:</i>	MGMT 5150	MGMT 6150	MGMT 5260	MGMT 6100	ACTG 5100	ACTG 5210	ECON 5100	FINE 5200	MKTG 5200	OMIS 5110	OMIS 5120	OMIS 5210	ORGS 5100	SGMT 6000	ELECTIVES	
<p>Economics</p> <p>xxv. Understand basic microeconomics and its role in management decision making with a focus on real world applications</p> <p>xxvi. Understand basic macroeconomic factors affecting the operating environment of firms and organizations in a domestic and international context.</p> <p>xxvii. Understand underlying economic incentives of organizations and their implications for managers and stakeholders</p> <p>xxviii. Understand potential problems associated with different market structures, the role of the government, and their implications for managers and organizations</p> <p>xxix. Apply economic concepts and frameworks to analyze business models and develop strategies for the deployment of organizational resources.</p> <p>h. Advanced knowledge of tools, methods and practice in one or more fields of management (functional, industry-specific, or cross-disciplinary).</p> <p>i. A clear understanding of ethics as it pertains to the role of business in society and the decisions organizational managers must make.</p> <p>j. A clear understanding of the relationship between business and the physical environment, and the role of sustainability in business practices.</p> <p>k. An integrated understanding of how the various fields of management intersect.</p> <p>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.</p> <p>m. The ability to work effectively with people from unfamiliar cultures.</p> <p>n. Respect for and inclusion of all people, regardless of race, creed, gender, or sexual orientation.</p>				✓	✓			✓									
																	✓
	✓	✓	✓	✓	✓				✓	✓			✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓							✓					
	✓	✓	✓	✓										✓	✓	✓	✓
	✓	✓	✓	✓									✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<p>2. Knowledge of Methodologies</p> <p>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.</p> <p>b. Basic competence with both quantitative and qualitative methods of data-gathering and analysis appropriate to organizational decision making.</p> <p>c. The ability to recognize situations in which standard methods of analysis are not appropriate and to devise appropriate innovative approaches.</p> <p>d. The ability to work effectively in groups and teams, both within and across</p>	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓			✓	✓	✓	✓	✓	✓	✓		✓						
✓		✓	✓	✓									✓		✓	✓	✓
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

LEARNING OUTCOMES	<i>The MBA is awarded to students who have demonstrated:</i>	MGMT 5150	MGMT 6150	MGMT 5260	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	<i>The MBA is awarded to students who have demonstrated:</i>	MGMT 5150	MGMT 6150	MGMT 5260	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Mike Valente, MBA Program Director

Date: January 30th, 2024

Re: Change in Prerequisites of ORGS 6500, ORGS 6720 and MGMT 6300

Motion: That faculty council approve the replacement of MGMT 5150 (Skills for Leadership) with MGMT 6150 (Skills for Leadership) in the list of prerequisites for ORGS 6500 (Interpersonal Managerial Skills), ORGS 6720 (Managing Team Dynamics) and MGMT 6300 (Case Analysis and Presentation Skills).

Rationale:

As a result of the change in rubric of MGMT 5150 to MGMT 6150 (Skills for Leadership), this motion replaces MGMT 5150 with MGMT 6150 as a prerequisite in these courses .

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:
MBA Program
2. Responsible Unit:
Organization Studies
3. Subject Code (Rubric) and Course Number:
ORGS 6500
4. Credit Value:
3.00
5. Long Course Title: Interpersonal Managerial Skills
6. Short Course Title: Interpersonal Managerial Skills
7. Type of Course Change(s) (indicate all that apply):

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

8. Effective Term/Calendar Year of Proposed Change(s):
Fall 2024

9. Rationale:

MGMT 5150 (Skills for Leadership) is a prerequisite for ORGS 6500. Because we have changed the rubric of MGMT 5150 to MGMT 6150, this proposal aims to update the prerequisite for ORGS 6500. ORGS 6500 is an active course.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title: Interpersonal Managerial Skills Research demonstrates that people and their ability to work effectively together are critical success factors for organizations. This course focuses on specific personal and interpersonal skills for organizational (and professional) effectiveness. With an emphasis on experiential exercises, the course helps students develop skills such as communication; time, conflict and stress management; performance management; gaining influence; and self-awareness (including emotional intelligence). Prerequisite: SB/ORGS 5100 3.0 and SB/ORGS MGMT 5150 3.0</p>	<p>Title: Interpersonal Managerial Skills Research demonstrates that people and their ability to work effectively together are critical success factors for organizations. This course focuses on specific personal and interpersonal skills for organizational (and professional) effectiveness. With an emphasis on experiential exercises, the course helps students develop skills such as communication; time, conflict and stress management; performance management; gaining influence; and self-awareness (including emotional intelligence). Prerequisite: SB/ORGS 5100 3.0 and SB/MGMT 6150 3.0</p>

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

11. Enrolment Notes:

There are no enrollment implications associated with this course change

12. Consultation:

Consultation took place with the chair of the Organization Studies area

Originator:

Mike Valente

Signature

February 7th, 2024

Date

Mike Valente

Name

MBA Program Director

Area or Specialization

Approvals:

Area or Specialization

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

Ruodan Shao

Signature

February 7th, 2024

Date

Ruodan Shao

Name

Organization Studies

Area or Specialization

Degree Program:

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

Mike Valente

Signature

February 7th, 2024

Date

Mike Valente

Name of Program Director

MBA Program

Program

Program Committee:

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

Kevin Tasa

Signature

February 15, 2024

Date

Kevin Tasa

Name of Committee Chair

MPC

Committee

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:
MBA Program
2. Responsible Unit:
Organization Studies
3. Subject Code (Rubric) and Course Number:
ORGS 6720
4. Credit Value:
3.00
5. Long Course Title: Managing Team Dynamics
6. Short Course Title: Managing Team Dynamics
7. Type of Course Change(s) (indicate all that apply):

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

8. Effective Term/Calendar Year of Proposed Change(s):
Fall 2024

9. Rationale:

MGMT 5150 (Skills for Leadership) is a prerequisite for ORGS 6720. Because we have changed the rubric of MGMT 5150 to MGMT 6150, this proposal aims to update the prerequisite for ORGS 6720. ORGS 6720 is an active course but has not been offered since 2019.

10 .Proposed Course Information:

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

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title: Managing Team Dynamics Organizations have moved to flatter, team-based structures. Unfortunately, team dynamics (and ultimately team performance) is often left to chance. This course draws on solid empirical research to help future team managers increase the probability of team success. Participants will draw from their own experiences in discussing team management skills, and will apply them in experiential exercises (no group hugs). Enrollment Maximum: 30 Prerequisite: ORGS 5100 3.0 and MGMT 5150 3.0</p>	<p>Title: Managing Team Dynamics Organizations have moved to flatter, team-based structures. Unfortunately, team dynamics (and ultimately team performance) is often left to chance. This course draws on solid empirical research to help future team managers increase the probability of team success. Participants will draw from their own experiences in discussing team management skills, and will apply them in experiential exercises (no group hugs). Enrollment Maximum: 30 Prerequisite: SB/ORGS 5100 3.0 and SB/MGMT 6150 3.0</p>

11 Enrolment Notes:

There are no enrollment implications associated with this course change

12 Consultation:

Consultation took place with the chair of the Organization Studies area

Originator:

Mike Valente

Signature

February 7th, 2024

Date

Mike Valente

Name

MBA Program Director

Area or Specialization

Approvals:

Area or Specialization

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

Ruodan Shao

Signature

February 7th, 2024

Date

Ruodan Shao

Name

Organization Studies

Area or Specialization

Degree Program:

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

Mike Valente

Signature

February 7th, 2024

Date

Mike Valente

Name of Program Director

MBA Program

Program

Program Committee:

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

Kevin Tasa

Signature

February 15, 2024

Date

Kevin Tasa

Name of Committee Chair

MPC

Committee

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:
MBA Program
2. Responsible Unit:
MBA Program Director
3. Subject Code (Rubric) and Course Number:
MGMT 6300
4. Credit Value:
3.00
5. Long Course Title: Case Analysis and Presentation Skills
6. Short Course Title: Case Analysis and Presentation Skills
7. Type of Course Change(s) (indicate all that apply):

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

8. Effective Term/Calendar Year of Proposed Change(s):
Fall 2024

9. Rationale:

MGMT 5150 (Skills for Leadership) is a prerequisite for MGMT 6300. Because we have changed the rubric of MGMT 5150 to MGMT 6150, this proposal aims to update the prerequisite for MGMT 6300. MGMT 6300 is an active course.

10 . Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title: Case Analysis and Presentation Skills</p> <p>This course is designed to give students the opportunity to practice and develop their analytical thinking and presentation skills. The key objective of the course is to train students to successfully participate in national and international case competitions. A secondary objective is to prepare students to successfully interview for management consulting positions. Second year MBA students who enjoy analyzing cases and delivering presentations are encouraged to take the course.</p> <p>Prerequisites: SB/ACTG 5100 3.00, SB/MGMT 5150 3.00, SB/SUST 5200 3.00, SB/MKTG 5200 3.00 & SB/ORGS 5100 3.00 Corequisite: SB/SGMT 6000 3.00 Course credit exclusions: (prior to Fall 2022) SB/SGMT 5800 3.00, (prior to Fall 2019) SB/MGMT 5260 3.00</p>	<p>Title: Case Analysis and Presentation Skills</p> <p>This course is designed to give students the opportunity to practice and develop their analytical thinking and presentation skills. The key objective of the course is to train students to successfully participate in national and international case competitions. A secondary objective is to prepare students to successfully interview for management consulting positions. Second year MBA students who enjoy analyzing cases and delivering presentations are encouraged to take the course.</p> <p>Prerequisites: SB/ACTG 5100 3.00, SB/MGMT 6150 3.00, SB/SUST 5200 3.00, SB/MKTG 5200 3.00 & SB/ORGS 5100 3.00 Corequisite: SB/SGMT 6000 3.00 Course credit exclusions: (prior to Fall 2022) SB/SGMT 5800 3.00, (prior to Fall 2019) SB/MGMT 5260 3.00</p>

11 Enrolment Notes:

There are no enrollment implications associated with this course change

12 Consultation:

Because the MBA program director manages MGMT courses, no consultation took place.

Originator:

Mike Valente
Signature

February 7th, 2024
Date

Mike Valente
Name

MBA Program Director
Area or Specialization

Approvals:

Area or Specialization

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

David M. Rice
Signature

February 8th, 2024
Date

David M. Rice
Name

Marketing
Area or Specialization

Degree Program:

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

Mike Valente
Signature

February 7th, 2024
Date

Mike Valente
Name of Program Director

MBA Program
Program

Program Committee:

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

Kevin Tasa
Signature

February 15, 2024
Date

Kevin Tasa
Name of Committee Chair

MPC
Committee

last updated: Feb 06 3:02pm EST.



ORGS6500

CREDITS: 3.00

ORGS 6500 F - INTERPERSONAL MANAGERIAL SKILLS



INSTRUCTOR



ADMIN

Carla D'Agostino cdagosti@schulich.yorku.c
a

416.736.2100 Ext. 55095

N303A SSB

BRIEF DESCRIPTION

Research demonstrates that people and their ability to work effectively together are critical success factors for organizations. This course focuses on specific personal and interpersonal skills for organizational (and professional) effectiveness. With an emphasis on experiential exercises, the course helps students develop skills such as communication; time, conflict and stress management; performance management; gaining influence; and self-awareness (including emotional intelligence). Prerequisites: SB/ORGS 5100 3.00 and MGMT 6150 3.00.

COURSE LEARNING OUTCOMES

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

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

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

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

COURSE MATERIAL

Required materials for this course consists of a textbook, **and documents/articles/videos posted on Canvas (for each module). There may be materials added here throughout the term, so check often. ALL TEXTBOOK READINGS AND CANVAS MATERIALS ARE REQUIRED READINGS.**














Required reading for this course includes the following textbook:

LOOK:: Looking Out, Looking In, 5th Edition |

Ronald B. Adler, Russell F. Procter II, Jimmie Manning, Judith A. Rolls


ISBN · 9781774747711 ; ISBN · 9781774747605.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Personal Reflection Memo 14.5%			
Personal Reflection Memo (PERM)		14.5%	Tue Feb 27, 2024 at 11:59pm EST
Quiz 1 13%			
Quiz 1 - SUBMIT HERE		13%	Tue Jan 30, 2024 at 04:15pm EST
Quiz 2 13%			
Quiz 2		13%	Tue Mar 5, 2024 at 04:05pm EST
Quiz 3 13%			
Quiz 3		13%	Tue Apr 2, 2024 at 04:05pm EDT
Skill Application Report 18.5%			
Skill Application Report		18.5%	Tue Apr 2, 2024 at 08:30am EDT
Final Journal 10%			
 Final Journal Details - NOTE: This is due 5 days after our final class		10%	Sat Apr 6, 2024 at 11:59pm EDT
Class Engagement and Contribution 18%			
 Overview: Class Engagement and Contribution		0%	
In-Class Engagement and Contribution		13%	
Discussion Board		5%	
Incomplete Leader Activity: SUBMIT HERE		0%	
Tell Us A Story! Perception Activity		0%	

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Personal Reflection Memo (PERM)

 **Due Date:** Tue Feb 27, 2024 at 11:59pm EST

Please see details for this assignment below:

Personal Reflection Memo - Details and Instructions (<https://schulich.instructure.com/courses/10919/pages/personal-reflection-memo-detailed-instructions>)

Quiz 1 - SUBMIT HERE

 **Due Date:** Tue Jan 30, 2024 at 04:15pm EST

In this class, we will have a 90 minute, in-class quiz covering all required text readings, Canvas materials, and in-class discussions and activities.


 **This includes any assigned material for today's class.**

The format will be an in-class, open-book, team-based activity with a deliverable. It will be based on readings from the text and required readings and materials, as well as some on-line research done in real time.

How to be prepared?


- A. Keep up with assigned tasks and course materials
- B. Engage in class discussions

Quiz 2

 **Due Date:** Tue Mar 5, 2024 at 04:05pm EST

In this class, we will have an in-class quiz which will be in-class, team-based, open-book, task, or an activity with a group


presentation in class based on readings from the text and required readings and materials.

 **This includes any assigned material for today's class.**

How to be prepared?

- A. Keep up with assigned tasks and course materials
- B. Engage in class discussions

Quiz 3


 **Due Date:** Tue Apr 2, 2024 at 04:05pm EDT

In this class, we will have an in-class quiz covering all required text readings, Canvas materials, and in-class discussions and activities.

 **This includes any assigned material for this class.**

It will be a closed-book, multiple-choice quiz based on readings from the text and required readings and materials. It is cumulative.


Skill Application Report

 **Due Date:** Tue Apr 2, 2024 at 08:30am EDT

Please see details for this assignment below:

Skill Application Report - Detailed Instructions (<https://schulich.instructure.com/courses/10919/pages/skill-application-report-detailed-instructions>)

 **Final Journal Details - NOTE: This is due 5 days after our final class**

 **Due Date:** Sat Apr 6, 2024 at 11:59pm EDT

ORGS 4500

Instructions for Final Journal

NOTE: This is due 5 days after our final class, on April 6, 2024, 11:59 p.m.

For your final JOURNAL, you will use the your PERM, SkillApp as well as any of the assessments, exercises, class notes, other reflections, experiences, ideas, etc., that you completed and/or used during the term. You are encouraged to also utilize additional resources that you have procured independently.

The more you reflect on these, the more helpful your final journal will be when YOU try to understand what you have learned (but be sure there is a reason to include them - i.e., explain what they mean).

Then, look back at your learning process and reflect on what it has taught you. In order to do so, I'd like you to try to use the following questions as a guide for the final summary – in other words, you do not have to use these exactly, but use them as a guide:

- What does this work illustrate about what you have learned? What does it tell you about how you learn? (Try to identify specific examples of learning. Be sure to refer to sources outside of what is provided to you.)
- What did you feel comfortable with? What did you struggle with? What skills did you need to use to fulfill this learning responsibility? What does this learning have to do with the kind of managerial skills you will need? What future objectives do you want to set? (Again, try to be as specific and concrete as possible. Cite examples from other sources.)
- What skills are you most proud of having applied this term? What is the most important thing you feel you learned?

The purpose of this summary is to help you understand your learning experience. Each student goes through a unique learning experience and only you can make sense and draw conclusions about your own experience. Therefore, it is crucial that you take this opportunity to record and reflect on what you have done, what impact it has had on you, and what future agenda you want to set for yourself as a result of this experience. When the course is finished your learning doesn't end. In order to take advantage of your experience over this term you must set your own agenda and continue to build on the foundation set by this course.

There is no length requirement for the summary. It will be as long as it needs to be. The only 'requirements' are that you:

1. Take an honest look at your experience and learning. There are no right or wrong answers, only honest ones. No BS please.
2. Be concrete, specific and GENUINE with the descriptions of experience and learning outcomes. Not general, not essay style, and NO BS. Use real concepts, look them up (research not google search), find ways to expand your understanding and develop new actions.
3. Be sure it all makes sense in that there is a thread(a common theme) that runs through your learning in the summary.
4. Display your commitment to continuous and self-directed learning by going beyond the materials provided to you.

Additionally, what I will be looking for when I read your summary is your ability to draw meaningful conclusions (abstract conceptualization) from your experience (reflective observation) of situations you have been in (concrete experience), and think about what you've learned and discovered in application and future plans (active experimentation). In other words, I will use the learning cycle (what happened; what was my experience of the situation; what does this mean theoretically; and what action(s) do I need to implement in the future) to understand what you are describing to me. The more concrete, specific, owned and descriptive you can be in your communication of your learning, the better I will understand what you've done and where you plan to go.

5. Writing quality counts.
6. Resources count – properly cited, well researched (this does not mean many articles, it just means no BS).
7. 🚫 **Although this assignment is intended to test students' own understanding of course material, class experience, and self-directed learning, I recognize that students might be tempted to use generative AI (eg., ChatGPT) to assist you with this assignment.** I do not endorse or encourage the use of generative AI. However, if you choose to do so, you must outline **the following information** on an additional page or 2 as an appendix:

a) What platform was used?


To do this part, include something like "This assignment features original content created by *the author*. AI-powered tools (*indicate tools*) have been utilized to assist with *organization, editing, grammar, spelling, or whatever you use them for* to enhance the reading experience."

Of course, this is an example. You are expected to customize the *colour-coded components* of this statement according to how you use these tools if you choose to do so.

b) Include a screenshot of the **specific prompts/queries and responses** you used (only the last 2-3 that you used are important).

c) Indicate in less than one page how you altered the responses you received and in what way. What was good? What helped you? What did not? What did you not use?

d) You must indicate how you verify (fact-check) the responses. Indicate the references that helped you do so using the library **research tools** (<https://schulich.instructure.com/courses/9644/pages/crucial-resources-for-this-class>).

e)  **Please be aware that AI tools are helpful, but not perfect. If students uncritically accept every “fact” they spew out, or if you instruct the bot to write your paper for you, you’ll end up with subpar work—and the low grade you deserve. Bad work is bad work. Going above and beyond what AI can do, and illustrating how you did, will be rewarded with higher grades.**

AI may be impressive, but it still has profound limitations. It can generate lists of ideas, but only humans can exercise the judgment necessary to separate the good from the bad. It can do basic research, but only humans can vet that research for accuracy and connect it to real personal experiences and customized learning. It can write competent sentences, but only humans can arrange those sentences into coherent—and, better yet, original—papers.

f) **NOTE:** The use of grammar-checking applications like Grammarly or Quillbot should also be indicated in your paper in a simple statement in the references section.

 [Overview: Class Engagement and Contribution](#)

Overview: Class Engagement and Contribution

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

For this reason, **a significant portion (18%)** of the **final grade** will be based on **class engagement and participation**. This may include peer and team

activities, completing pre-work, in class tasks as well as some specific deliverables/assignments (see below).

Class engagement will include satisfactory delivery of:

- **Discussion board activity - 5% (pass/fail) * MORE DETAILS HERE**
(https://schulich.instructure.com/courses/10919/discussion_topics/114014)

- **In-Class Engagement and Contribution - 13% * MORE DETAILS HERE**
(<https://schulich.instructure.com/courses/10919/assignments/105899>)

Be sure to check the details for each of these components.

In-Class Engagement and Contribution

In-Class Engagement and Contribution

⚠ Please be sure to post a **recent photo** of yourself on Canvas (you can do this on your Canvas under the 'settings' tab). Be sure your face is visible in the photo.

⚠ Also, be sure to ALWAYS have your name tent on display in class.

⚠ If you cannot/do not do these two things, I cannot guarantee an accurate grade for this important class component.

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

For this reason, **a significant portion** of the **final grade** will be based on **class engagement and participation.**


This includes completing and commenting in class on pre-work, completing and submitting pop-quizzes and pop-tasks as well as some informal, ungraded presentations.

Half will be allocated to participation (showing up, comments, on time, completion of ungraded activities) and the remaining half will be allocated to active, in-

class engagement.

Class Engagement

The focus of this class is on interpersonal skills. As such, the emphasis for this component will be on active, verbal participation. This includes asking and answering questions in class - those posed by the instructor and your peers. It also includes trying your best to be a catalyst for discussion in class.

 If you anticipate that this will be difficult for you, speak to me early in the term so we can figure out how to make it easier.

1. Some criteria for in-class contributions include:

Excellent	Students “make things happen” by always seizing the initiative, being prepared and informed, sharing cool ideas and articles, and sharing ideas they have come across in class.
Good	Students “know what happened” and frequently provide insight by sharing cool ideas and articles, being prepared and informed, and sharing ideas they have come across in class.
Average	Students “watch things happen” and occasionally participate in sharing cool ideas and articles, being prepared and informed, and sharing ideas they have come across in class.
Below Average	Students, while appearing observant rarely speak up or share cool ideas and articles, and sharing ideas they have come across in class.
Poor	Students do not participate, miss classes, arrive late, are clearly doing other tasks, do not put up a name plate, do not post photo in Canvas, etc.

2. If you are curious about where you stand on this at any time, please reach out.

3. Three or more unexplained absences will result in an automatic failing grade for this component.

Discussion Board

See details for the discussion board here.

(https://schulich.instructure.com/courses/10919/discussion_topics/114014)

Incomplete Leader Activity: SUBMIT HERE

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

1. What role does self-awareness play in:

-Sensemaking?

-Relating?

-Visioning?

-Inventing?

2. Are you "incomplete"?

3. In what ways?

Tell Us A Story! Perception Activity

• In your groups, use your **experiences** to develop an illustrative story for one of these "tendencies" or perceptual biases.

• Be prepared to share it and tell us why it fits.

1. Halo effect

2. Attribution errors

3. Self-serving bias

4. Another perceptual bias that you discover

WRITTEN ASSIGNMENTS: EVALUATION

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

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

CALCULATING COURSE GRADE

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

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

The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor, and for this course, numeric grades will be calculated/converted as per the scale below:

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







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

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

Grade	A+	A	A-	B+	B	B-	C+	C	C-	F
Grade Points	9	8	7	6	5	4	3	2	1	0

CLASS-BY-CLASS SYLLABUS

Important Course Information

	 Crucial Resources for This Class
	 Note on Academic Integrity & The Use of AI Technologies in This Class
	 Overview: Class Engagement and Contribution

Class 1 - Overview, Introduction, A First Look at Interpersonal Communication

Jan 9/24

Overview and Assigned Text Readings - Class 1

Class 1

Assigned Textbook Readings:

Chapter 1: A First Look at Interpersonal Communication

Class 2 - Communication and Identity: Presenting the Self

Jan 16/24

Overview and Assigned Text Readings - Class 2

Assigned Textbook Readings:

Chapter 2 -
Communication and Identity: Presenting the Self

Class 3 - Emotions: Feeling, Thinking and Communicating

Jan 23/24

Overview and Assigned Text Readings - Class 3

Class 3: Emotions: Feeling, Thinking and Communicating/Mental Health 1

Assigned Text Readings: Chapter 4 - Emotions: Feeling, Thinking and Communicating

Class 4 - Stress and Mental Health/Quiz 1

Jan 30/24

Overview and Assigned Text Readings - Class 4

Class 4 - Stress and Mental Health

Quiz 1

Class 5 - Perception, Problem Solving and Decision Making

Feb 6/24

Overview and Assigned Text Readings - Class 5

Class 5: Perception, Problem Solving and Decision Making

Assigned Textbook Readings: Chapter 3

Class 6 - Communication 1: Introduction, Online Communication, Social Media

Feb 13/24

Overview and Assigned Text Readings - Class 6

Class 6: Communication 1: Online Communicatic

Assigned Textbook Readings: Chapter 6

Class 7 - Communication 2: Listening, Presence, and Engagement/PERM Research and Writing Clinic








Feb 27/24

Overview and Assigned Text Readings - Class 7

Class 7 - Communication 2: Listening, Presence, and Engagement/PERM Research and Writing Clinic

Assigned Textbook Readings: Chapter 8

Class 8 - Relationships 1: Diversity and Inclusion/Quiz 2

 Overview and Assigned Text Readings - Class 8
Pre-Class Required Materials and Resources
 Privilege 101: A Quick and Dirty Guide
 HBR Article: Creating a trans-Inclusive Workplace.
Deliverables and Activities
 Personal Reflection Memo (PERM)
  Choose Pairs Partner
 Quiz 2

Class 9 - Relationships 2: Managing Conflict, Communication, Relational Dynamics

Mar 12/24

Overview and Assigned Text Readings - Class 8

Class 9 - Communication, Relational Dynamics, I Required Textbook Readings: Chapters 10 & 11

Class 10 - Relationships 3: Improving Communication Climates

Mar 19/24

Overview and Assigned Text Readings - Class 10

Class 10 - Communication, Relational Dynamics and Climates/Skill Application Writing Clinic

Assigned Text Readings: Chapters 9 and 10

Class 11 - Coaching, Providing Feedback, Managing Performance/Skill Application Writing Clinic

Mar 26/24

Overview and Assigned Text Readings - Class 11

Class 11 - Coaching, Providing Feedback & Performa

Class 12 - Course Wrap-up and The Meaning of Life (and Work)/Quiz 3

Apr 2/24

Overview and Assigned Text Readings - Class 12

Class 12 - Course Wrap-up and The Meaning of L
Canvas Materials Only

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

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

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

Preparation

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

Class Attendance and Participation

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

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

Some criteria for class contributions include:

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

Excellent participation would be characterized by the following:

1. Initiates information relative to topics discussed

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

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.



ORGS6720

ORGS 6720 A - MANAGING TEAM DYNAMICS



INSTRUCTOR

Stephen Friedman



ADMIN

Carla D'Agostino



cdagostino@schulich.yorku.ca



416.736.2100 Ext. 55095



N303A SSB

- **Materials & Outcomes**
- **Assignments**
- **Classes**
- **Expectations**
- **Schulich Policies**

BRIEF DESCRIPTION

rganizations have moved to flatter, team-based structures. Unfortunately, team dynamics (and ultimately team performance) is often left to chance. This course draws on solid empirical research to help future team managers increase the probability of team success. Participants will draw from their own experiences in discussing team management skills, and will apply them in experiential exercises (no group hugs).

Prerequisites: SB/ORGS 5100 3.00 and SB.MGMT 6150 3.00.

COURSE LEARNING OUTCOMES

order to increase flexibility and responsiveness in their increasingly dynamic and unpredictable environments, many organizations have abandoned rigid hierarchies in favor of more responsive team-based structures. Additionally, given the rapid changes of an Internet-paced global economy, organizations now rely more on teams, versus individuals, to quickly gather complex information, analyze it, and produce sound, timely decisions.


As a result, most knowledge work in organizations takes place within the boundaries of face-to-face or virtual teams, and knowing more about how teams function and how best to manage them has become vitally important for successful leaders and their organizations. Accordingly, the purpose of this course is to assure that Schulich graduates continue their careers with solid and practical knowledge of team dynamics.

Learning Outcomes


1. Understand the consequences of team formation and development processes;
2. Access thorough knowledge of key team processes and outcomes;
3. Accurately identify the team-related behaviour of others;

4. Engage in effective teamwork behaviours; and
5. Effectively and cooperatively manage a small team, particularly in uncertain or stressful situations.

COURSE MATERIAL

Text, the following book is available for purchase from the York University Bookstore (<http://bookstore.blog.yorku.ca>  <http://bookstore.blog.yorku.ca>):




Tompson, L. 2014. Making the team: A guide for managers (6th ed). New Jersey: Pearson/Prentice Hall.










Additional, an online digital collection of additional reading materials has been prepared to supplement the required text. Most of this material consists of academic journal articles. **Don't panic -- I will show you in class how to read these articles quickly and efficiently. Students are expected to have read the assigned readings before attending each class session.** These materials are available free through the library. You may access them through the York library course reserves website <http://www.library.yorku.ca/web/>  (<http://www.library.yorku.ca/web/>) by entering either the course number (ORGS 6720) or your last name (Friedman) under "Course Reserves" tab.

Canvas, the *Course Materials Database (Canvas)* has been created for this course. It contains general information for Schulich students and information and materials specific to this course. YOU ARE strongly advised to check it frequently as it contains required readings.

Journaling, over the course of the semester, you will write 10 journal entries in a personal journal for this course. Your journal entries will be submitted to me via Canvas.

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Individual Analysis 10%			
Individual Analysis		10%	Mon Oct 7, 2019 at 23:59pm EDT
Team "Pop" Task 10%			
Team "Pop" Task		10%	
Mid-Term Examination 35%			
Mid-Term Examination		35%	Tue Oct 29, 2019 at 11:30am EDT
Team Challenge 25%			
Team Challenge		25%	Tue Nov 26, 2019 at 11:30am EST
Peer Assessment 10%			
Peer Assessment		10%	Tue Nov 26, 2019 at 11:30am EST
Individual Journal 10%			
Individual Journal 1		1%	Tue Sep 10, 2019 at 23:59pm EDT

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Individual Journal 2		1%	Tue Sep 17, 2019 at 23:59pm EDT
Individual Journal 3		1%	Tue Sep 24, 2019 at 23:59pm EDT
Individual Journal 4		1%	Tue Oct 1, 2019 at 23:59pm EDT
Individual Journal 5		1%	Tue Oct 8, 2019 at 23:59pm EDT
Individual Journal 6		1%	Tue Oct 22, 2019 at 23:59pm EDT
Individual Journal 7		1%	Tue Nov 12, 2019 at 23:59pm EST
Individual Journal 8		1%	Tue Nov 19, 2019 at 23:59pm EST
Individual Journal 9		1%	Tue Nov 26, 2019 at 23:59pm EST
Individual Journal 10		1%	Tue Dec 3, 2019 at 23:59pm EST

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Individual Analysis

Due Date: Mon Oct 7, 2019 at 23:59pm EDT

This analysis will provide you the opportunity to analyze an example of team behaviour using concepts covered in the course. You may need to read ahead in our assigned readings to find a course concept that helps you analyze the team behaviour you choose.

First, read the Team Analysis Form that is posted on Canvas (Under Class 1). This form will guide you through constructing your analysis of your team's behaviour.

Second, find a team portrayed in a film or TV show. Please try to avoid scenes that contain excessive graphic language, violence, sex, or other behaviours you would not want to watch with your grandmother. You must be able to convincingly argue that your example fits our definition of "team." Identify a segment of the film **not more than three minutes long** that you believe exhibits team behaviour that corresponds to one or more of our course concepts. Record your film clip in MP4 format and upload it to Canvas, or include the Vimeo or YouTube URL of the clip on your Team Analysis Form.

Finally, complete the Team Analysis Form, and upload it to Canvas by 11:59pm on Oct 7th. Forms submitted late will incur a 5% penalty, so don't wait until 11:59pm to upload everything!

Team "Pop" Task

This team exercise will be held in class and will involve an unannounced task (similar to a "pop quiz") that teams will perform under deadline conditions. The task may involve answering questions regarding course content covered in previous class meetings, may involve coordinating as a team to perform a given task with a gradable outcome or output, or may involve a combination of both types of activities. Teams will also perform a team debrief after the pop task is complete.

‡ Mid-Term Examination

‡ **Due Date:** Tue Oct 29, 2019 at 11:30am EDT

A written examination will be given to assess your understanding of the assigned material up to and including the material of actual teams. The exam will be taken during the regularly scheduled class meeting, and will contain a variety of question types (i.e. true/false, multiple choice, short-answer, and essay-type questions).

‡ Team Challenge

‡ **Due Date:** Tue Nov 26, 2019 at 11:30am EST

Near the end of our course we will have the Team Challenge. Attendance for the Team Challenge is mandatory. Teams will be given a task to perform under deadline conditions during the class meeting, and their performance will be graded based on quantitative and qualitative measures. More information about these measures will be provided in class before the day of the challenge. The Challenge will be designed to give teams the opportunity to put into practice the theories and knowledge they have gained throughout the course. The preliminary results of the Team Challenge will be announced during the final meeting of the course.

‡ Peer Assessment

‡ **Due Date:** Tue Nov 26, 2019 at 11:30am EST

After our class meeting is finished on this day, students will receive an email with a link to a form in order to assess the participation of team members throughout the semester. This assessment is due within 24 hours of the end of our course for the semester.

‡ Individual Journal 1

‡ **Due Date:** Tue Sep 10, 2019 at 23:59pm EDT

The individual journal consists of ten separate entries, each of which addresses specific questions. The deadlines for journal entry submissions are noted below. Each student will submit entries on Canvas, shared only with me, the professor. **Journal entries should not be emailed to me directly.**

The purpose of the journal is to give you the opportunity to reflect on how a team develops over time, and on how you perceive both the team and your role in it. Your journal should be a personal document that contains both your answers to specific questions (noted below) as well as your personal reflections regarding the content matter. Each journal entry is worth 1% of your overall course grade.

Journal Entry #1 -- After Class 1: Introduction and Overview

What is your impression of your new team for this course? Would you describe your team as friendly, serious, boring, or would you choose other words to describe the team? What evidence (i.e., specific behaviours) by team members leads you to this description? Does one person seem to be emerging as an informal team leader? What behaviours lead you to believe this? What other impressions do you have of your new team, and why? Do you think your team will perform well during this course? Why/why not?

Individual Journal 2

Due Date: Tue Sep 17, 2019 at 23:59pm EDT

Journal Entry #2 -- After Class 2: Team Outcomes and Rewards

Think of a team you've worked on that worked well, and one that didn't work so well. Which essential conditions for successful team performance (as described in the book) were or were not present in each team? How did these conditions affect team performance?

Individual Journal 3

Due Date: Tue Sep 24, 2019 at 23:59pm EDT

Journal Entry 3 -- After Class 3: Team Development

Team members go through stages of development. Which stage would you say most of your team members have reached? What evidence leads you to this conclusion? Be specific in identifying and describing the evidence.

Individual Journal 4

Due Date: Tue Oct 1, 2019 at 23:59pm EDT

Journal Entry #4 -- After Class 4: Team Communication

How would you rate your team's communication in class? Is it uneven or even communication? How would you improve your team's communication? Develop one suggestion for improving your team's communication and present it to your team during the next class.

Individual Journal 5

Due Date: Tue Oct 8, 2019 at 23:59pm EDT

Journal Entry #5 -- After Class 5: Team Decision Making and Deadlines

Now that you've had the opportunity to engage in a few decision-making episodes with your team, how would you rate its decision-making processes? What specific evidence leads you to your conclusions? Do you think time perception difference

ill create problems in your team?

Individual Journal 6

Due Date: Tue Oct 22, 2019 at 23:59pm EDT

Journal Entry #6 -- After Class 6: Team Conflict and Creativity

Assess the level of conflict in your team. Is it too high? Is it too low? Why do you think so? What can you, as a team member do to better manage conflict in your team?

Individual Journal 7

Due Date: Tue Nov 12, 2019 at 23:59pm EST

Journal Entry #7 -- After Class 9: Team Leadership

Recall the journal questions for the first journal entry asked you to identify anyone who seemed to be emerging as a team leader. Has that person indeed so emerged? If so, why? If not, has someone else? Does what you see in your team correspond to the "paradox of team leadership" as described in the book?

Individual Journal 8

Due Date: Tue Nov 19, 2019 at 23:59pm EST

Journal Entry #8 -- After Class 10: Team Challenge Preparation

Do you believe your team is adequately prepared for the Team Challenge? Why/why not? Who on your team do you believe will react best under pressure? Why do you think so? Would it be possible for this person to teach others on the team how to perform well under pressure? Why/why not?

Individual Journal 9

Due Date: Tue Nov 26, 2019 at 23:59pm EST

After our class meeting is finished on this day, students will receive an email with a link to a form in order to assess the participation of team members throughout the semester. This assessment is due within 24 hours of the end of our course for the semester.

Journal Entry #9 -- After Class 11: Team Challenge

How would you describe your team's behaviours in terms of (1) conflict, (2) information sharing, (3) psychological safety, and (4) leadership during the team challenge? What did your team do well? What could your team have done better? What could you personally have done better? How do you feel about your team now?

Individual Journal 10

Due Date: Tue Dec 3, 2019 at 23:59pm EST

Journal Entry #10 -- After Class 12: Team Challenge

Now that you've gone through the entire Managing Team Dynamics course, what is the most useful thing you learned during our course? Why do you think so? Is there anything you wish we had covered but didn't? Thanks for your input!

WRITTEN ASSIGNMENTS: EVALUATION

Assignment/Task	Quantity	% Weight	Total %	Author
Individual Analysis	1	10	10	Individual
Mid-Term Exam	1	35	35	Individual
Team Challenge	1	25	25	Team
Individual Journal	1	10	10	Individual
Team "Pop Task"	1	10	10	Team
Peer Assessment	1	10	10	Individual
			100%	

CALCULATING COURSE GRADE

Assignments are expected to be submitted on time on the date they are due unless otherwise stated. Late assignments (if any) will normally incur a penalty of one letter grade per day. Please note that if there are extenuating circumstances for not

Completing assignments on time, you are required to contact the instructor beforehand. In this course, securing permission is preferable to begging for forgiveness.

In this class, grades on each assignment will be graded as per the weighting, or will be converted from a raw score to a weighted score. The final grade out of 100 will be converted to the corresponding letter grade for this course.

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

+	A	A-	B+	B	B-	C+	C	C-	F
3-100%	90-92%	87-89%	84-86%	80-83%	76-79%	72-75%	68-71%	65-68%	below 65%

CLASS-BY-CLASS SYLLABUS

Class 1 - Introduction to Team Dynamics and Course Overview

Sep 10/19

Overview: Introduction to Team Dynamics and Course Overview

Class Session

Class 1

Topic: *Introduction to Team Dynamics and Course Overview*

We will cover an introduction to the topic of team dynamics and discuss the structure of the course. Teams will be assigned, and teams will prepare their Team Contracts for the semester.

Assigned Readings & Text

Materials will be distributed in class

Assigned work due

None

Class 2 - Types Team Performance

Sep 17/19

Overview: Types Team Performance

Class Session

Class 2

Topic: *Types Team Performance*

Topics covered in the class will center on a general model of team performance and on various reward and motivation structures used in team-based organizations.

Assigned Readings & Text

Text: Chapters 1 & 5

Articles: Mathieu et al. and Johnson et al. articles

Assigned work due

Journal entry

Class 3 - Team Design and Development

Sep 24/19

Overview: Team Design and Development

Class Session

Class 3

Topic: *Team Design and Development*

Models of team development will be discussed in the class, with an emphasis on the folly of assuming such development is always linear. The importance of the first team meeting will also be stressed.

Assigned Readings & Text

Text: Chapters 2 and 4

Articles: Polzer et al. and Ericksen et al. articles

Assigned work due

None

Class 4 - Team Communication

Oct 1/19

Overview: Team Communication

Class Session

Class 4

Topic: *Team Communication*

The vital role of team communication in team effectiveness, particularly vis a vis information sharing, will be covered here.

Assigned Readings & Text

Text: Chapter 6

Articles: Wittenbaum et al. and Lewis articles

Assigned work due

Journal entry

Analysis: Individual analysis due on or before 11:59pm on **Oct 7 (day before next class meeting)**

Class 5 - Team Decision Making and Its Pitfalls

Oct 8/19

Overview: Team Decision Making and Its Pitfalls

Class Session

Class 5

Topic: *Team Decision Making and Its Pitfalls*

Discussion during this class will center on processes of team decision making as well as on the effects of

time pressure and deadlines on effective team performance.

Assigned Readings & Text

Text: Chapter 7

Articles: De Dreu et al. and Tasa et al. articles

Assigned work due

None

Class 6 - Team Conflict and Creativity

Oct 15/19

Overview: Team Conflict and Creativity

Class Session

Class 6

Topic: *Team Conflict and Creativity*

Both team conflict and creativity can have surprising benefits and drawbacks -- these will be discussed and illustrated in this class.

Assigned Readings & Text

Text: Chapters 8 and 9

Articles: Langfred and George et al. articles

Assigned work due

Journal entry

Class 7 - Mid-Term Examination

Oct 29/19

Overview: Mid-Term Examination

Class Session

Class 7

Topic: *Mid-Term Examination*

Closed book, closed note, closed electronic device exam -- just bring pens/pencils to write with.

Assigned Readings & Text

Text: Everything up to this point in the course

Articles: Everything up to this point in the course

Assigned work due

None

Class 8 - Virtual Teams

Nov 5/19[Overview: Virtual Teams](#)

Class Session

Class 8

Topic: *Virtual Teams*

The increasingly-important role of virtual teams in organizations will be discussed in this class, along with task types appropriate and problematic for virtual teams.

Assigned Readings & Text

Text: Chapter 12

Articles: To be determined (will be announced in a prior class meeting and posted on Canvas)

Assigned work due

No journal entry for this class meeting

Class 9 - Team Leadership

Nov 12/19[Overview: Team Leadership](#)

Class Session

Class 9

Topic: *Team Leadership*

Single, shared, and perceived leadership in teams will be covered in this class.

Assigned Readings & Text

Text: Chapter 3

Articles: Carson et al. article

Assigned work due

None

Class 10 - Team Challenge Preparation

Nov 19/19[Overview: Team Challenge Preparation](#)

Class Session

Class 10

Topic: *Team Challenge Preparation*

Teams will prepare for the Team Challenge during this class meeting. More information will be available on the day of this class.

Assigned Readings & Text

Text: None

Articles: None, but material will be provided in class

Assigned work due

Journal entry

Class 11 - Team Challenge (mandatory attendance)

Nov 26/19

Overview: Team Challenge (Mandatory Attendance)

Class Session

Class 11

Topic

Team Challenge (mandatory attendance)

Teams will compete in the Team Challenge during this class meeting.

Assigned Readings & Text

None

Assigned work due

None

Class 12 - Team Challenge Debrief and Course Wrap-up

Dec 3/19

Overview: Team Challenge Debrief and Course Wrap-up

Class Session

Class 12

Topic

Team Challenge Debrief and Course Wrap-up

Teams will perform a debrief of their Team Challenge performance. The results of the Team Challenge will be announced and discussed. We will also do a course wrap-up and course evaluations. And then we will have to say good-bye. :(

Assigned Readings & Text

None

Assigned work due

None

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Preparation. You should come to each class meeting having already read the assigned reading (textbook and course reserve articles) and, when appropriate, having written your journal entry about the previous class meeting. This course uses a variety of teaching methods to encourage intellectual understanding and a personal sense of the subject matter on team dynamics.

We will combine class meeting discussions with experiential techniques such as case studies, simulations, exercises, and team discussions. We will also use a variety of media to facilitate understanding of the course concepts and to demonstrate their application in teams embedded in modern organizations.

Class Participation (contribution). *You will play a significant role in the active learning process within this course. Your active contribution is an important aspect of this course and will enhance our learning experience.* You will, for example, be expected to actively contribute in discussions and to share your knowledge and ideas relevant to the course. Of course, high quality participation involves (1) knowing when to speak and when to listen and allow others to speak, and (2) helping create an environment in which all of us feel safe in sharing comments, ideas, and experiences.

Notably, there is no grade component in this course based on class participation. To me, participation is such an elemental expectation of MBA students, grading it would be akin to grading whether or not you breathe during class meetings. I deeply believe that you already know, as a Schulich MBA student and as an adult, how vital your participation is to the learning potential of a course. I also realize that some of us are more introverted or extroverted than others. If you fall on the more introverted side, I hope you find our class meetings a safe and comfortable environment within which to share your thoughts both during our class discussions and during your team activities. If you are a bit on the extroverted side, I hope you share your thoughts and also encourage others to do the same.

While there is no class participation grade component, let me also point out that in every class meeting, we will have a team-based event or exercise specifically designed to prepare your team for the Team Challenge near the end of the semester. These events and exercises, like the Team Challenge, are experiential -- just reading about them or hearing about them is not equivalent to actually going through them with your team. Additionally, one of these team-based tasks will be an announced "Pop Task" that will be graded. Part of your grade will be based on the assessment of your teammates regarding the quality of your participation in your team throughout the semester during these various activities.

Additionally, part of the graded component of the course will involve your entries in an individual journal stored online. The questions you will address in your journal typically concern your thoughts and feelings about your team as it engaged in a task or exercise during class. It is obviously difficult to complete your journal entry if you were not in class to experience the task yourself. Should you be forced to miss a class, please be sure to contact and interview your team members in order to gather enough information about your team's behaviours during the task or exercise that you missed so that you can answer the assigned questions for your journal entry. Assigned journal questions appear on page 9 and 10 of this course outline.

Finally, you should note that attendance for our Team Challenge near the end of the semester is mandatory. There is no make-up possible for this event. If you find you are absolutely unable to attend, please contact me and your teammates as soon as possible.

GENERAL SCHULICH ACADEMIC POLICIES: GRADING, ACADEMIC HONESTY, ACCOMMODATIONS AND EXAM

Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is 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)

Mid-term.

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

Final.

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

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

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

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

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

last updated: Jan 30 7:01am EST.



MGMT6300

CREDITS: 3.00

MGMT 6300 P - CASE ANALYSIS AND PRESENTATION SKILLS



INSTRUCTOR



ADMIN

Mima Gualtieri

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📞 416.736.2100 Ext. 58167

🏠 N304A SSB

BRIEF DESCRIPTION

This course is designed to give students the opportunity to practice and develop their analytical thinking and presentation skills. The key objective of the course is to train students to successfully participate in national and international case competitions. A secondary objective is to prepare students to successfully interview for management consulting positions. Second-year MBA students who enjoy analyzing cases and delivering presentations are encouraged to take the course. Prerequisites: SB/ACTG 5100 3.00, SB/MGMT 6150 3.00, SB/MKTG 5200 3.00, SB/SUST 5200 3.00 (Prior to S23 SB/SGMT 5800 3.00; prior to W20 SB/MGMT 5260 3.0) & SB/ORGS 5100 3.00
Corequisite: SB/SGMT 6000 3.00

COURSE LEARNING OUTCOMES

Strategic Thinking Skills:

Strategic thinking skills enable students to diagnose critical business challenges and reveal opportunities to create stakeholder value. These skills will become a part of the student's toolkit; empowering students in their professional career as they address key organizational problems, including, but not limited to:

- What are the goals that we want to be driving towards? What do we aspire to?
- What aspects of our business model are creating value? Destroying value?
- What factors within the external/internal environment are disrupting our business? How do we address these disruptions?
- Are we focused on the right areas (i.e. targeting the right customers, offering the right products, operating in the right geographies)?
- How do we implement this recommendation?
- Does this opportunity make sense for all stakeholders involved? Does it drive value against the triple-bottom line?

The development of these skills will drive students to be able to effectively break down problems in order to provide fact-based recommendations for the organizations they are working for/with.

Structured Problem-Solving Skills:

Structured problem-solving skills enable students to systematically develop logical arguments when solving complex business problems. Approaching complexity and ambiguity in a methodical manner will ensure students decompose problems into a set of drivers or elements. Students will leverage frameworks to efficiently guide the identification of key issues and potential recommendations, and aid in prioritizing actions. In this course, students will learn to approach problem solving and presentation building in a structured manner.

Presentation Skills:

Effective presentation skills are an important element to any career and key to communicating at all levels of any organization.

As a part of a group, students will have the opportunity to give multiple presentations throughout the course. Each presentation will develop and practice students' presentation skills in an accretive manner. At the end of each presentation the lecturers (and sometimes a guest from consulting or industry) will provide students with feedback on both the content and style of the presentation. This accretive process is designed to enhance presentation skills; specifically, how to clearly communicate a message and to succinctly present ideas to a target audience.

Collaboration Skills:

Students will work in groups of 4 to 7 (depending on class size). Groups will be assigned randomly for each class. This will give students exposure to working with peers with diverse backgrounds; providing opportunities to practice both teamwork and lateral leadership skills. As a result, students will learn valuable lessons about working effectively in groups.

COURSE MATERIAL

The Ivey Course Kit contains **most of the the cases and assigned readings** that discuss concepts illustrated through the course. Additional cases/readings can be accessed using the links below.

IVEY COURSE KIT

These kits are available for purchase virtually. Please follow the instructions below:

1. Go to the Ivey Publishing website at www.iveypublishing.ca ⇨ (<https://www.iveypublishing.ca/>)
2. Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student" role.
3. Click on this link or copy into your browser: <https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF00000012RB2AY> ⇨ (<https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF00000012RB2AY>)
4. Click "Add to Cart".
5. Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
6. When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
7. Once you have completed your order, click on your username on the top right --> Orders --> Purchases

DIGITAL LEARNING EXPERIENCES: If a digital learning experience is included in your coursepack, you will be able to go directly to the course through a link on the purchased order.

IMPORTANT: Access to downloadable files will expire on the course end date, so be sure to save a copy on your computer. The downloadable file is a PDF document that can be opened using Adobe Reader. This material is for your

personal use only and is not to be shared, reproduced, or distributed in any form.

OTHER COURSE MATERIALS





Successful Human Resources Management Factors in International Mergers and Acquisitions by Rodríguez-Sánchez et al: <https://www.mdpi.com/2076-3387/8/3/45>

When First Movers Are Rewarded, and When They're Not: <https://hbsp.harvard.edu/import/1122951> 
(<https://hbsp.harvard.edu/import/1122951>)

Explaining the Internationalization of iBusiness Firms by Brouters et al: <https://www.jstor.org/stable/43907589> (access free on JSTOR)


JSTOR has IP addresses for the campus internet on file. Therefore, if the students open JSTOR while using the university's internet on campus they should have access through the school. Students can all use the "find your institution" function. Which would allow them to log in through their school to verify access. You can search all of the institutions which are JSTOR participants here: <https://www.jstor.org/institutionSearch>

ASSIGNMENT SUMMARY

Assignment Task	Group Individual	Total % of Final Grade	Due Date
Individual Case Hand-In 15%			
Individual Case Hand-In		15%	Sun Feb 11, 2024 at 11:59pm EST
Group Presentations 40%			
Group Presentations		40%	Sun Feb 11, 2024 at 11:59pm EST
Final Group Presentations 30%			
Final Group Presentations		30%	Sun Mar 24, 2024 at 11:59pm EDT
Contribution to Class Discussion 15%			
Contribution to Class Discussion		15%	Sun Mar 24, 2024 at 11:59pm EDT

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Individual Case Hand-In

 **Due Date:** Sun Feb 11, 2024 at 11:59pm EST

This assignment will be written as an "email to an Executive". The purpose of this assignment will be to clearly articulate your analysis and recommendation to a stakeholder like a firm Partner, CEO, Managing Director, etc.

Each student will submit an individual word document on or before the due date. The assignment will account for 15% of the student's final course grade.

Submissions are limited to 700-1000 words typed, using 11-point Arial font with normal margins. There is no page limit for the appendix; but the content of the appendix is limited to framework diagrams and/or tables. No additional insights should be provided in the appendix.

The "email" should include:

- Executive Summary: a brief takeaway that provides the reader everything they need to know about your analysis and recommendation
- External / Internal Environmental Scan: one concise paragraph providing the value-add insights gained through the industry analysis and internal analysis
- Key Problem Statement: one concise statement identifying the fundamental strategic issue the organization in the case is facing
- Analysis: short description of the analyses you performed or would perform in order to prove or disprove the hypothesis and substantiate your recommendations
- Recommendations: a clearly articulated set of recommended actions supported by fact-based (quantitative &

qualitative) evidence


- Risks and Mitigations: briefly list some risks and for each how this will be mitigated

To be included in the appendix:

- Diagram of the structure/framework you applied to decompose the situation and prioritize the core issues

Visual's may be used within the body of the email; however, they may not contain paragraphs of information; otherwise each word included in the visual will count towards the total word count


Group Presentations

 **Due Date:** Sun Feb 11, 2024 at 11:59pm EST

The course contains multiple sessions that involve case presentations. Students will be randomly divided into groups and all groups will be assigned the same case.

For those cases released prior to the presentation day – it is strongly recommended that groups meet outside of class time to sufficiently prepare for the presentation. Each group will present in a randomly selected order. Presentations will be 10-15 minutes in length and followed by a 5- or 10-minute question/answer session. Each group member is expected to participate in the presentation. Groups are expected to email their presentation by a set deadline, which will be provided in class.

Final Group Presentations


 **Due Date:** Sun Mar 24, 2024 at 11:59pm EDT

Students will form groups and prepare a 20-minute presentation on the assigned case, followed by a 15-minute Q&A session. All group members must participate during the presentation and Q&A.

Groups can draw on research from outside the case but must keep within the timeframe of the case year (i.e. do not pull on anything beyond that date).

The rubric will be posted no less than 2-weeks before the presentation is due. Each group will upload their presentation by no later than the indicated time (TBD).

Contribution to Class Discussion

 **Due Date:** Sun Mar 24, 2024 at 11:59pm EDT

WRITTEN ASSIGNMENTS: EVALUATION

Class & Deliverable	Deliverable Description
<p data-bbox="115 304 316 346">Individual Case Hand-In (15%)</p> <p data-bbox="115 882 316 924">Class 5</p> <p data-bbox="115 934 316 976">Feb 11</p>	<p data-bbox="324 304 1498 409">This assignment will be written as an "email to an Executive". The purpose of this assignment will be to clearly articulate your analysis and recommendation to a stakeholder like a firm Partner, CEO, Managing Director, etc.</p> <p data-bbox="324 430 1498 493">Each student will submit an individual word document on or before the due date. The assignment will account for 15% of the student's final course grade.</p> <p data-bbox="324 514 1498 619">Submissions are limited to 700-1000 words typed, using 11-point Arial font with normal margins. There is no page limit for the appendix; but the content of the appendix is limited to framework diagrams and/or tables. No additional insights should be provided in the appendix.</p> <p data-bbox="324 640 1498 682">The "email" should include:</p> <ul data-bbox="324 703 1498 1228" style="list-style-type: none"> · Executive Summary: a brief takeaway that provides the reader everything they need to know about your analysis and recommendation · External / Internal Environmental Scan: one concise paragraph providing the value-add insights gained through the industry analysis and internal analysis · Key Problem Statement: one concise statement identifying the fundamental strategic issue the organization in the case is facing · Analysis: short description of the analyses you performed or would perform in order to prove or disprove the hypothesis and substantiate your recommendations · Recommendations: a clearly articulated set of recommended actions supported by fact-based (quantitative & qualitative) evidence · Risks and Mitigations: briefly list some risks and for each how this will be mitigated <p data-bbox="324 1239 1498 1281">To be included in the appendix:</p> <ul data-bbox="324 1291 1498 1375" style="list-style-type: none"> · Diagram of the structure/framework you applied to decompose the situation and prioritize the core issues <p data-bbox="324 1386 1498 1459">Visual's may be used within the body of the email; however, they may not contain paragraphs of information; otherwise each word included in the visual will count towards the total word count</p> <p data-bbox="324 1512 1498 1585">The course contains multiple sessions that involve case presentations. Students will be randomly divided into groups and all groups will be assigned the same case.</p>
<p data-bbox="115 1638 316 1753">Group Presentations (40% total)</p> <p data-bbox="115 1764 316 1816">Classes 5 to 10</p>	<p data-bbox="324 1638 1498 1871">For those cases released prior to the presentation day – it is strongly recommended that groups meet outside of class time to sufficiently prepare for the presentation. Each group will present in a randomly selected order. Presentations will be 10-15 minutes in length and followed by a 5- or 10-minute question/answer session. Each group member is expected to participate in the presentation. Groups are expected to email their presentation by a set deadline, which will be provided in class.</p>

Students will form groups and prepare a 20-minute presentation on the assigned case, followed by a 15-minute Q&A session. All group members must participate during the presentation and Q&A.

**Final Group
Presentations
(30%)**

Class 11

Groups can draw on research from outside the case but must keep within the timeframe of the case year (i.e. do not pull on anything beyond that date).

Mar 24 (morning)

The rubric will be posted no less than 2-weeks before the presentation is due. Each group will upload their presentation by no later than the indicated time (TBD).

CALCULATING COURSE GRADE

The course grading scheme for Master's level courses at Schulich uses a 9-value grade-point system. The possible course letter grades for a course (and the corresponding grade points awarded for each grade are:

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

Points 9 8 7 6 5 4 3 2 1 0

The Schulich School of Business does not use a percentage scale. When faculty members award marks on a percentage basis, the instructor converts the percentages to letter grades. For example, a cumulative percentage mark of 50% does not necessarily mean that a student will pass a course.

In this class, final letter grades will be determined by the following process: A numerical grade (0-9) will be assigned for each assignment, test, presentation, etc. Each student's course grade will be calculated using a weighted average of the numerical grades and the weights for each deliverable above.

CLASS-BY-CLASS SYLLABUS

Class 1 - Introduction

Jan 14/24

Overview: Class 1

Assigned Reading:

Learning by the Case Method by John S. Hammond

What Is Strategy? By Michael E. Porter

Class 2 - Presentation Skills

Jan 14/24

Overview: Class 2

Assigned Reading:

Designing and Delivering the Perfect Pitch by Angelo Santinelli and Candida Brush

Working with Multicultural Groups and Teams by David C. Thomas and Kerr C. Inkson

Class 3 - Case Analysis Part 1

Jan 28/24

Overview: Class 3

Case Reading: Disney: Delivering More Content in More Ways

Assigned Reading:

- The Five Forces: Competing for Profits "Understanding Michael Porter's Best-Known Framework" by Joan Magretta
- A Porter Glossary: Key Concepts "A Michael Porter Lexicon" by Joan Magretta

Class 4 - Case Analysis Part 2

Jan 28/24

Overview: Class 4

Case Reading: Cowbell Brewing Co.: Building a Destination Brewery

Assigned Reading:

The Hard Truth About Business Model Innovation by Christensen et al

Class 5 - Practical: 3-hour Case Prep

Feb 11/24

Overview: Class 5

Case Reading: Case to be released at 9am

Assigned Reading:

- Managing Brands for the Long Run: Effective Brand Reinforcement and Revitalization Strategies by Kevin Lane Keller

Individual Case

Hand-In due at or before 9:00 AM EST

Class 6 - Practical: Group Presentations

Feb 11/24

Overview: Class 6

Group Presentation # 1

(presentation of 3-hour format case from morning)

Class 7 - Case Analysis & Presentation: Recalibration

Feb 25/24

Overview: Class 7

Case Reading: Audi A8: The World's First Level 3 Autonomous Vehicle

Assigned Reading:

When First Movers Are Rewarded, and When They're Not:

<https://hbr.org/2015/08/when-first-movers-are-rewarded-and-when-theyre-not> ⇨ (<https://hbr.org/2015/08/when-first-movers-are-rewarded-and-when-theyre-not>)

Class 8 - Practical: Group Presentations

Feb 25/24

Overview: Class 8

Case Reading: Walmart's Flipkart Acquisition: A Showstopper Deal?

Assigned Reading:

Successful Human Resources Management Factors in International Mergers and Acquisitions by Rodríguez-Sánchez et al

Group Presentation # 2

(preparation to be done outside of class time)

Class 9 - Practical: 3-hour Case Prep

Mar 10/24

Overview: [Class 9](#)

Case Reading: Case to be released at 9am

Assigned Reading:

- Blue Ocean Strategy by Chan Kim and Renee A. Mauborgne

Class 10 - Practical: Group Presentations

Mar 10/24

Overview: [Class 10](#)

Group Presentation # 3

(presentation of 3-hour format case from morning)

Class 11 - Final Group Presentations

Mar 24/24

Overview: [Class 11](#)

Case Reading: TikTok's Rise to Global Markets

Assigned Reading:

Explaining the Internationalization of iBusiness Firms by Brouthers et al

Final Presentations

(preparation to be done outside of class time)

Class 12 - Wrap Up

Mar 24/24

Overview: [Class 12](#)

Review, Course Evaluations, and Feedback

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

The course comprises of a set of initial lectures that will introduce approaches, analytical frameworks, and methods that will enable students to solve business cases and develop presentations in an accretive manner.

Subsequently, the remaining classes will revolve around the solving and presenting of course cases, where groups will be asked to present their analysis of the situation and their recommendations, supported by fact-based rationale. The course cases will take on various formats, including:

- **3-hour format:** 2 Cases will be released to students at the beginning of the class (on the morning of the Sunday), simulating a competitive case competition environment. A presentation-ready slide deck would then be submitted by the end of the 3-hour class. These decks will then be presented in the afternoon session that follows. Punctual attendance at these sessions is an absolute imperative.
- **Prepared format:** 2 cases (including the final) will be released early for students, and limited in-class time will be allotted for preparation. As such, it is crucial to be diligent in the pre-class preparation. It is strongly recommended that groups meet outside of class time to sufficiently prepare for the presentation. Given that there may be external practitioners attending the course throughout the term to provide topical industry insights, students will be held to a high standard as they represent both themselves and the Schulich School of Business.

Preparation. This course is an advanced Masters-level elective course and therefore students will be accountable for coming to each lecture completely prepared. Prior to each class, students are expected to read the assigned readings.

Class Participation (contribution).

In every class, the quality and quantity of students' verbal remarks will be evaluated. Contribution is attributed as follows:

- **A+ (9) – Superior Contribution.** The student demonstrates superior participation by not only comprehending the material, but by also bringing their own level of reflection/thoughts/work experience to the conversation. It is evident that the student displays leadership qualities by incorporating thought-provoking discussion, including opinions of other classmates as well. Students participating at this level are enriching the classroom experience.
- **A- to A (7 to 8) – Substantial Contribution.** The student will regularly participate in class discussions, demonstrating that they have read and understood the course material and are actively seeking to be engaged in the discussion with considerable effectiveness. It is important to note that the student demonstrates a high level of EQ by not over-participating (dominating) discussions and is respectful of classmate opinions.
- **B- to B+ (4 to 6) – Considerable Contribution.** The student will regularly participate, demonstrating that they are engaged and understanding of the topic at a very high level. However, it is evident that the student did not prepare for the lecture (i.e. did not complete the case reading and/or supplementary readings).
- **C- to C+ (1 to 3) – Minimal Contribution.** The student attends lecture and is awake/attentive most of the time. However, the student is falling well below the standard with limited effectiveness. The student must work at

significantly improving his or her participation if they are to be successful in the course. Students will respond to cold calls but, does not engage beyond that.

- **F (0) - Absent.** The student did not attend lecture.
-

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Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Lilian Ng, Scotiabank Chair in International Finance and Pauline Shum Nolan, AC (Finance)
Date: January 17, 2024
Re: Financial Management Stream within the Finance Specialization

Motions:

1. To include FINE 6880 (Sustainable Finance & Impact Investing) as an elective course within the Financial Management stream.
2. To remove FINE6150 (Advanced Corporate Finance) as a required course for the Financial Management stream.

Rationale:

1. Lilian Ng: FINE6880, focusing on sustainable finance and impact investing, is a vital and timely addition to the curriculum, aligning with the evolving finance industry. It gives students essential insights into responsible investing and equips them with the necessary skills for this burgeoning field.
2. Pauline Shum Nolan: this course has persistent low enrolments and will be removed from our course offerings in 2024/25.

Specialization/Stream Change Proposal Form

Schulich School of Business

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

1. Responsible Program:

Schulich MBA Program

2. Responsible Unit:

FINE

3. Type of Specialization/Stream Change(s) (indicate all that apply):

X	changes to list of required credits
X	changes to list of required courses (MF stream within the Finance specialization)
X	changes to list of elective courses (MF stream within the Finance specialization)
	retire specialization/stream
	other (please specify)

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

Summer 2024

5. Rationale for Change:

Please indicate how the proposed change will contribute to the academic objectives of the specialization/stream. Please provide a description of the amended learning outcomes/objectives for the specialization/stream, if applicable.

- 1. Removal of FINE6150 Advanced Corporate Finance – this course is being removed from our course offerings due to persistent low enrolments. Hence, it can no longer be on the required list for the Financial Management stream within the Finance specialization.*
- 2. Addition of FINE6880 Sustainable Finance and Impact Investing to the list of recommended electives for the Financial Management stream within the Finance specialization. FINE6880 is a vital and timely addition to the Financial Management curriculum, aligning with the evolving finance industry. It gives students essential insights into responsible investing and equips them with the necessary skills for decision making in this burgeoning field.*

6. Proposed Specialization/Stream Information:

Please insert the current, approved specialization/stream information as it appears in the handbook on the left, and proposed specialization/stream information on the right. Please clearly and visibly indicate the changes using strikethrough (left column), bold, underlining, colours, etc. (right column).

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Financial Management Stream Students must complete 12.00 credits total, consisting of:</p> <ul style="list-style-type: none"> • 6.00 credits of Required Courses • 6.00 credits of Elective Courses <p>Required Courses</p> <ul style="list-style-type: none"> • FINE 6100 3.00 FINANCIAL MANAGEMENT • FINE 6150 3.00 ADVANCED CORPORATE FINANCE <p>Elective Courses (Financial Management Stream)</p> <ul style="list-style-type: none"> • FINE 6200 3.00 INVESTMENTS • FINE 6400 3.00 MANAGING RISKS IN A CHANGING GLOBAL ENVIRONMENT • FINE 6600 3.00 CORPORATE FINANCIAL ANALYSIS 	<p>Financial Management Stream Students must complete 12.00 credits total, consisting of:</p> <ul style="list-style-type: none"> • 6.00 credits of Required Courses • 3.00 credits of Required Courses • 6.00 credits of Elective Courses • 9.00 credits of Elective Courses <p>Required Courses</p> <ul style="list-style-type: none"> • FINE 6100 3.00 FINANCIAL MANAGEMENT <p>Elective Courses (Financial Management Stream)</p> <ul style="list-style-type: none"> • FINE 6200 3.00 INVESTMENTS • FINE 6400 3.00 MANAGING RISKS IN A CHANGING GLOBAL ENVIRONMENT • FINE 6600 3.00 CORPORATE FINANCIAL ANALYSIS • FINE 6880 3.00: Sustainable Finance & Impact Investing


underlining, colours, etc. (right column).

7. Consultation:

For changes that include deletions or additions of courses across areas please provide evidence that appropriate consultation has taken place.

N/A (does not affect other Areas)

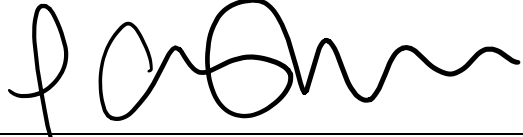
Originator:

	<p>January 24, 2024</p>
<p>Signature</p>	<p>Date</p>
<p>Lilian Ng and Pauline Shum Nolan</p> <p>Name</p>	<p>Finance</p> <p>Area or Specialization</p>

Approvals:

Area or Specialization

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



Signature

January 24, 2024
Date

Pauline Shum Nolan
Name

Finance
Area or Specialization

Degree Program:

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

Mike Valente
Signature

January 25, 2024
Date

Mike Valente
Name of Program Director

MBA
Program

Program Committee:

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

Kevin Tasa
Signature

February 15, 2024
Date

Kevin Tasa
Name of Committee Chair

MPC
Committee

Course Outline

Winter 2024

Section F: Thursday 11:30 AM--2:30 PM Room W133

Instructor

Dr Lilian Ng

N223 - Seymour Schulich Building

SFII.FINE@gmail.com (strictly for this class)

Office hours: By appointment

Assistant

Kaltum Osman

N204B SSB

416.736.2100 Ext. 55073

kosman@schulich.yorku.ca

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

Course Description

Sustainable finance has become one of the predominant trends in global capital markets. By the end of 2021, professionally managed sustainable investment strategies encompassed approximately a third (US\$37.8 trillion)¹ of all total global assets under management. This course offers a comprehensive view of the global sustainable finance landscape, its various forms, and how key financial stakeholders—like institutional investors, asset managers, and corporations—can utilize capital and create value using Environmental, Social, and Governance (ESG) criteria. It explores the sustainability challenges and shows how finance can tackle these through sustainable investment approaches. Unlike traditional finance, which solely emphasizes financial return and risk, sustainable finance incorporates ESG considerations to ensure funds are allocated effectively. Through this course, students will grasp the core principles of sustainable and responsible decision-making in finance, learn guidelines for their application in business and investment, and understand how both regulations and market dynamics incentivize proper corporate and investor actions.

The course is structured into two distinct parts. In the first half of the term, students will explore a variety of financing tools related to impact investing. Working in teams, students will propose an innovative

¹ <https://www.schroders.com/en/insights/economics/outlook-2022-sustainable-investment/>

financing solution to tackle a pressing social or environmental issue. In the second half, the focus shifts to corporate responsibility strategies, which will be examined by applying primarily Harvard Business School case studies.

Corequisite: FINE5200 3.0, or MFIN5100 3.0, or instructor's permission.

Course Learning Outcomes

- **Understand the Background and Evolution of Sustainable Finance:** Develop a thorough understanding of the context behind, and development, of sustainable finance.
- **Recognize the Roles of Stakeholders:** Gain an understanding of the role and interplay between different stakeholders and opportunities for future development.
- **Apply Sustainable Finance Solutions to Real-World Scenarios:** Cultivate a mindset that creatively, thoughtfully, and critically uses sustainable finance products in specific situations or case studies.
- **Assess Financial Implications of Corporate Sustainability:** Determine both the risks and the opportunities that sustainability presents from a financial perspective.
- **Familiarize with Responsible Investment Strategies:** Understand sustainable responsible investment strategies across various asset classes.
- **Incorporate Impact Data into Planning:** Understand how impact information is incorporated into strategy.

Deliverables at a Glance

Assignment/Task	% Weight	Total
Individual Assignments		50
(1) Class Participation	10	
(2) Three Quizzes	15	
(3) Two Case Analyses/presentations	20	
(4) Personal Bio	5	
Team Assignments and presentations		
(1) Team project/Case Competition		50
Slide deck	20	
Presentation	20	
Peer evaluation	10	
		100%
Team Extra bonus (Finalist in Competition)	5	

Course Materials

Recommended

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

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

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

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

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

Instructor's slide decks posted on Canvas.

Additional timely Instructor's slide decks and readings will be added to the course on CANVAS.

Deliverables

CLASS PARTICIPATION (10%)

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

ASSIGNMENTS

1. Personal Bio (Value: 5%)

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

2. Case Studies (Value: 20%)

Prepare a slide-style response to the problem(s) posed in each case study.

3. The Kellogg-Morgan Stanley Sustainable Investing Challenge (Value: 50%)

A team project will involve participating in the Kellogg-Morgan Stanley Sustainable Investing Challenge ([Kellogg](#)). This Challenge plays a pivotal role in this course. It immerses students in real-world scenarios, allowing them to apply theoretical concepts to practical challenges and bridge the divide between classroom instruction and real-world experiences. These competitions emphasize teamwork, honing students' collaborative abilities, delegation skills, and group management. Students also cultivate efficient time management and prioritization skills given the time constraints. Moreover, presenting their findings sharpens their articulation, presentation design, and question-handling competencies.

More details will be provided in class. Teams should consist of no more than four students. Each team will prepare a prospectus as required by the competition. If your team advances to the final round, you will submit a final proposal and then deliver a 15-minute presentation to a panel of judges from the Kellogg School of Management and Morgan Stanley. Teams reaching the final round will receive an extra five bonus points.

EVALUATION OF YOUR WORK

Treat each assignment as a practical test demonstrating what you've absorbed from the course. I strive to communicate my expectations for each assignment and ensure that grading is fair and impartial. If you believe there's an oversight in how your work was graded, you have a week from when the assignment is returned to request a re-evaluation via email formally. In your message, please provide a detailed explanation for why you believe a re-assessment is necessary. Note that the grade could either increase, remain unchanged, or decrease upon re-evaluation. The grade will be deemed final if I don't receive a re-evaluation request within this one-week window.

Classroom Policies

- **Active Participation:** This subject matter is ever-evolving, making in-class discussions a cornerstone of our learning. Ensure you finish the reading assignments before each class and arrive on time, ready to start. *If you must miss class for any reason, please e-mail me prior to the start of class.*
- **Absences:** Emergencies can arise. I understand. If you foresee missing a class, please notify me in advance. Remember, you must catch up on readings and obtain notes from a fellow student.
- **Assignment Deadlines:** Ensure you submit assignments as per the timelines provided in the course outline. There's a penalty for late submissions: a decrease by half a grade for each day delayed, unless stated otherwise.
- **Device Etiquette:** To maintain a focused learning environment, avoid using cell phones and other non-course-related electronic devices during class.

Feedback

Your input throughout this course is invaluable. To assess the course's progress, I'll conduct a mid-term review. Should you encounter any concerns or issues at any point, please don't hesitate to contact me at lng.sfii@gmail.com. I'm committed to assisting you in any way I can. Also, as the course concludes, you will be able to give a confidential review. Your feedback not only helps improve the current course but also influences its structure in upcoming semesters. Your efforts to enhance this course are truly appreciated.

General Academic Policies: Grading, Academic Honesty, and Accommodations

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

Academic honesty is fundamental to the integrity of university education and degree programs and applies in every course offered at Schulich. Students should familiarize themselves with York University's policy

on academic honesty, which may be found in the Student Handbook and on the Student Services & International Relations website: <http://schulich.yorku.ca/current-students/academic-honesty/>

Accommodations

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

Absence from Quizzes (This course has quizzes but no midterm and final exam).

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

Students' Reuse of Teaching Materials from York Courses

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

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Summary of Classes, Activities and Deliverables

Class Number and Topic	Optional Reading list
<p>January 11, 2024</p> <ul style="list-style-type: none"> ▪ What is sustainable finance? ▪ Purpose and limits of sustainable finance 	<ul style="list-style-type: none"> • Slide Deck -- Introduction • Edmans Chapters 1-2 • UN Sustainable Development Goals (SDG) • Climate Action Tracker-Dec 2023 Update (Temp) • UN: The Sustainable Development Goals Report (UN-SDG2023)
<p>January 18, 2024</p> <ul style="list-style-type: none"> ▪ Definitions of impact investing ▪ Origins of impact investing ▪ Theories of change – what are impact investors trying to do differently? 	<ul style="list-style-type: none"> • Slide Deck – Impact Investing I • Morningstar's Global Sustainable Fund Flows: Q3 2023 in Review (Morningstar) • BlackRock Global Impact Report 2022/2023 (BlackRock) • 2023 Global Impact Investing Network (2023GIIN) • Godeke, S., and Briaud, P., 2020. Impact Investing Handbook: A Guide for Practitioners, Rockefeller Philanthropy Advisors. Introduction and Chapters 1 and 4 • Case Competition Preparation – Review past winners' financial solutions to social and environmental problems. • Teams to submit their identified challenges.

Class Number and Topic	Optional Reading list
	<ul style="list-style-type: none"> • THE KMS CHALLENGE: REGISTRATION DUE JAN 21, 2024
<p>January 25, 2024</p> <ul style="list-style-type: none"> ▪ What impacts do investors seek? 	<ul style="list-style-type: none"> • Slide Deck – Impact Investing II • Case Competition Preparation – Review past winners’ financial solutions to social and environmental problems. • Team to submit a proposed financial solution.
<p>February 1, 2024</p> <p>Impact Measurement</p> <ul style="list-style-type: none"> ▪ Is there a positive or negative relationship between financial and impact performance? 	<ul style="list-style-type: none"> • Slide Deck: Impact Measurement • Mudaliar, A. and Bass, R., 2017. “GIIN Perspectives: <i>Evidence on the Financial Performance of Impact Investments</i> (GIIN17) • Godeke, S., and Briaud, P., 2020. <i>Impact Investing Handbook: A Guide for Practitioners</i>, Rockefeller Philanthropy Advisors. Introduction and Chapters 5 and 6 • Jackson, E.T., 2013. “Interrogating the Theory of Change: Evaluating Impact Investing Where it Matters Most.” <i>Journal of Sustainable Finance & Investment</i> 3 (2): 95–110. (JSFI)
<p>February 8, 2024</p> <p>Green Bonds and Social Impact Bonds</p> <p>Climate change and finance implications</p>	<ul style="list-style-type: none"> • Slide Deck: Green and Social Bonds • OECD 2020, Chapter 2, Making sense of the environmental pillar in ESG investing. • Flammer, C., 2020. "Corporate Green Bonds", <i>Journal of Financial Economics</i>, Forthcoming. (Flammer) • Hodgson, P., 2020. “The New Wave of US ESG Investing: Case Studies in Impact – Prison Education and Herbal Teas,” (Hodgson) • KP Chapters 4-7, 12 • Preparation for the Challenge – Review past winners’ financial solutions to social and environmental problems.
<p>February 15, 2024</p>	<ul style="list-style-type: none"> • Team Presentation & Prospectus Due • THE KELLOGG-MS CHALLENGE: PROSPECTUS DUE FEB 18, 2024
<p>February 22, 2024</p>	<ul style="list-style-type: none"> • Reading Week
<p>February 29, 2024</p> <p>Socially Responsible Investing</p> <ul style="list-style-type: none"> ▪ Asset management perspective ▪ Typology of sustainable investing strategies ▪ Sustainable finance in public and private markets ▪ Sustainable finance funds <p>Sustainable Finance Strategies: Markets and Instruments</p>	<ul style="list-style-type: none"> • Slide Deck: SRI • Edmans Chapter 5 • Principles for Responsible Investment, “A Practical Guide to ESG Integration for Equity”, 2016. (PRI-Guide) • IIRC Institute and Sustainalytics, “How Investors Integrate ESG: A Typology of Approaches”, April 2017. (IIRC) • Handbook on Responsible Investment Across Asset Classes, Boston College Center for Corporate Citizenship (BC Handbook) • Atta-Darkua, V., Chambers, D., Dimson, E., Ran, Z., and Yu, T., 2020, “Strategies for Responsible Investing: Emerging Academic Evidence”, <i>The Journal of Portfolio Management</i>, Ethical Investing, p. 26-35. • GSIA (2020) <i>Global Sustainable Investment Review 2020</i>.

Class Number and Topic	Optional Reading list
<p>March 7, 2024 Shareholder Activism and Engagement</p> <ul style="list-style-type: none"> ▪ Stewardship through engagement and monitoring 	<ul style="list-style-type: none"> • Slide Deck: Shareholder Activism • Edmans: Chapters 6 and 9 • Eccles, R., Mooji, S., and Stroehle, J., 2021. “Four Strategies for Effective Engagement.” (EMS) • Behar, A., 2021. “A Response: Four Strategies for Effective Engagement.” (Behar) • International Corporate Governance Network Global Stewardship Principles (ICGN) • Naaraayanan, L., 2021. “Activist shareholders must push for environmental change” (Activist) • KP Chapter 8 • Quiz 1
<p>March 14, 2024 Financial Inclusion</p>	<ul style="list-style-type: none"> • Slide Deck: Financial Inclusion • Sherry, R., 2020. “Towards Inclusive Societies – Impact Investing and Financial Inclusion,” (Sherry)* • Assignment: Massachusetts Pay-for-Success Contracts: Reducing Juvenile and Young Adult Recidivism (HBR: 9-514-061)
<p>March 21, 2024 Corporate Purpose</p> <ul style="list-style-type: none"> ▪ Stakeholderism vs. Shareholderism ▪ Doing Good While Doing Well 	<ul style="list-style-type: none"> • Slide Deck: Corporate Purpose • Edmans Chapters 3-4 • Friedman, Milton. (1970, September). The Social Responsibility of Business is to Increase its Profits. <i>The New York Times Magazine</i>. (NYT) • Fink, Laurence D. (2018, January 17). <i>Larry Fink’s Annual Letter to CEOs: A Sense of Purpose</i>. (Purpose) (Letter) • Fancy, T., 2021. “Free Markets and ESG Investing Won’t Fix the Climate Crisis” (Forbes) • Clark, G. Feiner, A., and Viehs, M., 2015. “From the Stockholder to the Stakeholder: How Sustainability Can Drive Financial Outperformance,” University of Oxford and Arabesque Partners. (CFV) • “Warren Buffett on Why Companies Cannot be Moral Arbiters.” <i>Financial Times</i>, December 29, 2019. (Buffett) • Mark Carney, How We Get What We Value: Lecture 1: From Moral to Market Sentiments, The Reith Lectures (BBC), December 2, 2020. (Carney Podcast) • Hart, O., and Zingales, L., 2017. “Companies Should Maximize Shareholder Welfare Not Market Value,” <i>Journal of Law, Finance, and Accounting</i>. 247–274. (HZ) • KP Chapter 15 • Quiz 2
<p>March 28, 2024 ESG Measurements and Ratings</p>	<ul style="list-style-type: none"> • Slide Deck: ESG Ratings • Purcell, K., 2020. “ESG Data Isn’t Telling the Right Story.” (Purcell)

Class Number and Topic	Optional Reading list
<ul style="list-style-type: none"> ▪ ESG ratings and their limitations ▪ The governance of sustainability 	<ul style="list-style-type: none"> • Mair, V., 2021, "IOSCO asks whether ESG ratings and data providers should be regulated." (Mair) • Berg, F., Koelbel, J.F., and Rigobon, R., 2022. "Aggregate Confusion: The Divergence of ESG Ratings". <i>Review of Finance</i> 26 (6), 1315–1344. (BKR) • Pucker, K.P., 2021. "Overselling Sustainability Reporting." (Pucker) • de Franco, C., 2020. "ESG Controversies and Their Impact on Performance." <i>The Journal of Investing</i>. • MacMahon, S., 2020. "The Challenge of Rating ESG Rating Performance."
<p>April 4, 2024</p> <p>Sustainable Reporting</p> <ul style="list-style-type: none"> ▪ Sustainability accounting: standards and metrics ▪ Sustainability reporting; integrated reporting. <p>Course overview</p>	<ul style="list-style-type: none"> • Slide Deck: Sustainable Reporting • Climate Disclosures Standards Board and Sustainability Accounting Standards Board, "TCFD Implementation Guide: Using SASB Standards and the CDSB Framework to Enhance Climate-Related Financial Disclosures in Mainstream Reporting", 2019. (Guide) • Lubin, D. A., & Esty, D. C., 2014. Bridging the sustainability gap. <i>MIT Sloan Management Review</i>, 55(4), 18. (S-Gap) • Sustainability Accounting Standards Board (SASB) materiality map. (SASB) • Course Overview • Assignment: Root Capital and the Efficient Impact Frontier (HBR: 9218-084) • Quiz 3

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Grant Packard, Associate Professor of Marketing and MMKG Program Director
Date: February 8, 2024
Re: Minor course change proposal to MKTG 6000 Field Project

Motion:

That Faculty Council approves the changes to the course description and add a learning outcome to MKTG 6000 Field Project course.

Rationale:

As background, major program changes approved for the Master of Marketing program in 2023 included a change from a two-term field project that included MKTG 6000 Field Project 1: Strategy and MKTG 6001 Field Project 2: Implementation. We eliminated the second term implementation course (MKTG 6001), and updated the title of the remaining MKTG 6000 course (from “MKTG 6000 Field Project 1: Strategy” to “MKTG 6000 Field Project”) to reflect that it is no longer a two-term field project.

The present minor course change proposal requests two additional minor updates to MKTG 6000-

First, we wish to update the course description for MKTG 6000 to better reflect the course’s experiential nature and it’s role as a third-term “capstone” that helps students integrate and apply marketing concepts learned in the prior two terms of the program.

Second, the course instructor and program director wish to add one new learning outcome to the course (“project management skills”). This learning outcome was already incorporated in the course’s content due to the course’s fundamental nature as an experiential consulting project, but was not explicitly noted in course learning outcomes.

Course Change Proposal Form

Schulich School of Business

1. Responsible Program:

Schulich Master of Marketing (MMKG) Program

2. Responsible Unit:

MKTG

3. Subject Code (Rubric) and Course Number:

MKTG 6000

4. Credit Value:

3.00

5. Long Course Title: MKTG 6000 Field Project

6. Short Course Title:

MKTG 6000 Field Project

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

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

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

Summer 2025

9. Rationale:

This minor change proposal is a consequence of the larger program changes that were approved for the Master of Marketing (MMKG) program in 2023. Those approved program changes included a change from a two-term field project that included MKTG 6000 Field Project 1: Strategy and MKTG 6001 Field Project 2: Implementation. We eliminated the

second term implementation course (MKTG 6001), and updated the title of the remaining MKTG 6000 course (from “MKTG 6000 Field Project 1: Strategy” to “MKTG 6000 Field Project”) to reflect that it is no longer a two-term field project.

The present minor course change proposal makes two additional minor updates to MKTG 6000.

First, we need to update the course description for MKTG 6000.

Second, the course instructor and program director wish to add one new learning outcome to the course (“project management skills”). This learning outcome was already incorporated in the course’s content due to the course’s fundamental nature as an experiential consulting project, but was not explicitly noted in course learning outcomes.

10. Proposed Course Information:

(Red and struck through indicates removal; Green indicates addition)

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Title MKTG 6000 Field Project</p> <p>Course Description In this course, students work with an assigned client to clearly establish outcomes for the client and to develop the most effective and efficient means by which to attain these outcomes. The course is intended to develop analytical skills, presentation skills, and an ability to work in time-sensitive environments.</p> <p>Course Learning Outcomes</p> <p>1. Learn How to Integrate Functional Knowledge: Over the course of the Fall and Winter terms of the MMKG program, you will acquire functional knowledge in various aspects of the marketing discipline. In this course, you will learn how to integrate the knowledge from each of these</p>	<p>Title MKTG 6000 Field Project</p> <p>Course Description This is an experiential learning course that has student teams integrate and apply marketing concepts studied in the first two terms of the MMKG program to develop and communicate actionable recommendations for a real client organization.</p> <p>Course Learning Outcomes</p> <p>1. Learn How to Integrate Functional Knowledge: Over the course of the Fall and Winter terms of the MMKG program, you will acquire functional knowledge in various aspects of the marketing discipline. In this course, you will learn how to integrate the knowledge from each of these functional aspects in the process of identifying and addressing the</p>

<p>functional aspects in the process of identifying and addressing the marketing challenges faced by your client.</p> <ol style="list-style-type: none"> 2. Develop Research Skills: While you learn key concepts in core and elective courses, in this course, you will learn to apply these concepts in the context of a marketing challenge that is being experienced by your client. This will require you to develop hypotheses about the company based on your understanding of the key concepts in the core and elective courses, and to test these hypotheses using data that you will be collecting about the client. 3. Develop Strategic Thinking Skills: In this course, you will learn to (a) identify marketing challenges, (b) analyze the company and its external environment to establish the root cause(s) of these marketing challenges, (c) develop alternative approaches to resolving the challenges, (d) evaluate these alternative approaches to land on a recommended approach, and (e) articulate the steps that need to be implemented – and the sequence in which they are to be implemented – in order to comprehensively address these challenges. 4. Develop Strategic Story-telling Skills: Whereas strategic thinking leads to the development of a strategy, this strategy has to be sold internally in order for the organization to become aligned with your recommended approach. In this course, you will learn how to develop a compelling presentation that will enable you to convey your strategy in an effective and efficient manner to your audiences. 	<p>marketing challenges faced by your client.</p> <ol style="list-style-type: none"> 2. Learn Proven Project Management Techniques: Being an excellent project manager is required in today's competitive business environment. In this course, you will learn how to map out your implementation process, create critical paths, establish resource needs early on in the process, continually monitor compliance with this process and; respond flexibly to unexpected developments. 3. Develop Research Skills: While you learn key concepts in core and elective courses, in this course, you will learn to apply these concepts in the context of a marketing challenge that is being experienced by your client. This will require you to develop hypotheses about the company based on your understanding of the key concepts in the core and elective courses, and to test these hypotheses using data that you will be collecting about the client. 4. Develop Strategic Thinking Skills: In this course, you will learn to (a) identify marketing challenges, (b) analyze the company and its external environment to establish the root cause(s) of these marketing challenges, (c) develop alternative approaches to resolving the challenges, (d) evaluate these alternative approaches to land on a recommended approach, and (e) articulate the steps that need to be implemented – and the sequence in which they are to be implemented – in order to comprehensively address these challenges.
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<p>5. Enhance Presentation Skills: In addition to learning how to develop a compelling presentation, you will also enhance your presentation skills. Over the term, you will make numerous presentations both individually and as part of a team. The intent is to create a sense of comfort in the task of presenting your ideas to live audiences.</p>	<p>5. Develop Strategic Story-telling Skills: Whereas strategic thinking leads to the development of a strategy, this strategy has to be sold internally in order for the organization to become aligned with your recommended approach. In this course, you will learn how to develop a compelling presentation that will enable you to convey your strategy in an effective and efficient manner to your audiences.</p> <p>6. Enhance Presentation Skills: In addition to learning how to develop a compelling presentation, you will also enhance your presentation skills. Over the term, you will make numerous presentations both individually and as part of a team. The intent is to create a sense of comfort in the task of presenting your ideas to live audiences.</p>
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11. Enrolment Notes:

This course is limited to MMKG students. It is one of two capstone courses offered in the third and final term of the updated program beginning in the 2024/25 academic year.

12. Consultation:

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

Originator:



Signature

December 19, 2023

Date

Grant Packard

Name

Marketing

Area or Specialization

Approvals:

Area or Specialization

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

Support obtained via email.

Steve Pulver

Principal MMKG Field Project Course
Instructor

David Rice

Associate Professor, Marketing and
Marketing Area Coordinator

Degree Program:

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

Support obtained via email.

Ashley Konson

Adjunct Professor, Marketing and
Associate Program Director, MMKG

Ashwin Joshi

Associate Professor, Marketing and
Associate Dean, Programs

Other:

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

Support obtained via email.

Minerva Cernea

Associate Director, Head of the Office of
Professional Development and
Experiential Education

Program Committee:

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

Kevin Tasa

February 15, 2024

Signature

Date

Kevin Tasa
Name of Committee Chair

Master Programs Committee
Committee

MKTG 6000 Field Project



Course Outline Summer 2025

Instructor

Steve Pulver

Office: N305P, SSB

Phone: (416) 540 9167(cell)

Email: spulver@schulich.yorku.ca

Assistant

Mima Gualtieri

mgualtieri@schulich.yorku.ca

Steve Pulver

Steve has been an entrepreneur for more than 30 years, and has started, bought and sold a number of businesses. Steve brings this practical experience, and his Schulich MBA to MKTG 6000, The Master of Marketing Field Project, making the course relevant and meaningful to students.

Steve's experience is in marketing and advertising consumer goods with Procter & Gamble, CBS Records, his own firm, Echo Advertising, and a number of other organizations including Mill Street Brewery. Of note, Steve funded his MBA by writing and performing stand-up comedy across North America. His perspective reflects these varied experiences.

Office Hours

I will be on campus regularly during the semester. Please email me to set up a meeting, either in person, or on zoom

Brief Course Description

This is an experiential learning course that has students integrate and apply marketing concepts studied in the first two terms of the MMKG program to develop and communicate actionable recommendations for a real client organization.

Prerequisites

The course is restricted to students enrolled in the MMKG program.

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Course Learning Outcomes

COURSE LEARNING OUTCOMES – Marketing Field Project

1. **Learn How to Integrate Functional Knowledge:** Over the course of the Fall and Winter terms of the MMKG program, you will acquire functional knowledge in various aspects of the marketing discipline. In this course, you will learn how to integrate the knowledge from each of these functional aspects in the process of identifying and addressing the marketing challenges faced by your client.
2. **Learn Proven Project Management Techniques:** Being an excellent project manager is required in today's competitive business environment. In this course, you will learn how to:
map out your implementation process,
create critical paths,
establish resource needs early on in the process,
continually monitor compliance with this process and;
respond flexibly to unexpected developments.
3. **Develop Research Skills:** While you learn key concepts in core and elective courses, in this course, you will learn to apply these concepts in the context of a marketing challenge that is being experienced by your client. This will require you to develop hypotheses about the company based on your understanding of the key concepts in the core and elective courses, and to test these hypotheses using data that you will be collecting about the client.

In short, you will further develop your research skills by advancing hypotheses and testing them using marketplace and company data.

4. **Develop Strategic Thinking Skills:** In this course, you will learn to (a) identify marketing challenges, (b) analyze the company and its external environment to establish the root cause(s) of these marketing challenges, (c) develop alternative approaches to resolving the challenges, (d) evaluate these alternative approaches to land on a recommended approach, and (e) articulate the steps that need to be implemented – and the sequence in which they are to be implemented – in order to comprehensively address these challenges.
5. **Develop Strategic Story-telling Skills:** Whereas strategic thinking leads to the development of a strategy, this strategy has to be sold internally in order for the organization to become aligned with your recommended approach. In this course, you will learn how to develop a compelling presentation that will enable you to convey your strategy in an effective and efficient manner to your audiences.
6. **Enhance Presentation Skills:** In addition to learning how to develop a compelling presentation, you will also enhance your presentation skills. Over the term, you will make numerous presentations both individually and as part of a team. The intent is to create a sense of comfort in the task of presenting your ideas to audiences.

Deliverables at a Glance

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

Assignment	Deadline/ Due Date	Quantity	% Weight	%Total	Author
Complete field project self assessment survey	January 2025	1	0%	n/a	Individual
Research Ethics Certificate	March 2025	1	0%	n/a	Individual
Statement of Work	April 2025	1	Mandatory but not graded	n/a	Group
Attendance at Class sessions	Summer term Weeks 1-3	3	0%	n/a	Individual
Project Plan Meeting & Presentation Project Plan Meeting Summary	Summer term Week 4	1	20% 5%	20% 5%	Team
Status Meeting & Presentation Status Meeting Summary	Summer term Week 8	1	10% 5%	10% 5%	Team
Final Report & Presentation Final Meeting Summary	Summer term Week 12	1	35% 5%	35% 5%	Team
Reflective Journal	Summer term Week 12	1	20%	20%	Individual
				100%	

Course Material

There is material that is required reading and viewing for each of our 3 lecture sessions

In order to make the material as economical as possible we have done 3 things:

- Created a course pack containing the course material that isn't available on line. This is available for purchase via the York U bookstore (Course Kit)
- identified material available via a library search (library search)
- Provided any other material via a web search (WS). Please note some of these links are unstable and may change, so please try a couple of searches before you contact the instructor if you can't find it

Additionally, you will find information required for this course on Canvas. Check it frequently.

Expectations of Students in the Course

Class Attendance: This course has 3 formal classroom sessions. You are expected to attend each session as the material presented in it is fundamental to your successfully completing the Marketing Field Project. Additionally, each student is expected to attend and participate in the 3 milestone meetings throughout the project

Initiative and Communication: Because this course has few scheduled classes, it is critical that each team manages its workload and takes initiative to develop and complete each phase of the project with excellence. Providing excellent reports to the client not only enhances Schulich's reputation amongst the employer community, but also increases your learning and career prospects.

To help you learn how to manage a complex project with many moving parts, you will be required to provide a comprehensive meeting summary within 48 hours of the meeting. The summary should cover:

- what was agreed upon in the meeting
- what the next steps are, when they will be delivered, and who is responsible for delivering each step.

Please note, your meeting summaries are graded

We will go over these details in more depth at our Project Management session on TBD

While there are only three formal assessment points for your progress, you are encouraged to make an appointment to speak with your instructor if you are facing any challenges with data collection, your client, your analysis, or the working relationships within your group.

Milestone Meetings. You will present your Project Plan, Status Report, and Final Report to your instructor as a team on the dates assigned to your group.

Since our 2025 cohort is large, some groups may be asked to meet outside of regular class hours. We will schedule these meetings, if necessary, at a mutually convenient time.

Additionally, you are required to present the project plan and final report to your client. You must also submit proof of those presentations to your instructor via an email cc'ing your client, and all the members of your group. Different team members must lead each presentation. This means that, since there are 3 meetings and 5 or 6 people per group, everyone in the group must present at least once.

Please indicate who will be presenting each report on the cover page of each report's submission

Important note This doesn't mean you should divide each milestone meeting presentation into 6 mini sections, 1 presented by each member for each presentation. Look at all the presentations you need to make throughout the term and divide the presentation time equally among your group members. Fewer Presenters in each meeting is better.

Importantly, if any changes in this schedule become necessary, notifications will be posted on Canvas, and when changes need to be announced between classes, an email will also be sent via a group Schulich email

Please check your Canvas and your Schulich e mail account regularly

Week to Week Course Schedule

Winter 2024 Activities

Submit self assessment survey	End Jan
All groups to be confirmed and site names released	End Feb
Site preferences and Group contracts to be sent to spulver@schulich.yorku.ca	Early March
Research Protocol Certificate to spulver@schulich.yorku.ca	Mid March
Signed Group Contracts to instructor	End March
Agreed Statement of Work (SOW) to Instructor	Mid April

Summer Term 2025 Activities

Formal Classroom Session 1	Week 1
Formal Classroom session 2	Week 2
Formal Classroom Session 3	Week 3
Project Planning Meetings	Week 4
Status Report Meetings	Week 8
Final Report Meetings	Week 12

Group Formation and Site Selection

There are several distinct steps that must be followed to set up groups and sites in order to complete the project successfully. These steps and their timetable are outlined below and detailed in the balance of this course outline. We will break these steps up into classroom sessions for all, and individual group meetings with your instructor.

End Jan	Students are required to complete the field project survey by____. This will allow us to assign students to a group with members with complementary skills.
End Feb	Groups finalized
End Feb	We expect that Schulich will deliver the company for study to your group. However, if you have found a company that you would like to study, please submit that company's name and a company contact (phone AND email) to spulver@schulich.yorku.ca We will follow up with the company to confirm they are suitable for field project study The organization must be an on-going business, a start-up, a non-profit, or community organization with more than 1 employee and revenue of \$100,000/yr..
End Feb	All group members are required to complete and sign a group contract confirming one another's commitment to each other and to the project. The signed contract is due to your instructor via e mail. Once that contract is approved, your group will be assigned a company to work with by Friday, February 28 th .end february
End Feb	You will learn what site has been assigned to your group
Mid March	Individual Research Ethics Certificates Due
End April	Agreed Statement of Work (SOW) due to instructor

May – July	From May through July, each student group will engage in a collaborative work project that will be negotiated between the student group, the organisation’s management, and your instructor. The project is formalized in a document called the “Statement of Work” (SOW attached on p. 14) The agreed SOW is due to your instructor by end April
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Classroom Sessions

Class 1 Week 1	TBD	<p>Will introduce you to the course and take you through the deliverables and timetable for completion.</p> <p>Additionally, we will learn fundamental project management skills.</p> <p>To prepare for this session, please read/view the material identified below:</p> <ol style="list-style-type: none"> 1. Project Management Harvard Business School, Project Management Manual, Mar 26,2002. 9-697-034 (Course Kit) 2. https://www.slideshare.net/craigwbrown/the-project-management-process-week-1 (https://www.slideshare.net/craigwbrown/the-project-management-process-week-1) 3. Work Breakdown Structure Templates https://www.google.com/search?q=work+breakdown+structure+template 4. Gantt Chart Templates https://www.google.com/search?q=gantt+chart <p>In Class Activity You will take your first crack at creating the project management plan for your field project.</p>
Class 2 Week 2	TBD	<p>In this session we will discuss how to become a high functioning consultant to your client. Key topics include:</p> <ol style="list-style-type: none"> a) applying the scientific method to strategy development and consulting b) managing challenging client situations <p>To prepare for this session, please read/view the material identified below:</p> <ol style="list-style-type: none"> 1. Using Hypothesis Driven Thinking in Strategy Consulting, Liedtka, J.M., Darden Business Publishing, University of Virginia, 2006 UV 0991 (library search) 2. 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) <p>In Class Activity</p>

		Discussion and Role Playing of Various Difficult Client/Consultant Situations
Class 3 Week 3	TBD	<p>This session will focus on how to write and present a final report to your client</p> <p>To prepare for this session, please read the material listed below:</p> <ol style="list-style-type: none"> 1. First Draft to Final Draft, Clippinger D., From Producing Written and Oral Business Reports: Formatting, Illustrating and Presenting., Business Expert Press 2017 (library search) 2. Leading Words: How to Use Stories to Change Minds and Ignite Action Phoel, C.M. Harvard Management Communication Letter. Article Reprint C0605C (LS) 3. How to Give a Killer Presentation., Anderson, C. HBR June 2013 <p>In Class Activity</p> <p>Each group will be given a topic to write a 5 slide deck on and 1 member of your group will present it to the class</p>

Meetings with Instructor and Groups

Project Planning Meeting Week 4	<p>Student groups make a 20 minute presentation of their project plan in a 40 minute meeting .</p> <p>The objective of this meeting is to provide plan details and a detailed timetable for project completion for instructor input.</p> <p>Instructor input is given in the final 20 minutes of the meeting. The grading template for the Project Planning Meeting is on p 18 and will also be posted on Canvas.</p>
Status Meeting Week 8	<p>Student groups make a 20 minute status update presentation on their project in a 40 minute meeting.</p> <p>. The objective of this meeting is to provide a comprehensive update on where you are at vis-a-vis completing the project on time (at the end of week 12). The grading template for the status update meeting is attached on p. 19 and is also posted on Canvas.</p> <p>Instructor input is given in the final 20 minutes of the meeting.</p> <p>In order to have a successful status update meeting, the group will need to do a review of what was started at the beginning of the project, describe what has changed since the beginning of the project, and update me on the status of the group's research.</p> <p>The final deliverable for this phase of the project is a detailed timetable demonstrating convincingly how the project will be completed on time.</p>
Final Meeting Week 12	<p>Students will present their final report deck deck in 20 minutes and be prepared to answer questions for up to another 20 minutes.</p> <p>The grading template can be found on pages 20-21 and will also be posted on Canvas</p> <p>Importantly, in the meeting, we will discuss whether the presentation requires changes before it is presented to the client.</p>

Written Assignments/Reports: Descriptions

Performance in this course will be evaluated based on four assignments: the Project Plan, the Status Report, Final Report and the Reflective Journal. A more detailed description of the assignments follows.

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.

Due Date

Week 4	<p>Project Plan (Team) Font Size: no less than 16-point font Value: Deck and Presentation 20%, Meeting Summary 5%</p> <p>Submit a copy of your Project Plan Deck on Canvas before class begins the day your team presents. Please include your names and student numbers on the front of the document itself. Importantly, please identify who is presenting the project plan.</p> <p>The Project Plan will detail your plan for addressing the specific issue or issues the company faces. This may include a preliminary assessment of the organization, whether your project requires your organization to adopt a competitive position in the marketplace, and if it is in a competitive situation, how effectively it has competed to date.</p> <p>You are required to deliver a well-rehearsed, professional presentation with an accompanying slide deck. This will be worth 20% of the course grade, and it will be due <i>in late May</i>. You will also have to show evidence that the company has signed off on your project plan.</p> <p>The meeting summary, due 48 hours after the meeting, is worth 5% of the course grade.</p> <p>The grading template for the Project Plan meeting is on page 18.</p>
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Written Assignments/Reports: Descriptions

Week 8	<p>Status Report (Team) Font Size: no less than 16-point font</p> <p>Submit a copy of your Status Report Deck on Canvas before class begins the day your team presents. Please include your names and student numbers on the front of the document itself. Importantly, please identify who is presenting the status report</p> <p>Value: Deck and Presentation 10%, Meeting Summary 5%</p> <p>Over the 4 weeks between the project plan meeting and the status meeting, students will conduct primary research with key stakeholders whose input is essential to addressing the project, and secondary research on project specific issues which will unfold as the project develops.</p> <p>The purpose of the status meeting is to twofold:</p> <ol style="list-style-type: none">1) update your instructor on where you are at with your specific project deliverables, and1. to provide a detailed work schedule, with roles and responsibilities provided to convince your instructor that you have thought through how you will finish your project on time. <p><i>In late june</i> the students will make a formal presentation of the status of the project vs. their project plan, including findings to date, and work remaining. This will be worth 10% of the course grade, and should be delivered as a well-rehearsed, professional presentation with an accompanying slide deck.</p> <p>The meeting summary, due 48 hours after the meeting, is worth 5% of the course grade</p> <p>The grading template for the Project Status meeting is on page 19</p>
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<p>Week 12</p>	<p>Final Reort Deck and Presentation (Team) Maximum Length: no more than 30 pages plus appendices, double-spaced Font size: 16pt. for the slide deck Value: Report, Deck and Presentation 35%, Meeting Summary 5% Submit a copy of your Final Report Deck on Canvas before class begins the day your team presents Please include your names and student numbers on the front of the document itself. Importantly, please identify who is presenting the status report</p> <p>In the final month of the term, students will complete any remaining research and will, incorporate all feedback they have received. They will turn these findings into a final report as per they were shown in class 3 Teams must present this deck to their instructor in a professional, 20-minute presentation.</p> <p>During the 20 minute discussion portion of the meeting, we will decide whether the presentation requires changes before it is presented to the client. Your instructor will provide comments, and if changes are required, the team will resubmit the deck and the changed deck to their instructor electronically, highlighting where the changes have been made.</p> <p>Once the changes have been incorporated, students will present to the client, and will show verification that they have presented the report to the company via an email to their instructor cc'ing all group members and the client. Once that has been done, the team's grade will be submitted to Student Services.</p>
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Written Assignments/Reports: Descriptions

Week 12

Reflective Journal (Individual)

Font Size: no less than 12-point font

Maximum Length: no more than 2000 words

Please submit your journal on Canvas

Value: 20%

To consolidate learning and ensure you have gained the best from your 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 following points of discussion, as relevant:

- a) 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.
- b) 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.
- c) The most important skills you developed and the most critical knowledge you gained during your project experience.
- d) The ways in which you applied or challenged your management theory and concepts with the project.
- e) 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 teamwork?
- f) 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?
- g) A conflict or disappointment you experienced through your project and how you managed it?
- h) What did you learn from the project experience that will change the way you approach your next work or project assignment?

The grading template for the reflective journal is on p. 23

Evaluation of Written Assignments/Reports

Please note that the emphasis on group work (80%) is meant to reflect the nature of how work is done in many firms wherein people regularly form teams to work on key issues. As you probably recall from the Team Dynamics course in term 1, 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 with me about it.

To recap what has already been mentioned, your team will be required to have a signed agreement in order to be assigned a company for study. Additionally, to ensure that the team members each deliver on their commitments to the project, a formal peer evaluation process will be used throughout the project and discussed at each of the three milestone meetings. A peer grade allocation process will be used to assess the contributions of individual members to the team.

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.

Please take this very seriously, because your instructor does. Your instructor will consider this input in assigning the final grade. The grade allocation form is attached on p. 23, and must be submitted, signed by all team members before the final presentation begins. If the document cannot be agreed upon by all group members, the final meeting will be rescheduled at your instructor's convenience.

General Academic Policies: Grading, Academic Honesty and Accommodations

Rubrics for each assignment are attached and will be posted on Canvas

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.

General Academic Policies: Grading, Academic Honesty and Accommodations

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.

Masters 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, core courses are 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 this course, the following grading conversion will be used:

A+	91 - 100	C+	60 - 64
A	85 - 90	C	55 - 59
A-	80-84	C-	50 - 54
B+	75 - 79	D	45 - 49
B	70 - 74	F	0 - 44
B-	65-69		

For more details on the index, grading policy, and grade point average (GPA) requirements, see the following website:

<http://ada.schulich.yorku.ca/teaching-learning/policies/grading/>

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

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

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

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

MMKG 6000

Statement of Work

Site Name:

Project Objectives(s):

The objectives of this project are to:

Scope of Work:

1. Perform a Market and competitive analysis of the _____ market, including competitive product, promotion and targeting efforts
2. Primary research among users, and nonusers to better understand user evaluations of the client's product or service, which is details go here
3. A recommended plan to deliver the client's objectives which are:
 - a. _____
 - b. _____
 - c. _____

Changes from Brief:

List any changes from the brief in the following format

Brief

Revision

Agreed Meeting Dates and Times

Deliverables Schedule:

Course Deliverables for MMKG 6000

The statement of work will be finalized in April in order to deliver the following between May-August

Deliverables	Description	Schulich Due Date	Client Due Date
Project Plan Meeting	Purpose: To provide the plan to address client objectives To get client approval before the meeting and instructor approval after the meeting	TBD	TBD
Status Meeting	Purpose: To update instructor on research and data collection. Primary research will be conducted with key stakeholders, and secondary research on project- specific issues.	TBD	TBD
Final Meeting	Purpose: To deliver final data analysis and fact based recommendations to the instructor. Students incorporate the instructor's comments and then present to the client	TBD	TBD

Communication standards:

We will communicate with the client through e-mail, with a turnaround time of _____. In case of an emergency or when we require a response within 24 hours, we will contact the client through _____ which we have been given permission to do and the client has agreed to as well.

Agreed and approved this _____ of _____ 20_____

Student Chair Signature

_____ **Print**

Name

Client Signature

Print name

Project Planning Meeting Grading Template

1. **SCOPE OF YOUR PROJECT:** The deck clearly identifies the client problem/issue that the project is designed to address. Deliverables and assessment criteria that have been discussed with the client should be described. The deck should discuss current hypotheses related to the problem.

(__ /4)

2. **ASSESSMENT OF FIRM`S POSITION IN ITS INDUSTRY:** Identifies what client and students think is their competitive advantage / **USP** / “where client fit in” in specific terms. Evaluates the competitive advantage objectively using a formal evaluation criteria (VRIO is a suggested format). Which other competitors face the same challenge? Why?

(__ /4)

2. **RESEARCH PLAN:** Identifies how you will address the project. What data do you need to collect and analyze? How will you collect and analyze it?

(__ /4)

3. **TIMETABLE** This requires a detailed for successful completion of the project by end July. Is there a week by week timeline with individual responsibilities and due dates highlighted? Are all tasks identified? Is the timetable realistic? Are client meetings, team meetings and milestone meetings with instructors identified ?

(__ /4)

4. **PRESENTATION:** Slide deck effectively tells a story. Presentation is articulate, well structured, has obviously been rehearsed several times and shared by team members. Team members can effectively answer questions.

(_ /4)

Total

(/20)

Project Status Meeting Grading Template

1. **SCOPE OF YOUR PROJECT:** The deck and presentation updates the instructor briefly but clearly on the status of the project. Changes in scope from the first report should be noted, with indication that the client understands and agrees with these changes in scope.

_____ UNGRADED

2. **Presentation of Research Findings:** Identifies data you have collected (should include 100% of Phase 1 secondary data and social media audits, plus initial primary research) and analyzed to date, and how these relate to solving your organization's challenge. Includes an understanding of how your client (and/or product or service) is perceived in the marketplace, and a competitive assessment as appropriate.

_____ (___/3)

3. **Identifies any data still outstanding. Identifies conclusions you are beginning to draw from the data collected. Identifies your analysis plan to finalize your conclusions and develop recommendations for your clients and your final report. Outlines client awareness of your emerging story/client relations to date.**

_____ (___/3)

4. **Provides a detailed timetable for completion Provides Steps, timing, and responsibilities for daily activities required to complete the project successfully.**

_____ (___/3)

4. **PRESENTATION:** Slide deck effectively tells a story. Presentation is articulate, well structured, has obviously been rehearsed several times and shared by team members. Team members can effectively answer questions.

_____ (___/1)

Total

(___/10)

Final Report & Meeting Grading Template

1. Executive Summary (/4):

Brief outline of the background of the organization, the scope of work, the kind of research and analysis conducted to address the scope, the recommendations or conclusions in the report and the financial implications of the recommendations. (i.e., tell us what you are going to tell us). Start creating the story that the report will tell.

2. Background: (/2)

Tell a little bit about the organization, including what it does, and its competitive advantage, if any.

3. Project Scope: (/2)

Explain the scope of the project and the expected deliverables. Identify what you need to know to have a good solution (i.e., criteria for evaluation).

4. Research and Methodology: (/3)

Describe the research method(s) you used, how you developed the questionnaire and/or interview guide, how you obtained your sample, and any issues you encountered in your data collection.

5. Analysis: (/8)

Describe your analysis of the project including what you did to analyze the data you collected and what conclusions you were able to draw from your analysis. Be sure to consider limitations or boundary conditions of your analysis.

6. Recommendations: (/8)

Outline options you considered, and your final recommendations. Provide arguments and evidence supporting your recommendations and identifying why other options are not as good (use real options, not “straw man” options that aren’t realistic). Be sure to consider the financial and strategic implications of your recommendations.

7. Implementation: (/2)

Provide the client with guidance about what they should consider in implementing the recommendations. Answer questions like who should do what, when and how. Provide suggestions regarding targets and milestones if appropriate, indicating when the client should re-evaluate their plans based on market feedback.

8. Conclusion: (/1)

Tell us what you told us.

9. Appendices: **not graded**

Put only supporting material in the appendices. Key analyses and conclusions must be put into the text.

10. Presentation: (/ 5)

Slide deck effectively tells a story. Presentation is articulate, well structured, has obviously been rehearsed several times and shared by team members. Team members can effectively answer questions.

Total (/ 35)

Cautionary Notes:

Try to be succinct. It is difficult to gain managers' attention. You need to limit your report to really important stuff, with less important stuff in the appendices if at all. We (and likely your clients), would prefer you use less space and tell a concise and focused story in your report.

Client Verification:

Please attach an e mail from your client indicating that you have presented your report to them.

Reflective Journal Grading Template

Reflective Journal Grading Template

1. Proper Length and Format of the Reflective Journal

(/2)

2. The Clarity of your Answers to the 7 Questions

(/7)

3. Your Insights into Future Applications of Your Learning From the Field Project

(17)

4. Spelling Editing and Grammar.

(14)

Total **(20)**

Please note, It is a personal-reflection paper so please use your own words (don't quote the textbook or lecture slides). No outside research is required.

Grade Allocation Form

MMKG 6000
Grade Allocation Form

Please use this form to allocate the grades for each of the individual members of your team. The grade allocation is a team decision. That means you – the team – need to decide how to make this important decision. Common options are decision by consensus, where all members need to back the decision; and decision by majority, where the decision is made by vote. Other alternatives are possible, and it is up to the team to decide how to manage this process.

Your team contract should function as the basis for the grade allocation. Have team members exceeded or fallen short of the expectations stated in the team contract? If they exceeded the expectations, is a higher grade warranted? If they have fallen short, is lowering the grade reasonable?

Your decision should be based on contributions to content and task accomplishment as well as contributions to process and leadership. The former may include regular attendance at team meetings; initiative in getting tasks done; reliability and quality of the work conducted; and the sharing of ideas and feedback. The latter may include keeping the team

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Gregory Saxton, Professor of Accounting, Accounting Area Rep. for PhD in Administration
Date: January 22, 2024
Re: Minor Program Change Proposal: ACTG 7040

Motion:

That Faculty Council approves the description for the course ACTG 7040, Advanced Topics in Accounting Research, be updated to its correct description.

Rationale:

Recently, we became aware that the brief description for the area's core qualitative methods course (ACTG 7040) appearing online contained the name of the behavioural/experimental course (7030). Inquiries were made as to why that was the case but no one was able to provide an explanation. The proposed change is simply to eliminate the incorrect information (online and, now with the standardization of course syllabi on Canvas, on the electronic syllabus) and replace it with the correct information (i.e., the information that we have been using in this course for at least a decade now). No changes to the course are being proposed.

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:

Schulich PhD Program

2. Responsible Unit:

ACTG

3. Subject Code (Rubric) and Course Number:

ACTG 7040

4. Credit Value:

3.00

5. Long Course Title:

Advanced Topics in Accounting Research

6. Short Course Title:

Advanced Topics in Accounting Research

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

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

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

Winter 2025

9. Rationale:

Recently, we became aware that the brief description for the area’s core qualitative methods course (7040) appearing online contained the name of the behavioural/experimental course (7030). Inquiries were made as to why that was the case but no one was able to provide an explanation. The proposed change is simply to eliminate the incorrect information (online and, now with the standardization of course syllabi on Canvas, on the electronic syllabus) and replace it with the correct information (i.e., the information that we have been using in this course for at least a decade now). No changes to the course are being proposed.

Existing Course Information (Change From):	Proposed Course Information (Change To):
<p>Experimental Design for Behaviour in Organizations.</p>	<p>This course explores advanced topics in qualitative accounting research. It is designed to help two groups of doctoral students. For those pursuing qualitative accounting research, the course will help develop the skills necessary to produce qualitative accounting articles. For those pursuing other accounting research, the course will provide a guided exposure to qualitative accounting research and help integrate insights arising from the course into the students’ own research. The course will follow a “close reading” approach, with a detailed examination of carefully selected articles. This will allow us to understand what makes for a high-quality qualitative research article, including structure, theorization, methodology, empirical exposition, and engagement with current research conversations.</p>

10. Proposed Course Information:

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

11. Enrolment Notes:

n/a

12. Consultation:

n/a

Originator:

Gregory Saxton

Signature

1/19/2024

Date

Gregory Saxton

Name

ACTG

Area or Specialization

Approvals:

Area or Specialization

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

Linda Thorne

Signature

Date

Linda Thorne on behalf of the Accounting Area

Name

Area or
Specializa
tion

Degree Program:

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

Peter Darke

Signature

January 24, 2024

Date

Peter Darke

Name of Program Director

PhD Program

Program

Program Committee:

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

<u>Peter Darke</u>	<u>January 24, 2024</u>
Signature	Date

<u>Peter Darke</u>	<u>PhD Program Committee</u>
Name of Committee Chair	Committee

Delete This section once form is complete.

Required Attachments:

- For changes in the number of credits, course title or course description, please attach the Schulich course outline (which must conform to program norms; see the Program Assistant for details).*
- For cross-listed / integrated courses, please include a signed statement of agreement from the director of the other graduate course / other degree program.*

Send to:

Send an electronic copy of all forms and attachments, and forward emails of support from other faculty members to the appropriate program committee secretary.

COURSE OUTLINE

Winter 2024

Thursdays, 11:30 AM, Starting January 11, 2024

INSTRUCTOR

Prof. Jeff Everett
S346 Seymour Schulich Building
jeverett@schulich.yorku.ca

ASSISTANT

Dhaval Patel
S344K Seymour Schulich Building
(416) 736-5066
@schulich.yorku.ca

BRIEF DESCRIPTION

This course explores advanced topics in qualitative accounting research. It is designed to help two groups of doctoral students. For those pursuing qualitative accounting research, the course will help develop the skills necessary to produce qualitative accounting articles. For those pursuing other accounting research, the course will provide a guided exposure to qualitative accounting research and help integrate insights arising from the course into the students' own research. The course will follow a "close reading" approach, with a detailed examination of carefully selected articles. This will allow us to understand what makes for a high-quality qualitative research article, including structure, theorization, methodology, empirical exposition, and engagement with current research conversations.

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Course Learning Outcomes

In ACTG 7040, you will:

- Understand the different qualitative research paradigms
- Propose a qualitative research project
- Locate your research project within an existing research conversation
- Develop a theorization, anchored in foundational (non-accounting) literature, that provides you with a rich vocabulary for exploring your empirical data
- Understand what comprises a rich description of a site or event
- See the tensions in research data that make a paper interesting
- Develop an awareness of how empirical data pushes back on accounting theory, creating in the process a contribution to theory
- Present your research ideas to others and provide constructive feedback on others' ideas

Deliverables at a Glance

Grade Component	Weight	Due
Weekly Presentations	50%	Weekly
Research Proposal	40%	Week 12
Research Proposal Presentation	10%	Week 12
	100%	

Course Material

Readings are provided in the week-by-week syllabus below. Because this is a research course, it is assumed that you are able to find copies of all the assigned readings yourself. Readings not easily available will be made available by the instructor.

Student Preparation for Class and Class Participation: Expectations

Preparation

The reading list provides required readings for each class, plus suggestions for further reading. The readings include accounting journal articles and the further readings include a sample of the foundational (non-accounting) literature related to the topic area at-hand. You are responsible for doing all required readings before each class. Plan on spending a concentrated amount of time on each one. Skimming will not suffice.

You will present an overview of both the week's qualitative paradigm and the required articles each week. Expectations are laid out in the "Evaluation Components" section below.

The articles and books listed as "For Further Reading" are to be used by students for their overview and for preparing a proposal that draws on the topic area at-hand. They are also useful for students who want to explore a topic in more detail at a later date.

Class Participation

You will be expected to take part in the discussion of the readings each week.

The pedagogical assumption of this course is that its students are adult learners. As such, we learn best by contributing actively to class rather than passively consuming what others say. Listening actively to your classmates and helping them to clarify their comments will be considered a particularly valuable contribution. The quality of a contribution is more important than the quantity, so there is no need for anyone to dominate "air time" in the classroom.

Class-by-Class Syllabus

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

A. Course Overview

1. Crafting Qualitative Accounting Research

Week 1

In this introductory class, we will discuss the ‘craft’ of qualitative accounting research and the two main (‘interpretive’ and ‘critical’) paradigms that comprise it.

Required reading:

1. Mills, C.W. 1959. ‘On Intellectual Craftsmanship’, In Mills, C.W. *The Sociological Imagination*. pp. 195-226. Oxford: Oxford University Press.
2. Jönsson, S., & Macintosh, N. B. 1997. ‘CATS, RATS, and EARS’: Making the Case for Ethnographic Accounting Research. *Accounting, Organizations and Society*, 22(3-4), 367-386.
3. Ahrens, T. and Chapman, C.S. 2007. ‘Doing Qualitative Research in Management Accounting: Positioning Data to Contribute to Theory’. In Chapman, C.S., Hopwood, A.G., Shields, M. (eds.) *Handbook of Management Accounting Research: Volume 1*, pp. 299-318.
4. Cooper, D.J. and Hopper, T. 2007. ‘Critical Theorizing in Management Accounting Research’, In Chapman, C.S., Hopwood, A.G., Shields, M. (eds.) *Handbook of Management Accounting Research: Volume 1*, pp. 207-246.

Further reading:

Related to Accounting:

- Baker, C.R. and Bettner, M.S. 1997. ‘Interpretive and Critical Research in Accounting: A Commentary on its Absence from Mainstream Accounting Research’, *Critical Perspectives on Accounting*, 8(4), 293-310.
- Chapman, C.S., Cooper, D.J., and Miller, P.B., 2009. ‘Linking Accounting, Organizations and Institutions’, in Chapman, C.S., Cooper, D.J., and Miller, P.B., (eds.), *Accounting, Organizations and Institutions: Essays in Honour of Anthony Hopwood*, pp. 1-29, Oxford: Oxford University Press.
- Chua, W.F. 1986. ‘Radical Developments in Accounting Thought’, *The Accounting Review*, 61(4), 601-632.
- Humphrey, C. 2008. ‘Auditing Research: A Review Across the Disciplinary Divide’. *Accounting, Auditing and Accountability Journal*, 21(2), 170-203.

More Generally:

- Bernstein, R. 1985. *Beyond Objectivism and Relativism: Science, Hermeneutics and Praxis*. Philadelphia: University of Pennsylvania Press.
- Kuhn, T. 1970. *The Structure of Scientific Revolution*. Chicago: University of Chicago Press.
- Feyerabend, P. 1987. *Farewell to Reason*. London: Verso.
- Flyvbjerg, B. 2001. *Making Science Matter: Why Social Inquiry Fails and How It Can Succeed*. Cambridge: Cambridge University Press.
- Lakatos, I. 1965. ‘Falsification and the Methodology of Scientific Research Programs’, In Lakatos, I. and Musgrove, A. (eds.) *Criticism and the Growth of Knowledge*. Cambridge: Cambridge University Press.

B. Interpretive Accounting Research

1. Symbolic Interactionism and Hermeneutics

Week 2

Symbolic Interactionism required reading

1. Sulaiman, N. A. (2023). External audit quality: its meaning, representations and potential conflict in practice. *Accounting, Auditing & Accountability Journal*.

Hermeneutics required reading

2. Parker, L. D., & Boyns, T. (2019). Language in pursuit of professional branding: The case of scientific costing. *The British Accounting Review*, 51(2), 193-210.

Symbolic interactionism further reading:

Related to Accounting:

- Hudaib, M. and Haniffa, R. 2009. 'Exploring auditor Independence: An Interpretive Approach'. *Accounting, Auditing and Accountability Journal*, 22(2), 221-246.
- Morales, J. (2019). Symbolic categories and the shaping of identity: The categorisation work of management accountants. *Qualitative Research in Accounting & Management*, 16(2): 252-278.
- Preda, A. 2009. 'Brief Encounters: Calculation and the Interaction Order of Anonymous Electronic Markets'. *Accounting, Organizations and Society*, 34(5), 675-693.
- Tomkins, C. and Groves, R., 1983. 'The Everyday Accountant and Researching His Reality', *Accounting, Organizations and Society*, 8(4), 361-374.

More Generally:

- Becker, H. 1982. *Art Worlds*. Berkeley: University of California Press.
- Cooley, C.H. 1918. *Social Process*. New York: Scribners.
- Mead, G.H. 1934. *Mind, Self, and Society*. Chicago: Chicago University Press.
- Mead, G.H. 1977. *On Social Psychology*. Chicago: Chicago University Press.
- Shibutani, T. 1967. 'Reference Groups as Perspectives'. In Manis, J.G., Meltzer, B.N. (eds.) *Symbolic Interaction: A Reader in Social Psychology*. Boston: Allyn and Bacon.
- Strauss, A., Schatzman, L., Ehrlich, D., Bucher, R., and Sabshin, M. 1963. 'The Hospital and Its Negotiated Order'. In Friedson, E. (ed.) *The Hospital in Modern Society*. New York: Free Press.
- Stryker, S. 1968. 'Identity, Salience, and Role Performance. The Relevance of Symbolic Interaction Theory for Family Research'. *Journal of Marriage and the Family*, 30, 558-64.

Hermeneutics further reading:

Related to Accounting:

- Chabrak, N. 2009. The Politics of Transcendence: Hermeneutic Phenomenology and Accounting Policy', *Critical Perspectives on Accounting*, 16(6), 701-716.
- Francis, J. 1994. 'Auditing, Hermeneutics and Subjectivity', *Accounting, Organizations and Society*, 19(3), 235-269. Francis, J. 1994. 'Auditing, Hermeneutics and Subjectivity', *Accounting, Organizations and Society*, 19(3), 235-269.

- Khalifa, R., Sharma, N., Humphrey, C., and Robson, K. 2007 'Discourse and Audit Change', *Accounting, Auditing and Accountability Journal*, 20(6), 825-854.
- Llewellyn, S. (1993). Working in hermeneutic circles in management accounting research: some implications and applications. *Management Accounting Research*, 4(3), 231-249.

More Generally:

- Dilthey, W. 1976. *Selected Writings*. (Rickman, H.P. ed.) London: Cambridge University Press.
- Gadamer, H.G. 1960. *Truth and Method*. New York: Seabury Press.
- Habermas, J. 1990. 'The Hermeneutic Claim to Universality'. In Ormiston, G.L. and Schrift, A.D. (eds.) *The Hermeneutic Tradition*. Albany: SUNY Press.
- Heidegger, M. 1962. *Being and Time*. London: SCM Press.
- Ricoeur, P. 1981. *Hermeneutics and the Human Sciences: Essays on Action, Language, and Interpretation*. Cambridge: Cambridge University Press.

2. Dramaturgy/Dramatism and Ethnography/Ethnomethodology**Week 3****Dramaturgy/Dramatism required reading:**

1. Corrigan, L.T. 2018. 'Budget Making: The Theatrical Presentation of Accounting Discourse', *Critical Perspectives on Accounting*, 55, 12-32.

Ethnography required reading:

2. Gamble, E., & Caton, G. (2023). Pulling back the curtain of environmental accountability: How boundaries shape environmental identities in the SKI industry. *Accounting, Auditing & Accountability Journal*, 36(7/8), 1707-1733.

Dramaturgy/Dramatism further reading:*Related to Accounting*

- Corrigan, L.T. 2017. 'A Dramaturgical Accounting of Cooperative Performance Indicators'. *Qualitative Research in Accounting and Management*, 14(1), 60-80.
- Graaf, J. 2018. '31(4), 1230-1256. 'Equity Market Interactions', *Accounting, Auditing and Accountability Journal*
- King, T. A., & Fogarty, T. J. 2021. The dramaturgy of earnings guidance: an institutional analysis of a soft landing. *Accounting, Auditing & Accountability Journal*, forthcoming.

More Generally

- Burke, K. 1969. *A Grammar of Motives*. Berkeley: University of California Press.
- Borman, E.G. 1983. 'Fantasy and Rhetorical Vision: Ten Years Later'. *Quarterly Journal of Speech*, 68, 288-305.
- Goffman, E. 1959. *The Presentation of Self in Everyday Life*. Garden City: Anchor Books.
- Mangham, I.L. and Overington, M.A. 1987. *Organizations as Theater: A Social Psychology of Dramatic Appearances*. New York: John Wiley and Sons.
- Simmel, G. 1950. *The Sociology of George Simmel*. Glencoe: Free Press.

Ethnography/Ethnomethodology further reading:*Related to Accounting:*

- Ahrens, T. and Mollona, M. 2007. 'Organisational Control as Cultural Practice: A Shop Floor Ethnography of a Sheffield Steel Mill', *Accounting, Organizations and Society*, 32(4/5), 305-331.
- Boll, K. 2014. 'Shady Car Dealings and Taxing Work Practices: An Ethnography of a Tax Audit Practice. *Accounting, Organizations and Society*, 39(1), 1-19.
- Kohler, H., Pochet, C., & Gendron, Y. (2021). Networks of interpretation: An ethnography of the quest for IFRS consistency in a global accounting firm. *Accounting, Organizations and Society*, 95.
- Kornberger, M., Justesen, L., and Mouritsen, J. 2011. 'When You Make Manager, We Put a Big Mountain in Front of You: An Ethnography of Managers in a Big 4 Accounting Firm. *Accounting, Organizations and Society*, 36(8), 514-533.

More Generally:

- Clifford, J. 1988. *The Predicament of Culture: Twentieth-Century Ethnography, Literature and Art*. Cambridge, MA: Harvard University Press.
- Douglas, M. 1966. *Purity and Danger: An Analysis of Concepts of Pollution and Taboo*. London: Routledge and Kegan Paul.
- Garfinkel, H. 1967. *Studies in Ethnomethodology*. Englewood Cliffs: Prentice Hall.
- Geertz, C. 1973. *The Interpretation of Cultures*. New York: Basic Books.
- Malinowski, B. 1922. *Argonauts of the Western Pacific: An Account of Native Enterprise and Adventure in the Archipelagoes of Melanesian New Guinea*. London: Routledge and Kegan Paul.
- Mead, M. 1928. *Coming of Age in Samoa*. New York: William Morrow and Company.

3. Actor Network Theory**Week 4****Required reading:**

1. Jeacle, I. (2017). The popular pursuit of DIY: Exploring the role of calculative technologies in an actor network. *Management Accounting Research*, 35, 99-109.
2. Cooper, D.J., Ezzamel, M., and Qu, S. 2017. 'Popularizing a Management Accounting Idea: The Case of the Balanced Scorecard', *Contemporary Accounting Research*, 34(2), 991-1025.

Further reading:*Related to Accounting:*

- Busco, C. and Quattrone, P. 2018. Performing Business and Social Innovation Through Accounting Inscriptions: An Introduction. *Accounting, Organizations and Society*, 67, 15-19.
- Justesen, L. and Mouritsen, J. 2011. 'Effects of Actor-Network Theory in Accounting Research', *Accounting, Auditing and Accountability Journal*, 24(2), 161-193.
- Lowe, A. 2001, After ANT: An Illustrative Discussion of the Implications for Qualitative Accounting Case Research. *Accounting, Auditing and Accountability Journal*, 14(3), 327-351.
- Modell, S., Vinnari, E., & Lukka, K. (2017). On the virtues and vices of combining theories: The case of institutional and actor-network theories in accounting research. *Accounting, Organizations and Society*, 60, 62-78
- Robson, K. and Bottausci, C. 2018, 'The sociology of Translation: Reflections on Latour and Accounting Research. *Critical Perspectives on Accounting*, 54, 60-75.

More Generally:

- Callon, Michel. 1986. 'Some Elements of a Sociology of Translation: Domestication of the Scallops and the Fishermen of St. Briec Bay'. pp. 196-233 in Law, J. (ed.) *Power, Action and Belief: A New Sociology of Knowledge*. London: Routledge & Kegan Paul.
- Latour, B. and Woolgar, S. 1979. *Laboratory Life: The Social Construction of Scientific Facts*. Princeton: Princeton University Press.
- Latour, B. 2005. *Reassembling the Social: An Introduction to Actor-Network-Theory*. Oxford: Oxford University Press.
- Mol, A. and Law, J. 2002. *Complexities: Social Studies of Scientific Practices*. Durham: Duke University Press.

C. Structuralist Accounting Research

1. Semiotics, Metaphor and the Grammar of Social Reality

Week 5

Required reading:

1. Bujaki, M. L., Durocher, S., Brouard, F., & Neilson, L. C. (2021). Conflicting accounts of inclusiveness in accounting firm recruitment website photographs. *European Accounting Review*, 30(3), 473-501.
2. Roberts, J. and Wang, T. 2019. Faithful Representation as an ‘Objective Mirage’: A Saussurian Analysis of Accounting and Its Participation in the Financial Crisis’, *Critical Perspectives on Accounting*, 65.

Further reading:

Related to Accounting:

Davison, J. 2011. *Paratextual Framing of the Annual Report*, *Critical Perspectives on Accounting*, 22(2), 118-134.

Sydserrff, R., and Weetman, P. 1999. A Texture Index for Evaluating Accounting Narratives’, *Accounting, Auditing and Accountability Journal*, 12(4), 459-488.

Thomson, K., & Jones, J. (2016). Colonials in camouflage: Metonymy, mimicry and the reproduction of the colonial order in the age of diversity. *Critical Perspectives on Accounting*, 35, 58-75.

Walters-York, M. 2004. Alternative Accounting Thought and the Prison House of Metaphor. *Accounting, Organizations and Society*, 29(2), 157-187.

Young, J. 2013. ‘Devil’s Advocate: The Importance of Metaphors’, *Accounting Horizons*, 27(4), 877-886.

More Generally:

Barthes, R. 1953. *Writing Degree Zero*. New York: Hill and Wang.

Barthes, R. 1972. *Mythologies*. London: Jonathan Cape.

de Saussure, F. 1966. *The Course in General Linguistics*. New York: McGraw-Hill.

Eco, U. 1976. *A Theory of Semiotics*. Bloomington: Indiana University Press.

Eco, U. 1984. *Semiotics and the Philosophy of Language*. London: Macmillan.

Levi-Strauss, C.L. 1963. *Structural Anthropology*. Jacobson, C. (trans.). New York: Doubleday Anchor Books.

Peirce, C.S. 1934. *Collected Papers Volume V: Pragmatism and Pragmaticism*. Cambridge, MA: Harvard University Press.

Propp, V. 1968. *Morphology of the Folktale*. Scott, L. and Schoepf, B.G. (trans.). Austin: University of Texas Press.

D. Critical Accounting Research

1. Historical Materialism: The Lens of Class and Exploitation

Week 6

Required reading:

1. Zhang, Y., & Andrew, J. (2021). Financialisation and the Conceptual Framework: An update. *Critical Perspectives on Accounting*, 102322.
2. Yang, D., Dumay, J., & Tweedie, D. (2021). Accounting's role in resisting wage theft: a labour process theory analysis. *Accounting, Auditing & Accountability Journal*, 34(1), 85-110.

Further reading;

Related to Accounting:

- Alawattage, C., & Alsaid, L. A. (2018). Accounting and structural reforms: A case study of Egyptian electricity. *Critical Perspectives on Accounting*, 50, 15-35
- Bryer, R. A. 1999. 'A Marxist Critique of the FASB's Conceptual Framework'. *Critical Perspectives on Accounting*, 10(5), 551-589.
- Catchpole, L. and Smyth, S. 2016. 'Accounting and Social Movements: An Exploration of Critical Accounting Praxis'. *Accounting Forum*, 40(3), 220-234.
- Cooper, C. 2015. 'Accounting for the Fictitious: A Marxist Contribution to Understanding Accounting's Roles in the Financial Crisis'. *Critical Perspectives on Accounting*, 30, 63-82.
- Sikka, P. 2008. 'Globalization and its Discontents', *Accounting, Auditing and Accountability Journal*, 21(3), 398-426.
- Tinker, T. and Gray, R. 2003. 'Beyond a Critique of Pure Reason: From Policy to Politics to Praxis in Environmental and Social Research', *Accounting, Auditing and Accountability*, 16(5), 727-761.

More Generally:

- Braverman, H. 1974. *Labour and Monopoly Capital: The Degradation of Work in the Twentieth Century*. New York: Monthly Review Press.
- Dahrendorf, R. 1959. *Class and Class Conflict in Industrial Society*. Stanford: Stanford University Press.
- Engels, F. 1945. *The Conditions of the Working Class in England*. Leipzig: Otto Wigand.
- Gouldner, A. 1954. *Patterns of Industrial Bureaucracy*. New York: Free Press.
- Gramsci, A. 1971. *Selections From the Prison Notebooks of Antonio Gramsci*. London: Lawrence and Wishart.
- Marx, K. 1973. *Die Grundrisse: Foundations of the Critique of Political Economy*. Harmondsworth: Penguin.
- Marx, K. 1977. *Capital*. New York: Vintage.
- Weber, M. 1949. *The Methodology of the Social Sciences*. Glencoe: Free Press.
- Weber, M. 1968. *Economy and Society*. New York: Bedminister Press.

2. Critical Theory: Knowledge and Hegemony**Week 7****Required reading:**

1. Alawattage, C., & Azure, J. D. C. (2021). Behind the World Bank's ringing declarations of "social accountability": Ghana's public financial management reform. *Critical perspectives on accounting*, 78, 102075.
2. Ferry, L., Haslam, J., Green, S., Adegbite, E., & Gebreiter, F. (2021). Accounting colonization, emancipation and instrumental compliance in Nigeria. *Critical Perspectives on Accounting*, 77, 102201.

Further reading:*Related to Accounting:*

- Laughlin, R. 1987. 'Accounting Systems in Organisational Contexts: A Case for Critical Theory', *Accounting, Organizations and Society*, 12(5), 479-502.
- Lodh, S.C. and Gaffikin, M. 1997. Critical Studies in Accounting Research, Rationality, and Habermas: A Methodological Reflection', *Critical Perspectives on Accounting*, 8(5), 433-474.
- Milne, M.J. 2002. Positive Accounting Theory, Political Costs, and Social Disclosure Analysis: A Critical Look', *Critical Perspectives on Accounting*, 13(3), 369-395.
- Richardson, A.J. 2015. 'Quantitative Research and the Critical Accounting Project', *Critical Perspectives on Accounting*, 32, 67-77
- Tweedie, D. 2018. 'After Habermas: Applying Axel Honneth's Critical Theory in Accounting Research', *Critical Perspectives on Accounting*, 57, 39-55.
- Williams, P.F. and Ravenscroft, S. 2015. 'Rethinking Decision Usefulness', *Contemporary Accounting Research*, 32(2), 763-788.

More Generally:

- Adorno, T.W. 1969. *The Authoritarian Personality*. New York: W.W. Norton.
- Adorno, T.W. 1991. *The Culture Industry: Selected Essays on Mass Culture*. London: Routledge.
- Benjamin, W. 1968. 'The Work of Art in the Age of Mechanical Reproduction'. In Arendt, H. (ed.), *Walter Benjamin*. London: Fontana.
- Fromm, E. 1941. *Escape From Freedom*. New York: Farrar and Rinehart.
- Habermas, J. 1984. *Theory of Communicative Action. Volume 1: Reason and the Rationalization of Society*. London: Heinemann.
- Horkheimer, M. 1947. *Eclipse of Reason*. New York: Oxford University Press.
- Marcuse, H. 1964. *One-Dimensional Man*. London: Routledge and Kegan Paul.

3. Feminism: The Lens of Gender**Week 8****Required reading:**

1. Kokot-Blamey, P. (2021). Mothering in accounting: Feminism, motherhood, and making partnership in accountancy in Germany and the UK. *Accounting, Organizations and Society*, 93.
2. Senkl, D., & Cooper, C. (2023). On valuing (m) other nature in times of climate crises—A reflection on the non and nom of accounting for (m) other nature. *Critical Perspectives on Accounting*, 91,

Further reading:*Related to Accounting:*

- Acker, J. 1994. 'The Gender Regime of Swedish Banks'. *Scandinavian Journal of Management*, 10, 117-30.
- Broadbent, J. and Kirkham, L. 2008. Glass ceiling, glass cliffs or new worlds? Revisiting gender and accounting. *Accounting, Auditing & Accountability Journal*, 21 (2008), pp. 465-473
- Cooper, C. and Senkl, D. 2016. An(other) Truth: A Feminist Perspective on KPMG's True Value. *Sustainability Accounting, Management and Policy Journal*.
- Hammond, T. and Oakes, L.S., 1992, 'Some Feminisms and Their Implications for Accounting', *Accounting, Auditing and Accountability Journal*, 5(3).
- Haynes, K. 2008. 'Moving the Gender Agenda or Stirring Chicken's Entrails: Where Next for Feminist Methodologies in Accounting?', *Accounting, Auditing and Accountability Journal*, 21(2), 539-555.
- Lehman, C. R. (2019). Reflecting on now more than ever: Feminism in accounting. *Critical Perspectives on Accounting*, 65
- Young, J. 2015. '(En)gendering Sustainability', *Critical Perspectives on Accounting*, 26, 67-75.

More Generally:

- Gilligan, C. 1977. 'In a Different Voice: Women's Conception of Self and Morality'. *Harvard Educational Review*, 47, 481-517.
- Irigaray, L. 1974. *Speculum of the Other Woman*. Ithaca: Cornell University Press.
- Leidner, R. 1991. 'Serving Hamburgers and Selling Insurance: Gender, Work, and Identity in Interactive Service Jobs'. *Gender and Society*, 5, 154-77.
- Miller, J.B. 1986. *Toward a New Psychology of Women*. Boston: Beacon Press.
- Smith, D.E. 1979. *The Everyday World as Problematic: A Feminist Sociology*. Milton Keynes: Open University Press.
- Weedon, C. 1997. *Feminist Practice and Poststructural Theory*. Oxford: Basil Blackwell.

4. Structuration, Praxeology and Critical Realism: Power and Reflexivity**Week 9****Structuration required reading:**

1. Englund, H., Gerdin, J., & Burns, J. (2020). A structuration theory perspective on the interplay between strategy and accounting: Unpacking social continuity and transformation. *Critical Perspectives on Accounting*, 73.

Praxeology required reading:

2. Zhu, J., Spence, C., & Ezzamel, M. (2021). Thinking like the state: Doxa and symbolic power in the accounting field in China. *Accounting, Organizations and Society*, 93.

Critical realism required reading:

3. Pianezzi, D., & Ashraf, M. J. (2022). Accounting for ignorance: An investigation into corruption, immigration and the state. *Critical Perspectives on Accounting*, 86.

Structuration further reading:*Related to Accounting:*

- Daff, L., & Jack, L. (2018). Accountants' proactivity in intra-organisational networks: a strong structuration perspective. *Accounting, Auditing & Accountability Journal*, 31(6)
- Jack, L. 2015. 'Structuration Theory: Reflections on its Further Potential for Management Accounting'. *Qualitative Research in Accounting and Management*, 12(2), 153-171.
- Englund, H., Gerdin, J., and Burns, J. 2011. '25 Years of Giddens in Accounting Research: Achievements, Limitations and the Future'. *Accounting, Organizations and Society*, 36(8), 494-513.

More Generally:

- Giddens, A. 1973. *The Class Structure of Advanced Societies*. London: Hutchinson.
- Giddens, A. 1979. *Central Problems in Social Theory: Action, Structure, and Contradiction on Social Analysis*. London: Macmillan.
- Giddens, A. 1982. *Profiles and Critiques in Social Theory*. Berkeley: University of California Press.
- Giddens, A. 1984. *The Constitution of Society: Outline of the Theory of Structuration*. Cambridge, MA: Polity Press.
- Giddens, A. 1990. *The Consequences of Modernity*. Stanford: Stanford University Press.

Praxeology further reading:*Related to Accounting:*

- Oakes, L., Townley, B., and Cooper, D.J. 1998. Business Planning as Pedagogy, *Administrative Science Quarterly*, 43(2), 257-292.
- Cooper, C. and Coulson, A. 2014. 'Accounting Activism and Bourdieu's 'Collective Intellectual' – Reflections on the ICL Case', *Critical Perspectives on Accounting*, 25(3), 237-254.

More Generally:

- Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press.
- Bourdieu, P. 1984. *Distinction: A Social Critique of the Judgment of Taste*. Cambridge, MA: Harvard University Press.
- Bourdieu, P. 1990. *The Logic of Practice*. Palo Alto: Stanford University Press.
- Bourdieu, P. 1991. *Language and Symbolic Power*. Cambridge, MA: Polity Press.

Bourdieu, P. and Wacquant, L. 1992. *An Invitation to Reflexive Sociology*. Chicago: University of Chicago Press.

Critical Realism further reading:

Related to Accounting:

Baxter, J., & Chua, W. F. (2020). Using critical realism in critical accounting research—a commentary by two ANTs. *Accounting, Auditing & Accountability Journal*

Modell, S. 2009. ‘In Defence of Triangulation: A Critical Realist Approach to Mixed Methods in Management Accounting’. *Management Accounting Research*, 20(3), 208-21.

Mutiganda, J.C. 2013. ‘Budgetary Governance and Accountability in Public Sector Organizations: An Institutional and Critical Realism Approach’. *Critical Perspectives on Accounting*, 24(7/8), 518-531.

More Generally:

Bhaskar, R. 1975. *A Realist Theory of Science*. London: Verso.

Collier, A. 1994. *Critical Realism: An Introduction to Roy Bhaskar’s Philosophy*. London: Verso.

Sayer, A. 2000. *Realism in Social Science*. London: Sage.

Lopez, J. and Potter, G. 2001. *After Postmodernism: An Introduction to Critical Realism*. London: The Athlone Press.

Maton, K. and Moore, R. (eds.) 2010. *Social Realism, Knowledge and the Sociology of Education: Coalitions of the Mind*. London: Continuum.

E. Traditions of the 'Post': Challenging Science and Western Metaphysics

1. Postmodernism and Poststructuralism: Truth and Discourse

Week 10

Postmodernism required reading:

1. Tweedie, J. (2023). The emancipatory potential of counter accounting: A Žižekian critique. *Critical Perspectives on Accounting*, 95.

Poststructuralism required reading:

2. Funnell, W., & Jupe, R. (2022). The architecture of accounting and the neoliberal betrayal of life. *Critical Perspectives on Accounting*, 89, 102329.

For further reading:

Postmodernism

Related to Accounting:

- Bamber, M. and Abraham, S. 2019. 'On the 'Realities' of Investor-Manager Interactivity: Baudrillard, Hyperreality, and Management Q & A Sessions'. *Contemporary Accounting Research*, *in press*.
- Macintosh, N.B., Shearer, T., Thornton, D.B., and Welker, M. 2000. 'Accounting as Simulacrum and Hyperreality: Perspectives on Income and Capital'. *Accounting, Organizations and Society*, 25(1), 13-50.
- Shearer, T. 2002. 'Ethics and Accountability: From the For-Itself to the For-the-Other'. *Accounting, Organizations and Society*, 27(6), 541-573.
- Tyson, T. N., & Oldroyd, D. (2017). The debate between postmodernism and historiography: An accounting historian's manifesto. *Accounting History*, 22(1), 29-43

More Generally:

- Baudrillard, J. 1975. *The Mirror of Production*. New York: Telos.
- Baudrillard, J. 1983. *Simulations*. New York: Semiotext(e).
- Baudrillard, J. 1984. *The Evil Demon of Images*. Armandale: The Power Institute.
- Deleuze, G. 1983. *Nietzsche and Philosophy*. Tomlinson, H. (trans.). New York: Columbia University Press.
- de Man, P. 1971. *Blindness and Insight: Essays on the Rhetoric of Contemporary Criticism*. New York: Oxford University Press.
- Lyotard, J.F. 1984. *The Postmodern Condition: A Report on Knowledge*. Manchester: Manchester University Press.
- Rorty, R. 1979. *Philosophy and the Mirror of Nature*. Princeton, Princeton University Press.

Poststructuralism

Related to Accounting:

- Hoskin, K. and Macve, R.H. 1986. 'Accounting and the Examination: A Genealogy of Disciplinary Power'. *Accounting, Organizations and Society*, 11(2), 105-136.
- Hopwood, A. 1987. 'The Archaeology of Accounting Systems'. *Accounting, Organizations and Society*, 12(3), 207-234.

- Miley, F., & Read, A. (2021). Suffer little children: Power, boundaries and the epistemology of ignorance in accounting for Church and State. *Critical Perspectives on Accounting*, 80, 102162
- Miller, P. and Power, M. 2013. 'Accounting, Organizing and Economizing: Connecting Accounting Research and Organization Theory'. *The Academy of Management Annals*, 7(1), 557-605.

More Generally:

- Foucault, M. 1975. *The Birth of the Clinic: An Archaeology of Medical Perception*. New York: Vintage.
- Foucault, M. 1977. *Discipline and Punish: The Birth of the Prison*. London: Allen Lane.
- Foucault, M. 1979. *The History of Sexuality*. London: Allen Lane.
- Foucault, M. 1981. *Power/Knowledge*. New York: Pantheon.
- Derrida, J. 1976. *Of Grammatology*. Baltimore: Johns Hopkins Press.

2. Postcolonialism: Imperialism and Race**Week 11****Required reading:**

1. Kamla, R. (2012). Syrian women accountants' attitudes and experiences at work in the context of globalization. *Accounting, Organizations and Society*, 37(3), 188-205
2. Uche, C., & Khalid, S. (2021). Corporate reporting on conflict: A struggle over land. *Critical Perspectives on Accounting*, 102340.

Further reading:*Related to Accounting:*

- Alawattage, C., & Fernando, S. (2017). Postcoloniality in corporate social and environmental accountability. *Accounting, Organizations and Society*, 60, 1-20.
- Annisette, M. 2017. 'Discourse of the Professions: The Making, Normalizing and Taming of Ontario's 'Foreign Trained Accountant'', *Accounting, Organizations and Society*, 60, 37-61.
- Kamla, R. 2012. Syrian Women's Attitudes and Experiences at Work in the Context of Globalization. *Accounting, Organizations and Society*, 37(3), 188-205.
- Neu, D. 2000. 'Presents' for the 'Indians': Land, Colonialism, and Accounting in Canada'. *Accounting, Organizations and Society*, 25(2), 163-184.
- Thompson, K. and Jones, J. 2016. 'Colonials in Camouflage: Metonymy, Mimicry, and the Reproduction of the Colonial Order in the Age of Diversity', *Critical Perspectives on Accounting*, 35, 58-75.

More Generally:

- Appadurai, A. 1990. *Modernity at Large: Cultural Dimensions of Globalization*. Minneapolis: University of Minnesota Press.
- Bhaba, H. 1990. *Nation and Narration*. London: Routledge.
- Mbembe, A. *Necropolitics*. Duke University Press.
- Nandy, A. 1995. *The Savage Freud and Other Essays on Possible and Retrievable Selves*. Princeton: Princeton University Press.
- Said, E. 1978. *Orientalism*. New York: Vintage.
- Spivak, G.C. 1991. *The Postcolonial Critic: Interviews, Strategies, Dialogues*. London: Routledge.
- Uche, C., & Khalid, S. (2021). Corporate reporting on conflict: A struggle over land. *Critical Perspectives on Accounting*, 102340
- Young, R.C. 2001. *Postcolonialism: A Historical Introduction*. London: Blackwell.

F. Wrap-up and Proposal Presentations**Week 12**

We review and consolidate what we have learned during the course.

DELIVERABLE

Research proposal is due. Students will present their proposal to their classmates, who will be expected to provide constructive feedback.

Evaluation Components

Weekly Presentations and Article Analyses

Each week, you will prepare a 20- to 30-minute presentation for class. The presentation will consist of two parts (10- to 15-minutes each). The first part will introduce the audience to the week's qualitative paradigm, or, in cases where two or more paradigms are covered, one of the week's paradigms (the choice will be made in the prior week). The intent is to simulate a teaching environment wherein the presenter is an 'expert' in the paradigm and the audience member a 'beginner' who has little if any familiarity with the paradigm. The second part of the presentation will have the presenter discuss the week's related paper(s), evaluating them on the following criteria:

- Overview: very briefly, what are the articles about and what are they trying to say?
- What theoretical concepts are commonly employed in the papers? How well linked are the paper's theoretical concepts to the paradigm in question? Are they 'true' to the paradigm? How extensively do they rely on it?
- Imagine you are reviewer of these papers and they have yet to be accepted for publication. Are there any specific issues or areas of concern in any of the papers that you think should be addressed or strengthened in order to improve the paper(s)? How would you improve them? Consider the paper's research question, its motivation, its theoretical framing, its methods (and the alignment of those methods with the theoretical paradigm), the sufficiency of data, data analysis and the mobilization of theory, its findings, and its contribution to the literature (including its contribution to accounting theory).
- How do the theoretical concepts and ideas in the papers motivate your own research questions?

Evaluation: The presentations will be graded on a pass/fail basis, and must meet doctoral quality standards. Students who fail to present will receive a deduction in their overall course grade of one letter grade per missed presentation. Students will also be graded on their engagement with those presenting, asking questions or providing comments on both the paradigm being discussed and the focal research papers being covered that week.

Research Proposal

Students are expected to prepare a detailed and *original* research proposal that will lead to a published article. It is not acceptable to draw on work prepared for other courses. Please discuss your proposal thoroughly with the instructor well before the due date.

Expected length is approximately 4000 words, plus bibliography.

Research proposals should be structured like a research article: introduction, theoretical framing, proposed data sources and methodology, preliminary discussion of some data, and a conclusion setting out the anticipated contribution to the research conversation. If this builds on the "research conversation" deliverable, expectations will be higher: it should be in the form of a completed paper suitable for submission to a conference.

Evaluation: This will receive a percentage grade from the instructor, who will look amongst other things for originality, articulation in terms that will attract a clearly defined critical accounting audience, a sound grasp of theory and methodology, and the identification of suitable data sources.

Overall Course Grade

The overall course grade will be determined by weighting the graded deliverables. The final letter grade will be determined as follows, subject to deductions for missing pass/fail deliverables as noted above:

Range	Letter
90-100%	A+
85-89%	A
80-84%	A-
75-79%	B+
70-74%	B
65-69%	B-
60-64%	C+
55-59%	C
50-54%	C-
Under 50%	F

General Academic Policies: Grading, Academic Honesty, and Accommodations

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).

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 be found in the Student Handbook and on the Student Services & International Relations website:

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Academic+Honesty!OpenDocument

Accommodations

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

<http://www.yorku.ca/cds>

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business

From: Anoop Madhok, Professor of Strategic Management, Strategic Management Rep for PhD in Administration

Date: January 26, 2024

Re: Name change for Specialization

Motion: Be it moved that the name of the PhD specialization be changed from Policy and Strategic Management to Strategic Management

Rationale: The name change for the area from Policy and Strategic Management to Strategic Management was approved by Faculty Council with effect from May 1, 2022 and the acronym was accordingly changed from PLCY to SGMT. This change is now reflected at the BBA and MBA level, but for some reason remains the former at the PhD level. The proposed change is to update the specialization name at the PhD level to match the area name change as well as the BBA and MBA level specialization name.

Specialization/Stream Change Proposal Form

Schulich School of Business

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

1. Responsible Program:

PhD Program

2. Name of Specialization/Stream

Strategic Management

3. Responsible Unit:

SGMT

4. Type of Specialization/Stream Change(s) (indicate all that apply):

X	changes to specialization/stream name
	changes to list of required credits
	changes to list of required courses
	changes to list of elective courses
	retire specialization/stream
	other (please specify)

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

Fall 2024

Rationale for Change:

The name change for the area from Policy and Strategic Management to Strategic Management was approved by Faculty Council with effect from May 1, 2022 and the acronym was accordingly changed from PLCY to SGMT. This change is now reflected at the BBA and MBA level, but for some reason remains the former at the PhD level. The proposed change is to update the specialization name at the PhD level to match the area name change as well as the BBA and MBA level specialization name.

6. Proposed Specialization/Stream Information:

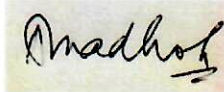
Please insert the current, approved specialization/stream information as it appears in the handbook on the left, and proposed specialization/stream information on the right. Please clearly and visibly indicate the changes using strikethrough (left column), bold, underlining, colours, etc. (right column).

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
<p>Title: Policy and Strategic Management</p>	<p>Title: Strategic Management</p>

7. Consultation:

For changes that include deletions or additions of courses across areas please provide evidence that appropriate consultation has taken place.

Originator:



Signature

January 25, 2024

Date

Anoop Madhok
Name

SGMT
Area or Specialization

York University
Schulich School of Business
KELLOGG-SCHULICH EXECUTIVE MBA PROGRAM COMMITTEE

Purpose and Responsibilities

The Kellogg-Schulich Executive MBA Program Committee is the Faculty Council committee responsible for the academic policies applicable to, and the curriculum of, the Joint Kellogg-Schulich Executive MBA Program, which also includes courses offered by other partners in the Kellogg EMBA Global Network. It should be noted that the academic policies and curriculum of the Kellogg-Schulich Executive MBA are also subject to a governance role for the Kellogg School of Management. This role is reflected by the voting membership of two representatives from the Kellogg School of Management in the KS Executive MBA Program Committee.

The Kellogg-Schulich Executive MBA Program Committee regularly reviews the effectiveness and appropriateness of the content and structure of the current curriculum as well as the program learning objectives. If needed, it discusses proposals for additions or changes to all of these and forwards them to the Schulich Faculty Council for approval. The Committee also discusses and approves amendments to existing courses and new course proposals, including courses taken as electives by students from the KS EMBA Program at other partner schools in the Kellogg EMBA Global Network, which are then submitted to the Schulich Faculty Council. The Kellogg-Schulich Executive MBA Program Committee considers academic regulations that pertain to the KS Executive MBA, both concerning possible changes in these regulations and their actual application. These include, among others, admission criteria, grading standards, academic standing, academic appeals, and petitions. Last but not least, the committee facilitates information sharing among the main stakeholders of the joint KS EMBA Program.

Membership

Chair

Associate Dean, Academic, Schulich School of Business (ex officio)

Voting Members

Associate Dean, EMBA, Schulich School of Business

Director, EMBA Program and Operations, Schulich School of Business

Assistant Dean, Kellogg EMBA Global Network, Kellogg School of Management

Director, Director, Global Executive Programs, EMBA, Kellogg School of Management

Faculty representatives: Two members of the Schulich School faculty who teach in the KS EMBA Program (generally one tenured and one adjunct faculty)

Student representatives: Two KS EMBA students (one from each active cohort)

Quorum

Four voting members

Meeting Schedule

The Kellogg-Schulich Executive MBA Program Committee typically meets five times per academic year (twice in the Fall, twice in the Winter, and once in the Summer terms). Additional meetings may be held at the discretion of the Chair.



FACULTY COUNCIL SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Schulich Faculty Council for the 2023-24 academic year was held via Zoom on **Friday, February 2, 2024** from **11:30am - 1:00pm**.

Minutes

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

The Chair calls the meeting to order at 11:32 am and read the Indigenous Land Acknowledgement. Provides an overview of the proposed agenda items and asks for questions or concerns about the agenda. Seeing none, the agenda is approved.

2. Dean's Remarks (5 minutes)

Dean Zwick: The deans have been informed that the presidents of Ontario universities are constantly in communication with the government about the challenges and the need for more provincial funding. Calling for a new tuition framework following a five-year tuition freeze, which has put many universities in a difficult financial situation. Immigration changes have compounded the challenges. International students are being drawn into this discussion in a way that is unfair. Ottawa has imposed a limit on foreign student visas. Heavily impacting Ontario—bearing the largest portion of these cuts. In terms of applications, Schulich is in a fairly good position considering this—thanks in large part to SSIR.

The Schulich Black Students Association is hosting a Black History Month event on February 9—including guest speakers and case competitions. Attend if you can.

New program to support women entrepreneurs, we're supporting through the Office of Innovation and Entrepreneurship. Will be announced more widely soon.

Kudos to faculty launching great new courses. New course, tech based undergrad courses—The Future of Marketing- developed by D. Rice. Really innovative course brought to the BBA program. Also want to mention a new course in the Sustainability Area developed by several faculty members, partnership with MARS, Scaling Climate Innovations.

On February 15, finals of sustainable supply chain case competition for grad students.

Questions?

C. Cho: MBA as a global trend is on the decline, so maybe not just limited to us. Wondering if you had any vision or strategy for addressing this.

D. Zwick: about to go to Europe for conference, where this topic is on the agenda. MBA is globally in decline, simply in terms of numbers of students interested in getting an MBA. Just returned from a trip to Asia, where you see more and more universities starting business schools and attracting their domestic students. Shrinking market. Regular conversation with Ashwin, Giri, Lindsay about this. Consensus about this that MBA is on a course to become much smaller than it is. Hoping to see more gradual decline, but it's more rapid because of geopolitical factors accelerating it. One of the reasons we are changing the MBA to make it more flexible and innovative. Specialized MBAs have a future. Offering choice and flexibility, and focused offerings. Increased interest in our one-year master programs. Helping us with overall student intake.

L. Hillcoat—much larger proportion of students coming to do an accelerated MBA. It's growing year over year. Might see a bit of rebound there after initial decline. Huge decline in Chinese students over the years because of increase in quality opportunities for them at home. But starting to see a massive increase from African countries. Markets not as big as Asia and the issue is more access to financing and loans.

A. Madhok: 20 years ago, if a student wanted to do an MBA, most would think about North America. International students now wonder why they should come here if they can do a pretty good program in English closer to home. Could we have a streamlined 3-term MBA?

G. Kanagaretnam: Want to point out that as program director, M. Valente has done a lot of analysis of our MBA program to think about possible improvements. We're not giving up on the MBA program; we're working to right-size it. If anyone has suggestions or questions, please direct them to Mike.

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

C. Huang: created free extra activities for PhD students: visit to ROM, board game night, and breakfast at a café for those who are interested. From the presentation on the supervisory hub, it's important for PhD students to receive support not only from supervisors, but also something more centralized that goes beyond academic issues only. Creating more awareness of existing resources and services available.

M. Samardzija: very busy January. RISE case competition on January 7 where we had 150 participants. Thank you to those who attended and participated in judging. Pub night—very high attendance, good to support student morale. Over 290 students attended. Schu-lympics—restarted after 2 years. Lots of great athletes at Schulich. Hopefully looking to do a few more competitions with some other institutions. Happy new year to everyone.

T. Porbanderwala:

4. Motion: a) MAcc Major Modification Proposal (15 minutes) (S. Trivedi)

b) DAcc Major Modification Proposal
c) DIAC Modification Proposal

Motions moved by S. Trivedi, seconded by M. Valente. S. Trivedi rationalizes the motion. Seeing no discussion, Chair calls the question. Motion carries.

5. Consultation on Graduate Supervisory Support Hub (20 minutes) (W. Moir)

Chair introduces W. Moir. See slide deck on Council website for more details. Additional feedback can be emailed to wmoir at yorku.ca

W. Shen: as a supervisor, there's a tension between trust and oversight. Wanting to trust and empower graduate students, but if things go awry, responsibility lies with supervisors to have been providing closer oversight. Second, one of the things that's stressful for graduate students is the idea that not all relationships work out, so there's a need to create better understanding and awareness of best practices for how to handle the break-up/breakdown of a supervisory relationship.

6. Presentation on CCD and Experiential Education Office Initiatives (20 minutes)
(H. Sinker & M. Cernea)

See Presentation Slide Deck for more information.

7. Other Business

None

8. Adjournment

Chair adjourns the meeting at 1 pm



EXECUTIVE COMMITTEE SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Executive Committee of Faculty Council for the 2023-24 academic year was held remotely (via Zoom) on Friday, January 19 at 11:30 am.

Minutes

1. Welcome & Chair's Remarks

Chair calls meeting to order at 11:31 am.

Discussion of transition W. Shen as Vice-Chair in Winter 2024 meetings.

Ensure that the Faculty Council agenda is ready to go—that items on the main agenda need to be there.

2. Review of February Faculty Council Agenda and Documentation

S. Trivedi provides an overview of the program change proposals on the FC agenda related to merging the MAcc and DIAC.

M. Kipping: how common is it for students to not meet the promotion standard proposed?

S. Trivedi: We're talking about exceptional cases. The proposed promotion standard is important to ensure students—especially international students—can be successful considering the fees.

3. Other Business

None.

4. Adjournment

Chair adjourns the meeting at 12:17 pm