EXECUTIVE COMMITTEE
SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Executive Committee of Faculty Council for the 2025-26 academic year will be held remotely (via Zoom) on Friday, April 10 at 11:30 am.

AGENDA

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1.	**Welcome & Chair's Remarks**	
2.	**Review of April Faculty Council Agenda and Documentation**	2
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.

1. **Minutes of the last meeting**: 2025.02.20 161

FACULTY COUNCIL
SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Schulich Faculty Council for the 2025-26 academic year will be held via Zoom on **Friday, April 24, 2026** from **11:30am – 1:00 pm**.

AGENDA

1. **Welcome and Chair's Remarks** (5 minutes)
2. **GBC, PhD Student Remarks** (10 minutes)
3. **Dean's Remarks** (10 minutes)
4. **Priorities of the YU Equity, People, and Culture Portfolio** (P. Safai & A. Gaukel) (20 minutes)
5. **Update on the Status of the MBA Program** (M. Valente) (30 minutes)
6. **Other Business**
7. **Adjournment**

Consent Agenda

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

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1. Master Programs Committee/Programs Coordinating Committee (*K. Tasa)*	
a. Master of Business Administration (*M. Valente*)	
i. Change to Existing Course	7
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2. ORGS 6350 3.00 Managing Change (delivery mode to ONLN)	55
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b. Graduate Diploma in Health Industry Administration (J. Mapa/M. Valente)	
i. **Minor Modification to Program** (reduce core requirements, addition of two elective groups)	107
2. EMBA Committee (*K. Tasa*)	
a. New Course Proposals (*M. Kipping)*	
i. EMBA 6029 2.00 Field Trip India: Servant Leadership	111

ii. EMBA 6031 2.00 People Oriented Leadership 119

3. **Nominating Committee** (*A. Joshi*)
   a. **Revised Nominating Committee Slate** as of 2026.02.19 131

4. **Minutes of the Last Meetings:** 2026.03.06 156

The Senate of York University

Meeting Synopsis

The 725th Meeting of Senate held on Thursday, 26 February 2026

Remarks

The Chair welcomed members to the 725th meeting of Senate. The Chair expressed support for the recent announcement of the first Inuit-led university, Inuit Nunangat University, planned for Arviat, Nunavut.

A correction to the agenda package was noted to reflect the inclusion of the ASCP item on minor revisions to the Policy on Registration Eligibility in Summer Courses. With no requests to remove items from the consent agenda, those items were deemed approved.

President

Lisa Philipps, Interim President and Vice-Chancellor, reported on recent internal and external activities, highlighting ongoing faculty and laboratory visits and engagement with new faculty members, which underscore York's interdisciplinary strengths and diverse research collaborations. She outlined discussions with Glendon Faculty Council on next steps for the *Faculties of the Future* initiative and noted that comprehensive proposals are currently being modeled out by the Provost's Office, Principal of Glendon College and Deans of other faculties with cognate programs.

Updates were provided on federal and provincial developments affecting the postsecondary sector, including the federal Defence Industrial Strategy, anticipated infrastructure funding opportunities via the Build Community Strong Fund, and the provincial funding framework.

The President also reported on a preliminary land-use study for the Glendon campus, noting that the first phase identified potential uses for portions of the property within the scope of educational purpose. No decisions or plans have been made. Further steps would consider community needs.

She concluded her remarks noting positive trends in undergraduate applications for Fall 2026 and providing updates on preparations for the new School of Medicine, including accreditation progress, clinical partnership development, and philanthropic momentum.

Inquiries and Communications

A communication from the Academic Colleague to the Council of Ontario Universities (COU) was received for information.

The Senate of York University Synopsis

Reports

Under the auspices of the Academic Policy, Planning and Research Committee, the Vice-President Research & Innovation presented the 2025 Annual Report on Research.

Questions regarding whether the reported research income included University matching funds or Faculty contributions, as well as the extent to which external drivers and funding opportunities, such as commercialization and federal defense & dual-defense research partnerships, are shaping internal research priorities, were referred to APPRC to take up for discussion with the Vice-President Research & Innovation and response to Senate at an upcoming Senate meeting.

The VPRI also committed to providing Senate with additional details at a subsequent meeting on the methodology for Faculty rankings and year-to-year comparisons, noting that these metrics, specifically for the Faculty of Education, are complicated by evolving scoring criteria and changes in the number of ranked institutions.

Approvals

Executive Committee

On the recommendation of the Executive Committee, Senate approved a slate of candidates for nomination to the Presidential Search Committee, as presented in the agenda package.

Academic Standards, Curriculum and Pedagogy Committee (ASCP)

On the recommendation of the Academic Standards, Curriculum and Pedagogy Committee, Senate approved the revised policy on Registration Eligibility in Summer Courses.

Notice of Statutory Motions

Academic Standards, Curriculum and Pedagogy Committee (ASCP)

The Committee provided Notice of Statutory Motion for the establishment of the Master in Athletic Therapy degree, to be housed in the School of Kinesiology and Health Science, Faculty of Health.

Committee Information Items

Executive Committee

Information items included the following:

- Advancement of the Committee's review of the Rules of Senate and the allocation of Senate seats for the 2026–2028 period, with recommendations to be brought forward at future sessions.

The Senate of York University Synopsis

- Approval of Faculty Council-nominated members to Senate committees.

Academic Policy, Planning and Research Committee (APPRC)

Information items included the following:

- Continuing work on the renewal of the University Academic Plan, noting recent review of community feedback on the draft framing questions and is now preparing an outline of the 2025–2030 Plan for further discussion before circulating a draft for community input in early April and for Senate's consideration on 23 April 2026.
- An update on Markham Campus academic programming and planning, including developments in program offerings, enrolment growth, early FW'26 applications, thetime-limited introduction of the BEd cohort, the upcoming launch of continuing education programming, and strengthening international interest in the still-new campus.
- The Committee received a briefing on the Impact+ Research Chairs Program, noting that York's accelerated internal hiring and nomination process is underway to meet the tight federal deadlines for the two 2026 intake cycles.
- Committee discussion of a communication from an ORU Director regarding the role of ORUs within Senate's governance structure. Follow-up steps have been identified after a meeting with the Vice-President Research & Innovation and APPRC leadership.

Academic Standards, Curriculum and Pedagogy Committee (ASCP)

Information items included:

- Minor modifications to degree requirements and updates to the academic calendar for programs housed in the Faculties of Glendon, Health, Lassonde, LA&PS and Schulich.

Additional Information about this Meeting

Please refer to the full Senate agenda of **26 February 2026** for further details on the items reported.

The next regular meeting of Senate will be held virtually at **2:30 pm on Thursday, 26 March 2026.**

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Mike Valente
Date: March 20th, 2026
Re: Course Change: Delivery mode, course description and learning outcomes.

Motion:
That Faculty Council approve changes to OMIS 6750 Project Management, specifically the addition of a delivery mode, and modifications to the course description and learning outcomes.

Rationale:

Due to the growing demand for remote courses in the MBA program, the MBA Program Director in collaboration with the OMIS area identified this course as a suitable candidate for remote delivery. In addition to the above, some redundancy was removed from the course description and the learning outcomes have been updated. Note that the week-by-week topics have not changed.

Schulich
School of Business
York University

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:
   Schulich MBA

2. Responsible Unit:
   OMIS

3. Subject Code (Rubric) and Course Number:
   OMIS 6750

4. Credit Value:
   3.00

5. Long Course Title:
   Project Management

6. Short Course Title: Project Management

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

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

8. Effective Term/Calendar Year of Proposed Change(s):
   Fall 2026

Schulich
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York University

9. Rationale:

Due to the growing demand for remote courses in the MBA program, the MBA Program Director in collaboration with the OMIS area identified this course as a suitable candidate for remote delivery. In addition to the above, some redundancy was removed from the course description and the learning outcomes have been updated. Note that the week-by-week topics have not changed.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course Title: Project Management	Course Title: Project Management
Course Description: This course covers the strategic, organizational and operational aspects of managing projects. Students learn to manage the technical, behavioural, political and cultural aspects of temporary groups performing unique tasks. Topics covered include: defining deliverables, formulating project strategy, effective group organization and management, dynamically allocating resources, managing without authority, and resolving conflict. ~~Traditional cost and time management techniques are covered using Microsoft Office and open-source, free project management software.~~ Course Credit Exclusion: MGMT 6700 3.00	Course Description: This course covers the strategic, organizational, and operational aspects of managing projects. Students learn to manage the technical, behavioral, political, and cultural aspects of temporary groups performing unique tasks. Topics covered include: defining deliverables, formulating project strategy, effective group organization and management, dynamically allocating resources, managing without authority, and resolving conflict. Course Credit Exclusion: MGMT 6700 3.00
Learning Outcomes: ~~In this course students will learn how to use existing project management frameworks, concepts, and skills that are used by managers to propose, plan, secure resources, budget, and lead project teams to successful completion of their projects.~~ ~~The concepts and techniques will be immediately useful in new-project situations and will be a valuable guide when dealing with typical problems that arise during a project.~~	Learning Outcomes: Students will learn the technical methods, organizational frameworks, and interpersonal skills needed to manage successful projects from initiation through closure. Through case analyses, group discussions, and an end-to-end group project, students will develop practical insights for effectively managing project scope, schedule, cost, risk, and leading project teams. Upon completion of this course, students

Upon completion of this course you will be able to: • Understand the need for a formal project management methodology • ~~Define project scope~~ • ~~Estimate project budget and schedule~~ • ~~Select and govern a project~~ • ~~Develop a project plan~~ • ~~Understand different organizational structures and how they impact project management~~	will be able to: • Understand the need for a formal project management methodology • Define project scope and estimate the project budget and schedule • Construct and analyze a project network using software • Identify, assess, and develop response strategies for project risks • Allocate and level resources to tackle time and resource constraints • Measure project performance using Earned Value Management (EVM) metrics • Analyze the impact of organizational structure and culture on project execution • Apply leadership, negotiation, and conflict resolution skills to manage project teams • Adapt project management approaches by comparing traditional and Agile methodologies • Synthesize course concepts to develop and present a comprehensive project plan for a real business scenario

11. Enrolment Notes:

N/A

12. Consultation:

Consultation took place with the MBA Program director, OMIS area coordinator and the course director.

Originator:

Diamant

Signature

March 20th, 2026

Date

Adam Diamant

Name

OMIS

Area or Specialization

V. July 2021

Schulich School of Business
York University

Approvals:

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



Signature	March 20th, 2026 Date
Adam Diamant Name	OMIS Area or Specialization

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



Signature	March 20th, 2026 Date
Mike Valente Name of Program Director	MBA Program Director Program

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

Kevin Tasa Signature	*April 2, 2026* Date
Kevin Tasa Name of Committee Chair	Master Programs Committee Committee

last updated: Nov 21 2:11pm EST.

Schulich School of Business

OMIS6750 F2025 **CREDITS: 3.00**

OMIS 6750 A - PROJECT MANAGEMENT

THU 14:30-17:20 SSB N107

COURSE DIRECTOR

David Elsner

delsner@schulich.yorku.ca

416.736.2100 Ext. 44681

G234 MB

ADMIN

Jennifer Brethour

jenab@schulich.yorku.ca

X55074

S337N SSB

DAVID ELSNER - INSTRUCTOR

David Elsner is an Adjunct Professor of Operations Management and Information Systems and the Associate Program Director of the Master of Business Analytics program (MBAN) at the Schulich School of Business. He is also the ACP/AICP coordinator for the MBAN and MMAI programs. His areas of expertise are in Business Analytics, Data Visualization, and Project Management. He is also the president of DHE Consulting, providing training, consulting, and analytical solutions to organizations.

David holds a BASc in Engineering, a BA in Economics, and an MBA in Strategy and Innovation from the University of Toronto.

BRIEF DESCRIPTION

This course covers the strategic, organizational and operational aspects of managing projects. Students learn to manage the technical, behavioral, political and cultural aspects of temporary groups performing unique tasks. Topics covered include: defining deliverables, formulating project strategy, effective group organization, and management, dynamically allocating resources, managing without authority and resolving conflict. Traditional cost and time management techniques are covered using Microsoft Office and open-source, free project management software. Course Credit Exclusion: SB/MGMT 6700 3.00

COURSE LEARNING OUTCOMES

In this course students will learn how to use existing project management frameworks, concepts, and skills that are used by managers to propose, plan, secure resources, budget, and lead project teams to successful completion of their projects.

The concepts and techniques will be immediately useful in new-project situations and will be a valuable guide when dealing with typical problems that arise during a project.

Upon completion of this course you will be able to:

- Understand the need for a formal project management methodology
- Define project scope
- Estimate project budget and schedule

- Select and govern a project
- Develop a project plan
- Understand different organizational structures and how they impact project management

COURSE MATERIAL

There is a required textbook for this course:

Project Management: A Socio-Technical Approach: 2024 Release, by Larson and Gray, McGraw-Hill.

- eBook: ISBN10: 1260579565 | ISBN13: 9781260579567
- Print: ISBN10: 1266912487 | ISBN13: 9781266912481
- Connect: ISBN10: 1260242374 | ISBN13: 9781260242379

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ASSIGNMENT SUMMARY

Assignment | Task	Group | Individual	Total % of Final Grade	Due Date
Group Discussions 8%			
Class 2 - Discussion 1		1.33%	Tue Sep 23, 2025 at 11:59pm EDT
Class 3 - Discussion 2		1.33%	Tue Sep 30, 2025 at 11:59pm EDT
Class 5 - Discussion 3		1.33%	Tue Oct 14, 2025 at 11:59pm EDT
Class 6 - Discussion 4		1.33%	Tue Oct 28, 2025 at 11:59pm EDT
Class 7 - Discussion 5		1.33%	Tue Nov 4, 2025 at 11:59pm EST
Class 10 - Discussion 6		1.33%	Tue Nov 25, 2025 at 11:59pm EST
eLearning 0%			
OMIS 6750 - eLearning 1 omited from final grade.		0%	
OMIS 6750 - eLearning 2 omited from final grade.		0%	
OMIS 6750 - eLearning 3 omited from final grade.		0%	
OMIS 6750 - eLearning 4 omited from final grade.		0%	
OMIS 6750 - eLearning 5 omited from final grade.		0%	
OMIS 6750 - eLearning 6 omited from final grade.		0%	
OMIS 6750 - eLearning 8 omited from final grade.		0%	
OMIS 6750 - eLearning 11 omited from final grade.		0%	
OMIS 6750 - eLearning 10 omited from final grade.		0%	
OMIS 6750 - eLearning 7 omited from final grade.		0%	

Assignment | Task	Group | Individual	Total % of Final Grade	Due Date
OMIS 6750 - eLearning 9 omited from final grade.		0%	
Quizzes 20%			
Class 3 - Quiz 1		3.33%	Thu Sep 25, 2025 at 02:50pm EDT
Class 4 - Quiz 2		3.33%	Thu Oct 2, 2025 at 02:50pm EDT
Class 6 - Quiz 3		3.33%	Thu Oct 16, 2025 at 02:51pm EDT
Class 7 - Quiz 4		3.33%	Thu Oct 30, 2025 at 02:51pm EDT
Class 8 - Quiz 5		3.33%	Thu Nov 6, 2025 at 02:51pm EST
Class 10 - Quiz 6		3.33%	Thu Nov 20, 2025 at 02:51pm EST
LockDown Browser Practice Quiz- Requires Respondus LockDown Browser omited from final grade.		0%	
Case Study Analysis 32%			
Case Study 1		16%	Thu Oct 9, 2025 at 01:30pm EDT
Case Study 2		16%	Thu Nov 13, 2025 at 01:30pm EST
Group Project 35%			
Group Project		30%	Thu Dec 4, 2025 at 01:30pm EST
Group Peer Evaluation		5%	Thu Dec 4, 2025 at 11:59pm EST
Class Participation 5%			
Class Participation		5%	Thu Dec 4, 2025 at 11:59pm EST

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Class 2 - Discussion 1

Due Date: Tue Sep 23, 2025 at 11:59pm EDT

Within your group, discuss the following questions from the **Snapshot from Practice** boxes in the textbook that feature a number of new examples of project management in action.

Snapshot from Practice 2.1: Does IBM's Watson's Jeopardy Project Represent a Change in Strategy?

Question: *What impact will Artificial Intelligence (AI) have on the field of project management?*

Snapshot from Practice 3.4: Google-y

Question: *How important do you think the perks Google employees receive are for maintaining the culture of Google? How important do you think they will be after the COVID-19 pandemic and how do you see them changing?*

- Think about the content discussed in the textbook chapters, class discussions, and your personal experiences when discussing the questions. Keep your discussions brief and concise. We will review the snapshots in the next class.
- Your contributions to the Group Discussions consist of original postings and responses to other students' postings. Each discussion is open for five days. Your initial posts and responses must be posted in Canvas no later than 11:59pm Eastern time the following Tuesday.

Class 3 - Discussion 2

Due Date: Tue Sep 30, 2025 at 11:59pm EDT

Within your group, discuss the following questions from the **Snapshot from Practice** boxes in the textbook that feature a number of new examples of project management in action.

Snapshot from Practice 4.3: Creating a WBS

Question: *Why is it important that final activities not be open-ended? Do you have a personal example of what happened when a project didn't have a clear ending? What could have been done to avoid the outcome?*

- Think about the content discussed in the textbook chapters, class discussions, and your personal experiences when discussing the questions. Keep your discussions brief and concise. We will review the snapshots in the next class.
- Your contributions to the Group Discussions consist of original postings and responses to other students' postings. Each discussion is open for five days. Your initial posts and responses must be posted in Canvas no later than 11:59pm Eastern time the following Tuesday.

Class 5 - Discussion 3

Due Date: Tue Oct 14, 2025 at 11:59pm EDT

Within your group, discuss the following questions from the **Snapshot from Practice** boxes in the textbook that feature a number of new examples of project management in action.

Snapshot from Practice 6.3: Concurrent Engineering (Fast Tracking)

Question: *What are the disadvantages of concurrent engineering (fast tracking)? What kinds of projects should avoid using concurrent engineering? Do you have a personal example of a project that was either a success or failure due to fast tracking?*

- Think about the content discussed in the textbook chapters, class discussions, and your personal experiences when discussing the questions. Keep your discussions brief and concise. We will review the snapshots in the next class.
- Your contributions to the Group Discussions consist of original postings and responses to other students' postings. Each discussion is open for five days. Your initial posts and responses must be posted in Canvas no later than 11:59pm Eastern time the following Tuesday.

Class 6 - Discussion 4

Due Date: Tue Oct 28, 2025 at 11:59pm EDT

Within your group, discuss the following questions from the **Snapshot from Practice** boxes in the textbook that feature a number of new examples of project management in action.

Snapshot from Practice 7.2: Terminal 5 – London Heathrow Airport

Question: *Why do you think British Airways decided to go fully operational on day 1? Was this rational behaviour? Are you surprised that this happened? How could an RBS like the one featured in Figure 7.3 have prevented the disaster from occurring?*

- Think about the content discussed in the textbook chapters, class discussions, and your personal experiences when discussing the questions. Keep your discussions brief and concise. We will review the snapshots in the next class.
- Your contributions to the Group Discussions consist of original postings and responses to other students' postings. Each discussion is open for five days. Your initial posts and responses must be posted in Canvas no later than 11:59pm Eastern time the following Tuesday.

Class 7 - Discussion 5

Due Date: Tue Nov 4, 2025 at 11:59pm EST

Within your group, discuss the following questions from the **Snapshot from Practice** boxes in the textbook that feature a number of new examples of project management in action.

Snapshot from Practice 8.4: Managing Geeks

Question: *Do you agree that very technical people (e.g. advanced degrees in computer science, analytics, artificial intelligence), are different from other workers? What are some ways to better integrate different types of people into project teams?*

Snapshot from Practice 9.1: Smart Phone Wars

Question: *Can you think of another product like smartphones that have rapid new-product releases? What do you think would happen if for some reason it took Apple two years to release its next-generation smartphone?*

- Think about the content discussed in the textbook chapters, class discussions, and your personal experiences when discussing the questions. Keep your discussions brief and concise. We will review the snapshots in the next class.
- Your contributions to the Group Discussions consist of original postings and responses to other students' postings. Each discussion is open for five days. Your initial posts and responses must be posted in Canvas no later than 11:59pm Eastern time the following Tuesday.

Class 10 - Discussion 6

Due Date: Tue Nov 25, 2025 at 11:59pm EST

Within your group, discuss the following questions from the **Snapshot from Practice** boxes in the textbook that feature a number of new examples of project management in action.

Snapshot from Practice 14.2: New Ball Goes Flat in the NBA

Question: *How did the culture of the NBA affect this project? What could the NBA have done differently to increase the likelihood of success? Do you have a personal experience of being left out of a project team and seeing the end result?*

- Think about the content discussed in the textbook chapters, class discussions, and your personal experiences when discussing the questions. Keep your discussions brief and concise. We will review the snapshots in the next class.
- Your contributions to the Group Discussions consist of original postings and responses to other students' postings. Each discussion is open for five days. Your initial posts and responses must be posted in Canvas no later than 11:59pm Eastern time the following Tuesday.

OMIS 6750 - eLearning 1

OMIS 6750 - eLearning 2

OMIS 6750 - eLearning 3

OMIS 6750 - eLearning 4

OMIS 6750 - eLearning 5

OMIS 6750 - eLearning 6

OMIS 6750 - eLearning 7

OMIS 6750 - eLearning 8

OMIS 6750 - eLearning 9

OMIS 6750 - eLearning 10

OMIS 6750 - eLearning 11

Details available Thu Nov 27, 2025 at 05:30pm EST

Class 3 - Quiz 1

Due Date: Thu Sep 25, 2025 at 02:50pm EDT

Class 4 - Quiz 2

Due Date: Thu Oct 2, 2025 at 02:50pm EDT

Class 6 - Quiz 3

Due Date: Thu Oct 16, 2025 at 02:51pm EDT

Class 7 - Quiz 4

Due Date: Thu Oct 30, 2025 at 02:51pm EDT

Class 8 - Quiz 5

Due Date: Thu Nov 6, 2025 at 02:51pm EST

Class 10 - Quiz 6

Due Date: Thu Nov 20, 2025 at 02:51pm EST

LockDown Browser Practice Quiz- Requires Respondus LockDown Browser

Case Study 1

Due Date: Thu Oct 9, 2025 at 01:30pm EDT

Case 4.1 – Celebration of Color 5K (page 136 in the textbook)

- Assess the given information and make a well-composed report for the president of the university with a solid Executive Summary.
- Answer the following questions:
    1. Make a list of the major deliverables for the 5K and use them to develop a draft of the work breakdown structure for the project that contains when appropriate at least three levels of detail.
    2. How would developing a WBS alleviate some of the problems that occurred during the first meeting and help Brandon organize and plan the project?
    3. Develop a 1-page scope statement for this project that contains examples of all elements. Assume that the event will occur in two months. Provide your best estimate of the dates for milestones. Use Snapshot from Practice 4.2 on page 115 as a template.
    4. Develop a responsibility matrix for the project. Consider everyone who will need to be part of the project to ensure its success.
    5. Estimate the time and cost components of this project using an approach discussed in Chapter 5. Explain your reasons for using the chosen approach.

- Deliverable will be a report using Microsoft Word (or equivalent tool). You may use ProjectLibre (or equivalent tool) to answer the questions.
- Max length: 3,000 words supported by diagrams/or and screenshots (not including the executive summary).
- Each case study is worth 16% of the final grade.

Case Study 2

Due Date: Thu Nov 13, 2025 at 01:30pm EST

Cases 9.4 and 9.5 – Nightingale Project – A and B (pages 357 to 359 in the textbook)

- First, read case 9.4, Part A of the Nightingale Project. Prepare a short report that addresses the following questions:
    1. Will the project as planned meet the October 25th deadline?
    2. What activities lie on the critical path?
    3. How sensitive is the network?
- Submit a project schedule to support your answers. Provide context for your responses.

- Second, read case 9.5, Part B of the Nightingale Project. Prepare a short report that addresses the following questions:
    1. Is it possible to meet the deadline?
    2. If so, how would you recommend changing the original schedule (Part A) and why?
    3. What would the new schedule look like? Present a revised schedule to support your answers.
    4. What other factors should be considered before finalizing the schedule?
- Provide context for your responses.

CASE APPENDIX: TECHNICAL DETAILS (REPLACES DETAILS ON PAGE 350 IN THE TEXTBOOK)

Create your project schedule and assess your options based on the following information:

1. The project begins on the first working day on January, 2025.
2. The following holidays are observed: January 1, Memorial Day (last Monday in May), July 4, Labor Day (first Monday in September), Thanksgiving Day (fourth Thursday in November), December 25 and 26.
3. If a holiday falls on a Saturday, then Friday will be given as an extra day off; if it falls on a Sunday, then Monday will be given as a day off.
4. The project team works Monday through Friday, 8-hour days.
5. If you choose to reduce the duration of any one of the activities mentioned, then it must be for the specified time and cost (e.g., you cannot choose to reduce database to 37 days at a reduced cost; you can only reduce it to 35 days at a cost of $35,000.
6. You can only spend up to $100,000 to reduce project activities; lags do not contain any additional costs.

- Submit both reports as part A and B of one complete report.
- You may use ProjectLibre (or equivalent tool) to answer the questions.
- Max length: 3,000 words supported by diagrams/or and screenshots.
- Each case study is worth 16% of the final grade.

Group Project

⌛ **Due Date:** Thu Dec 4, 2025 at 01:30pm EST

Your group will select a project that is interesting and has reasonable complexity. The purpose is to enable students to engage with the material through a realistic project example.

Your work will consist of developing a detailed project plan, using the appropriate project management content, forms, and techniques from class.

Previous classes have been assessed on projects like:

- A Schulich sleeping pod facility
- Creating a full-length feature film
- Online medical consulting in Nigeria
- An election campaign for a Canadian federal election candidate
- Organizing a programming competition for universities
- Making an interactive video game
- Building a sustainable green garden on YorkU campus

Do not propose weddings, parties, fun runs, charity auctions, etc.

The project ideas should:

- Have a business, public sector, or non-profit organization related orientation
- Have at least 30 and not more than 100 activities/tasks
- A project for which a plan can be developed over the duration of this course
- To maximize the learning, pick a project that you have not previously completed
- Don't copy an existing project content

You do not need to tell me what your project is. However, if you're unsure that your choice is viable, or can't select from several options, email me a short description of the project(s) and I will help you decide.

The group project involves developing a presentation as well as a written project plan report. **NOTE:** Only one group member should submit the presentation and report on Canvas.

Group Presentation (Total 8 Marks) – To be uploaded on Canvas by 1:30pm of Class 12
You will be evaluated on the quality of your presentation according to the following rubric.

Presentation Format
You will have 12 minutes.

- This slide deck must tell the full story even if read it on its own without your presentation commentary.
- Identify the problem/project, the alternatives, the risks and benefits and the cost and time frame of whatever you are proposing.
- You are presenting to me as a potential project sponsor. I have the resources but want to be comfortable that you have undertaken due diligence and that you have thought through your proposal.
- All members of the group are expected to speak during the presentation.
- Focus on content, but make sure that the slides have a business professional design.

Written Report Evaluation (Total 22 Marks) – To be uploaded on Canvas by 1:30pm of Class 12

The report will be single spaced, 10-point font. Page Limit is 50 pages including all content such as diagrams, appendices, and references. Clearly number and label all tables, graphs or images and be sure to refer to them in the text. Be careful to properly reference all sources.

The following sections are required:

1. Executive Summary

    The executive summary should be one to two pages where you will define/describe the problem/project being addressed, the alternatives considered and describe the benefits, costs (ballpark estimates), risks and timeframe of the recommended alternative. The executive summary is not the same as the summary/conclusions section. Typically, an executive will turn first to the executive summary. If that is sufficiently persuasive, they might make a decision without reading the report. If they want to know more, they may well turn to the summary and conclusions section.

2. Introduction

    Describe the project being considered as you have defined it and describe briefly what is to be found in the rest of the report. It states the objectives of the report and comments on the way the topic of the report is to be treated. Leads straight into the report itself.

3. Project Analysis

    This will include all the main content of the report like what tasks were completed, what were the findings, what methodology was used to find the findings, comparison and discussion of the results. This is usually the longest and most important part in the structure of the report so the material must be presented logically to make it is easy to read. It is divided into numbered and headed sections. These sections separate the different main ideas in a logical order.

The project analysis should consist of at least the following sections and appropriate forms:

a. Project Plan/Proposal

b. Stakeholder Analysis

c. Priority matrix

    i. *What have you selected to constrain, enhance and accept? Explain why in detail.*

d. Project scope statement

    i. *What would be the appropriate milestones? Provide a detailed explanation as to why the milestones have been selected.*

e. A minimum 3-level work breakdown structure for this project

    i. *A detailed list of tasks and durations and a baseline schedule*

    ii. *Identify what is the critical path*

    iii. *Explain and determine the sensitivity of the network*

    iv. *State what is the projected date of project completion*

f. Responsibility Matrix

g. Communication Plan

h. Time-Phased Budget

    i. *Create a time-phased budget (organized by week or month) for each activity required for the project. Clearly identify detailed costs. Justify cost estimates based on research you have completed.*

i. Risk Analysis form

    i. *Identify and describe the top 5 risks for the project and related mitigation strategies for each risk identified.*

You may use Microsoft Project, ProjectLibre, or another comparable tool for the project, but it is not required for both the presentation and final report. You may also use any of the templates provided in the course modules.

4. Conclusion

Answers the questions raised by the original research problem or objectives of the project. The conclusions should be a condensed version of the intervening sections giving the key findings of the work. No new argument should be presented here - everything should have already been discussed in the discussion.

5. Summary/Recommendation

You can use this last section to expand on the arguments for your recommended course of action, costs, benefits, risks, etc. alluded to in the executive summary.

The recommendations should emerge from the conclusions of the report. Recommendations tell the reader what to do: what decision to make, what course of action to take, what solution is superior or what further work needs to be undertaken.

Recommendations should be feasible and appropriate to the project. They should be as concrete and specific as possible; they should read as a list of things the client should do. Let your reader know why you are

recommending an action by supplying the reasons for your decision drawn from the conclusions of the report.

6. Appendix

Use this section for backup materials that support statements, etc. made in the body of the report.

Group Project Peer Evaluation (5 marks) – To be completed in Canvas by 11:59pm of Class 12

Peer evaluations will be used to individualize grades and to provide teams with a means of communicating challenges to your advisors. All students must complete a peer evaluation of their team members. All peer ratings are kept confidential.

Group Peer Evaluation

Due Date: Thu Dec 4, 2025 at 11:59pm EST

Group peer evaluation provides a structured learning process for students to critique and provide feedback to each other on their project work. It helps you develop skills in assessing and providing feedback to others, and also equips you with skills to self-assess and improve your own work.

Why use peer assessment?

Peer assessment can:

- Empower students to take responsibility for and manage their own learning.
- Enable students to learn to assess and give others constructive feedback.
- Enhance students' learning through knowledge diffusion and exchange of ideas.

Peer evaluations will be used to individualize grades and to provide teams with a means of communicating challenges to your advisors. All students must complete a peer evaluation of their team members. All peer ratings are kept confidential.

Download the attached **Group Peer Evaluation.xlsx (https://schulich.instructure.com/courses/13109/files/1538747?verifier=sCWmUnc3hiyyG7ihPVIgzokx0L0CngeXDDEv6JK8&wrap=1) (https://schulich.instructure.com/courses/13109/files/1538747/download?verifier=sCWmUnc3hiyyG7ihPVIgzokx0L0CngeXDDEv6JK8&download_frd=1)** form and follow the instructions. Save the file and upload it here.

The contribution evaluation will be factored into group and individual grades for the project. This will be 5 marks out of the 35 for the group project. **The peer review is due by 11:59pm of Class 12.**

Class Participation

Due Date: Thu Dec 4, 2025 at 11:59pm EST

Students are expected to participate in discussions and activities during lectures. Your participation will be evaluated on the extent to which you demonstrate an understanding of the course content and contribute relevant facts, questions, interpretations, examples, frameworks, and points of view.

The class participation grade is an incentive to get involved in discussions, share your perspective, and demonstrate your understanding of the material. Thoughtful questions, rigorous analysis, and the ability to “think-on-your-feet” are crucial

skills. The following will be considered in grading participation:

- Does the student attend classes and participate (actually speak) in discussions?
- Do comments integrate theories, concepts, and tools presented in the readings and lectures?
- Is the student an effective communicator? Are comments presented concise and convincing?

Students not present for three or more classes will be assigned a class participation grade of 0.

The instructor will evaluate your class participation over the entire course. The following table outlines how your participation will be evaluated. This is worth 5% of your final grade.

Grade	Level	Context
5	Outstanding Contributor	Contributions reflect excellent preparation. Ideas offered are substantive, yield one or more major insights, and provide direction to the class. Arguments are well-substantiated and persuasively presented.
3	Adequate Contributor	Ideas are usually substantive, provide good insights into the topic discussed, and sometimes provide direction for the class. Arguments reflect clear thinking.
1	Minimal Contributor	Ideas offered are seldom provided or substantive or provide few insights. Ideas give no direction to the class. Poor argument on the topic at hand.
0	Non-Participant	The student was not present for three or more classes.

GRADING SCHEME

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

CLASS-BY-CLASS SYLLABUS

Class 1

Sep 11/25

Overview: Introduction and Modern Project Management

Class:

- Introductions
- Course Overview
- Assignments
- What is a Project
- Modern Project Management
  - Agile Project Management
  - Current Drivers of Project Management
  - Project Management Today: A Socio-Technical Approach

Textbook:

- Read Chapter 1

Readings and Videos:

- What is Project Management | PMI
- Certified Associate in Project Management | CAPM (pmi.org)
- PMP Certification | Project Management Institute (pmi.org)
- The Future of Project Management [3m]

Assignments:

Class 2

Sep 18/25

Overview: Organization Strategy, Structure, and Culture and Project Selection

Class:

- Organization Strategy and Project Selection
  - Why Project Managers Need to Understand Strategy
  - The Strategic Management Process: An Overview
  - The Need for a Project Priority System
  - Project Classification
  - Phase Gate Model
  - Selection Criteria
  - Applying a Selection Model
  - Managing the Portfolio System
- Organization: Structure and Culture
  - Project Management Structures
  - Project Management Office (PMO)
  - What Is the Right Project Management Structure?
  - Organizational Culture
  - Implications of Organizational Culture for Organizing Projects

Textbook:

Read Chapter 2 and 3

Readings and Videos:

Strategy Session: Three Ways to Get Aligned
Winning on Strategy — The Power of Project Delivery
You really want to build that? The politics of project selection
Project Selection Criteria – Videocast [8m]
Creating a best practice project management culture
A Roadmap to PMO Excellence
Creating Sustainable Organizational Culture Change in 80 Days | Arthur Carmazzi | TEDxMaitighar [23m]
Max's Minute: Project Management Culture [6m]

Assignments:

Group Discussion 1

Class 3

Sep 25/25

Overview: Defining the Project

Class:

Defining the Project
- Step 1: Defining the Project Scope
- Step 2: Establishing Project Priorities
- Step 3: Creating the Work Breakdown Structure
- Step 4: Integrating the WBS with the Organization
- Step 5: Coding the WBS for the Information System
- Process Breakdown Structure
- Responsibility Matrices
- Project Communication Plan

Textbook:

Read Chapter 4

Readings and Videos:

Developing a complete project scope statement in 2 days
The ABC basics of the WBS Paul Burek
What is Project Scope? [4m]
Create a Project Communication Plan | Google Project Management Certificate [37m]

Assignments:

Quiz 1
Group Discussion 2
Case Study 1 assigned

Class 4

Oct 2/25

Overview: Estimating Project Times and Costs

Class:

- Estimating Project Times and Costs
  - Factors Influencing the Quality of Estimates
  - Estimating Guidelines for Times, Costs, and Resources
  - Top-Down versus Bottom-Up Estimating
  - Methods for Estimating Project Times and Costs
  - Level of Detail
  - Types of Costs
  - Refining Estimates
  - Creating a Database for Estimating

Textbook:

- Read Chapter 5

Readings and Videos:

- Leveraging the new practice standard for project estimating
- 7 Tips for estimating your projects
- The Ultimate Guide to Estimating Projects
- How to Estimate Your Project [4m]

Assignments:

- **Quiz 2**

Class 5

Oct 9/25

Overview: Developing a Project Schedule

Class:

- Developing a Project Schedule
  - Developing the Project Network
  - From Work Package to Network
  - Constructing a Project Network
  - Activity-on-Node (AON) Fundamentals
  - Network Computation Process
  - Using the Forward and Backward Pass Information
  - Level of Detail for Activities
  - Practical Considerations
  - Extended Network Techniques to Come Closer to Reality

Textbook:

- Read Chapter 6

Readings and Videos:

- Learning Curve
- Driving politics out of project schedules
- Scheduling 101--the basic of best practices
- Project Scheduling [13m]

Assignments:

- **Group Discussion 3**
- **Case Study 1 due**

Class 6

Oct 16/25

Overview: Managing Risk

Class:

- Managing Risk
  - Risk Management Process
  - Step 1: Risk Identification
  - Step 2: Risk Assessment
  - Step 3: Risk Response Development
  - Contingency Planning
  - Opportunity Management
  - Contingency Funding and Time Buffers
  - Step 4: Risk Response Control

Textbook:

- Read Chapter 7

Readings and Videos:

- Risk management - the undiscovered dimension of project management
- Project success using no-nonsense risk management techniques
- Managing Risk
- Address Risk
- Perspectives on Managing Project Risk [38m]

Assignments:

- **Quiz 3**
- **Group Discussion 4**

Class 7

Oct 30/25

Overview: Scheduling Resources and Costs, Reducing Project Duration

Class:

- Scheduling Resources and Costs
  - Overview of the Resources Scheduling Problem
  - Types of Resources Constraints
  - Classification of a Scheduling Problem
  - Resource Allocation Methods
  - Resource-Constrained Scheduling
  - Splitting Activities
  - Benefits of Scheduling Resources
  - Assigning Project Work
  - Multiproject Resource Schedules
  - Develop a Project Cost Baseline
- Reducing Project Duration
  - Rationale for Reducing Project Duration
  - Options for Accelerating Project Completion
  - Project Cost-Duration Graph
  - Practical Considerations
  - What IF Cost, Not Time, Is the Issue?

Textbook:

Read Chapter 8 and 9

Readings and Videos:

Fundamentals of scheduling & resource leveling
Importance of Project Schedule and Cost Control in PM
What the heck happened to my resources -- the multiple project dilemma
Scheduling Resources on Multiple Projects [3m]
Ways to improve performance on projects
Project Crashing in Project Management
The risks of outsourcing
Pressure to Reduce Your Project Budget [6m]

Assignments:

Quiz 4
Group Discussion 5
Case Study 2 assigned
Group Project assigned

Class 8

Nov 6/25

Overview: Being an Effective Project Manager and Managing Project Teams

Class:

- Being an Effective Project Manager
  - Managing versus Leading a Project
  - Engaging Project Stakeholders
  - Influence as Exchange
  - Social Network Building
  - Ethics and Project Management
  - Building Trust: The Key to Exercising Influence
  - Qualities of an Effective Project Manager
- Managing Project Teams
  - The Five-Stage Team Development Model
  - Situational Factors Affecting Team Development
  - Building High-Performance Project Teams
  - Managing Virtual Project Teams
  - Project Team Pitfalls

Textbook:

- Read Chapter 10 and 11

Readings and Videos:

- 10 traits of highly effective project managers
- The Power of Leadership Emotions
- Transformation—How to Manage Complexity
- A sixth sense for project management [16m]
- Leadership essentials for project management professionals (PMPs)
- Remote Reality Check: What's Next for Virtual Teams
- Stop Managing, Start Leading [18m]

Assignments:

- **Quiz 5**

Class 9

Nov 13/25

Overview: Progress and Performance Measurement and Evaluation

Class:

- Progress and Performance Measurement and Evaluation
  - Structure of a Project Monitoring Information System
  - The Project Control Process
  - Monitoring Time Performance
  - Earned Value Management (EVM)
  - Developing a Status Report: A Hypothetical Example
  - Indexes to Monitor Progress
  - Forecasting Final Project Cost
  - Other Control Issues

Textbook:

- Read Chapter 13

Readings and Videos:

- Anatomy of an effective status report

Measure Outcomes
EVM for the rest of us
How to Deliver Effective Project Cost Management [19m]

Assignments:
Case Study 2 due

Class 10

Nov 20/25

Overview: Project Closure

Class:
- Project Closure
  - Types of Project Closure
  - Wrap-up Closure Activities
  - Project Audits
  - Project Audits: The Big Picture
  - Post-implementation Evaluation

Textbook:
- Read Chapter 14

Reading and Videos:
- The Most Complete Project Closure Process You'll Ever Need
- Help! Your project has been selected for an audit--what now?
- Post-Implementation Reviews
- Project know-how

Assignments:
Quiz 6
Group Discussion 6

Class 11

Nov 27/25

Overview: Agile Project Management

Class:
- Agile Project Management
  - Traditional versus Agile Methods
  - Agile PM
  - Agile PM in Action: Scrum
  - Extreme Programming and Kanban
  - Applying Agile PM to Large Projects
  - Limitations and Concerns
  - Hybrid Models

Textbook:
- Read Chapter 15

Readings and Videos:

Introduction to Disciplined Agile® (DA™)
Taking off the agile training wheels, advance agile project management using Kanban
Team Agility / Scrum Support System
Agile Project Management with Kanban | Eric Brechner | Talks at Google [64m]
Introduction to Scrum [7m]

Assignments:

Class 12

Dec 4/25

Overview: Group Presentations

Class:

Group Presentations of Group Project

Assignments:

Group Project due
Group Peer Evaluation due

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Preparation

Review the lecture material, work on the eLearning textbook questions, and complete the graded assignments each week. Each week's material will build on the previous week, so it is important that you have reviewed and understand the previous course material.

Seek help when needed.

Class slides will be posted on Canvas prior to each class.

Class Participation

Class participation is graded. You are encouraged to actively participate in class discussions, ask questions, provide relevant and current examples, and challenge the perspectives of your peers and the instructor.

This is an opportunity for you to develop your communication, critical analysis, and presentation skills.

Late Assignments

Deadlines are critical. A late assignment will receive a grade of zero. Know the deadlines and speak to the instructor in advance of any issues that would prevent an assignment being submitted on time.

Extensions will only be granted in exceptional circumstances.

Each new lecture week begins on Thursday.

Coursework

All coursework will be submitted through Canvas.

Important Dates

Each week's class begins on Thursday at 2:30pm. See Canvas for when the discussion board posts, quizzes, and assignments are due each week.

Use of devices during class

Students may only use personal mobile devices during instructional time if it is for educational purposes under the instructor's instructions, for health or medical purposes or for special needs.

Students will be asked to leave the classroom if they are using a mobile device for any reason other than what is listed above.

Use of Generative AI

Students may use generative AI tools (e.g., ChatGPT, Copilot, Gemini) to assist with brainstorming, research support, or drafting preliminary ideas. However, AI tools must not replace independent analysis, critical thinking, or original project planning. All work submitted must be meaningfully revised, interpreted, and contextualized by the student(s). Submissions that rely excessively on AI or misrepresent AI-generated content as original work may be considered a breach of academic integrity. Students remain fully responsible for verifying the accuracy, validity, and ethical use of all AI-assisted materials.

Class Participation (contribution)

Students are expected to participate in discussions and activities during lectures. Your participation will be evaluated on the extent to which you demonstrate an understanding of the course content and contribute relevant facts, questions, interpretations, examples, frameworks, and points of view.

The class participation grade is an incentive to get involved in discussions, share your perspective, and demonstrate your understanding of the material. Thoughtful questions, rigorous analysis, and the ability to “think-on-your-feet” are crucial skills. The following will be considered in grading participation:

- Does the student attend classes and participate (actually speak) in discussions?
- Do comments integrate theories, concepts, and tools presented in the readings and lectures?
- Is the student an effective communicator? Are comments presented concise and convincing?

Students not present for three or more classes will be assigned a class participation grade of 0.

GENERAL SCHULICH ACADEMIC POLICIES

Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of required core courses are normally expected to have a mean grade between 4.7 and 6.1. Elective courses are expected to have a mean grade between 5.2 and 6.2.
The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.
For more details on the index, grading policy, and grade point average (GPA) requirements, consult your student handbook.

Academic Honesty

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

Accommodations

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

Exams (Absence from)

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

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

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

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

Visiting Campus

All York community members share in the responsibility of keeping others safe on campuses, and to uphold professional and respectful interactions with one another. In this class, as elsewhere on campus, students must comply with all University health and safety regulations or protocols, including the following:

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

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

Encouraging a Community of Care

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

Student Rights and Responsibilities

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

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

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

Take time to fully review the Code of Student Rights and Responsibilities: https://schulich.yorku.ca/code-of-student-rights-and-responsibilities/ (https://schulich.yorku.ca/code-of-student-rights-and-responsibilities/)

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

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

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

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Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Mike Valente
Date: March 20th, 2026
Re: Adding ONLN Delivery Mode to 3 MBA Elective Courses

Motion:
That Faculty Council approves the addition of the ONLN delivery mode to three MBA electives:

1. ORGS 6350 3.0 Managing Change
2. MGMT 6610 3.0 Dynamics of Global Business
3. MKTG 6150 3.0 Consumer Behaviour

Rationale:

The MBA program is looking to broaden the diversity of delivery modes to MBA students. Starting in the 26/27 academic year, all MBA core courses will have a remote or blended offering. Consistent with this development, it is important that we provide MBA students with a select number of electives in remote delivery format. We've seen a very positive response to remote core courses and we expect a similar level of interest in electives.

Schulich
School of Business
York University

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:
   Schulich MBA

2. Responsible Unit:
   ORGS

3. Subject Code (Rubric) and Course Number:
   ORGS 6350

4. Credit Value:
   3.00

5. Long Course Title:
   Managing Change

6. Short Course Title:
   Managing Change

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

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

8. Effective Term/Calendar Year of Proposed Change(s):
   Fall 2026

Schulich
School of Business
York University

9. Rationale:

The MBA program is looking to broaden the diversity of delivery modes to MBA students. Starting in the 26/27 academic year, all MBA core courses will have a remote or blended offering. Consistent with this development, it is important that we provide MBA students with a select number of electives in remote delivery format. We've seen a very positive response to remote core courses and we expect a similar level of interest in electives.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course Title:	Course Title:
No Change	No Change

11. Enrolment Notes:
N/A

12. Consultation:

Consultation took place between the MBA Program Director and the ORGS area coordinator

Originator:

Michael Valente — March 20th, 2026
Signature — Date

Mike Valente — MBA Program
Name — Area or Specialization

Approvals:

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

Ruodan Shao — March 20th, 2026
Signature — Date

Schulich School of Business
York University

Ruodan Shao	ORGS
Name	Area or Specialization

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

Michael Valente	March 20th, 2026
Signature	Date

Mike Valente	MBA Program Director
Name of Program Director	Program

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

Kevin Tasa	*April 2, 2026*
Signature	Date

Kevin Tasa	Master Programs Committee
Name of Committee Chair	Committee

last updated: Mar 09 2:03pm EDT.

Schulich School of Business

ORGS6350 W2026 **CREDITS: 3.00**

ORGS 6350 F - MANAGING CHANGE

FRI 09:00 - 15:50 SSB N108

SAT 09:00 - 15:50 SSB N108

SUN 09:00 - 15:50 SSB N108

Office Hours

By appointment on: Feb 27, Feb 28, March 1, March 14, March 28, April 4

COURSE DIRECTOR

Hilai Shefa

416.736.2100 Ext. 77873

N303G

ADMIN

This course will be delivered in-person
In-person meets: ..Meet-1: Friday; February 27..Meet-2: Saturday; February 28..Meet-3: Sunday; March 1 ..Meet-4: Saturday; March 14 ..Meet-6: Saturday; April 4..Meet-5: Saturday; March 28

HILAI SHEFA - INSTRUCTOR

BRIEF DESCRIPTION

As the environment of many business and non-profit organizations becomes increasingly complex and unstable, it is imperative that top managers be able to create a climate of flexibility and adaptability in their operations. Organizations must be able to undertake major change without destructive side effects to be truly successful. This course surveys the major methods available to the modern manager for effectively managing the process of change and creating a general climate in which needed changes are sought and welcomed throughout the organization. The course emphasizes case studies and the discussion of alternative change management models. Prerequisite: SB/ORGS 5100 3.00 or SB/ORGS 5200 3.00

COURSE LEARNING OUTCOMES

The course will focus on three major learning objectives:

1.Knowledge. Through the assigned readings and the lecture/discussion segments in class you will be exposed to core theories and best practices in the field of managing change.

2.Application. Through in-class case discussions, workshops and the organizational projectthat is a major deliverable for the course, you will have ample opportunity to see how change management theories apply to practice.

3.Reflection. Through participation in class, in experiential exercises, and the reflective paper assignment you will acquire an appreciation for the systematic study of managing change and to the cognitive and emotional minefields that are often part of this process.

This course will focus on integrating research on the topic of managing change with the real-world applications of this knowledge. It will be important that students engage regularly and frequently if they are to fully benefit from the learnings in this course. The material shared will also touch on practical approaches and mechanisms to analyzing, solutioning and implementing change in the corporate world. This will be an interactive and application focused course, which will hopefully prepare you to take on change adoption challenges with confidence.

Pedagogy

This course uses a variety of teaching methods to encourage intellectual understanding and a personal sense of the subject matter. Lecture sessions will be coupled with experiential techniques such as case studies, exercises, and group discussions. Audio-visual materials will be used to facilitate understanding of the course concepts and to demonstrate their application in modern organizations. Students play a significant role in this active-learning process. 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.

COURSE MATERIAL

Reading Material

Check the weekly modules on Canvas for required readings to prepare for that week's lecture.

Canvas

Provides guidelines for required weekly readings, course announcements, assignment submission and grades for this course. It will also house general information for Schulich students. Check on a weekly basis before every class.

Harvard Business Review Articles

Any additional articles sourced from Harvard Business Review are part of the required reading for this course. These articles can be found using the library website.

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

Type the articles title in the top left search box and you will then be able to access a PDF version of the article in the EBSCOhost database.

ASSIGNMENT SUMMARY

Assignment | Task	Group | Individual	Total % of Final Grade	Due Date
Individual Reflection 20%			
Past Change Experiences		10%	Fri Mar 6, 2026 at 11:59pm EST
Ambiguity Scale: Self-Assessment		10%	Fri Mar 6, 2026 at 11:59pm EST
Group Case Analysis 30%			
Group Case Analysis: Change Story, Case for Change, SIA and Communication Plan		30%	Fri Mar 13, 2026 at 11:59pm EDT
Change Strategy 35%			
Client Engagement Live Simulation		15%	Sun Mar 29, 2026 at 11:59pm EDT
Change Strategy Group Presentation		20%	Sat Apr 4, 2026 at 11:59pm EDT
Participation 15%			
In-Class Contribution		15%	Sat Apr 4, 2026 at 05:00pm EDT

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Past Change Experiences

Due Date: Fri Mar 6, 2026 at 11:59pm EST

Max length: 3 pages (approximately 1 page each for Part A, B and C)
12-point font, double-spaced

This is a three-part assignment that gives you the opportunity to reflect back on any one personal or professional change you have experienced in the past, connect it to the Bridges Transition Model we have studied so far and provide your analysis on whether the change was managed effectively. The paper will be evaluated on the depth of your analysis, use of course content, and ability to demonstrate how you will use the knowledge you have learned so far to effectively manage change in the future. You can read more about the Bridges Transition Model here: https://wmbridges.com/about/what-is-transition/

Part A
In the first part of the assignment, reflect on a personal or a professional change you have experienced in the past:

What was the change?

Who was involved and how were they impacted?

What was the outcome of the change?

Part B
In the second part of the assignment, attempt to connect the change to the Bridges Model of Transition.You will be graded on whether you can explain the nuances of the change you experienced using this model. You may want to reflect on the different stages of change and whether you witnessed those stages and the emotions associated with them being exhibited by yourself or those around you going through the change. You may also reflect on what measures (if any) were used to help move people along the change curve.

Part C

In the last section of this paper, reflect on whether the change was executed and managed well.

If the change was managed well, explain why you feel the change was successful and what contributed to the success of the change.

If the change was not managed well, what would you as a future change manager do to set it up for success?

Ambiguity Scale: Self-Assessment

Due Date: Fri Mar 6, 2026 at 11:59pm EST

Max length: 3 pages (Approx. 1 page each for Part A, B and C)

12-point font, double-spaced

This is a three-part assignment that gives you the opportunity to learn more about yourself and consider how your natural inclinations might influence how you react to and/or lead during organizational change.

(https://schulich.instructure.com/courses/14155/files/1656871?verifier=P40Tpjznu4ihHirgefijkQdN9xSXtKtrPHKLC5Cc&wrap=1)

Part A: Complete the ambiguity measure: **rprnts.toleranceofambiguityscale (1).pdf**
(https://schulich.instructure.com/courses/14155/files/1656871?verifier=P40Tpjznu4ihHirgefijkQdN9xSXtKtrPHKLC5Cc&wrap=1)
(https://schulich.instructure.com/courses/14155/files/1656871/download?verifier=P40Tpjznu4ihHirgefijkQdN9xSXtKtrPHKLC5Cc&download_frd=1)

Please report your 4 scores: (a) overall tolerance for ambiguity, (b) tolerance of ambiguity due to novelty, (c) tolerance of ambiguity due to complexity, and (d) tolerance for ambiguity due to insolubility AND discuss whether or not you were surprised by your results.

*** NOTE: Higher scores indicate that you are more intolerant (less ok) with ambiguity. According to prior research, the "average" score across various samples tends to be in the 45-55 range for the overall score. Another way to think about your score is to divide your summed score by the number of items (either overall score or by the subdimension, respectively). For example, if your total score is 50, you would divide by 16 (the total number of items) to get 3.13. That means you, on average, tend to choose "3" on your responses. That is, you tend to say "disagree" to situations that are more ambiguous. However, someone who tends to choose "moderately disagree" or "strongly disagree" likely embraces ambiguity more than you, whereas someone who says "neither agree nor disagree" or "agree" may be less comfortable with ambiguity than you are.

Part B:
Please reflect on how your tolerance for ambiguity might help or hinder in various ways as you deal with organizational change. For example:- How does your score relate to your tendency to resist or embrace organizational change?- During organizational change, how comfortable are you communicating when you don't have all the answers? How might this affect your team or peers?- How does your tolerance for ambiguity affect your learning style, especially in dynamic or rapidly changing
environments?-How might your tolerance for ambiguity impact your effectiveness as a leader during times of organizational change?
Looking at your responses across the three subdimensions — novelty, complexity, and insolubility — where do you notice the greatest differences in your tolerance for ambiguity? What might this suggest about the types of organizational change you find easiest or most difficult to navigate?

Part C:
Do you want to try to change your tolerance for ambiguity (overall or any particular dimension)? Why or why not? If you desire to change, what habits or mindsets could help you become more comfortable with ambiguity in organizational settings?
If you were coaching someone with the opposite tolerance for ambiguity profile of yours, what advice would you give them?

Group Case Analysis: Change Story, Case for Change, SIA and Communication Plan

Due Date: Fri Mar 13, 2026 at 11:59pm EDT

In this assignment, work with your groups to develop a Change story, Case for change, and a Stakeholder Engagement and Communication plan for your change.

The final product your team builds should include the following:

1. 1 slide Change Story
2. 1 slide Case for Change
3. 1 slide summary of the Stakeholder Impact Assessment
4. 1 slide summary of the Stakeholder Engagement & Communication Plan
5. 1 slide Strategic Change Canvas
6. Stakeholder Impact Assessment (completed assessment attached as appendix)
7. Stakeholder Engagement & Communication Plan (completed assessment attached as appendix)

Group Case Analysis-1.docx (https://schulich.instructure.com/courses/14155/files/1657314?verifier=d0YDeu74KRT8l7XOpV2VT5wxdrkogON5zz3e6F2K&wrap=1)  **(https://schulich.instructure.com/courses/14155/files/1657314/download?verifier=d0YDeu74KRT8l7XOpV2VT5wxdrkogON5zz3e6F2K&download_frd=1) Group Case Analysis_Updated.pptx (https://schulich.instructure.com/courses/14155/files/1660322?**

verifier=WrnWlzWp23i14GD6gEOzzESVD4wJlbtI5dgBDnmo&wrap=1)
(https://schulich.instructure.com/courses/14155/files/1660322/download?
verifier=WrnWlzWp23i14GD6gEOzzESVD4wJlbtI5dgBDnmo&download_frd=1)
(https://schulich.instructure.com/courses/14155/files/1657314?
verifier=d0YDeu74KRT8l7XOpV2VT5wxdrkogON5zz3e6F2K&wrap=1)

(https://schulich.instructure.com/courses/14155/files/1657314?
verifier=d0YDeu74KRT8l7XOpV2VT5wxdrkogON5zz3e6F2K&wrap=1)

Client Engagement Live Simulation

Due Date: Sun Mar 29, 2026 at 11:59pm EDT

This assignment gives your group the opportunity to step into the role of a change consulting team reporting to the business sponsor who has commissioned the change. Your task is to make a persuasive, evidence-informed case for how the change should be led and implemented.

Through insights gathered during stakeholder interviews and using your knowledge of OCM theories and best practices, your group will:
Tell a compelling change story: explain the rationale for change and articulate the desired future state.
Present a change strategy: describe your overarching approach, including leadership alignment, stakeholder engagement, communication, training and key priorities.
Outline a high-level implementation plan: identify major phases or milestones, communication and training strategies, metrics for success, and risk mitigation steps

Change Strategy Group Presentation

Due Date: Sat Apr 4, 2026 at 11:59pm EDT

Group Presentation:

1. 30-minute presentation to the Business Sponsor and Project team followed by a 30-minute Q&A
2. Slide deck to include the following:

- Change Story and Case for Change
- Change Impact Assessment
- Stakeholder Analysis and Desired Outcomes for each impacted group
- Communication and Engagement Plan
- Training Plan
- Leadership and Sponsorship Plan
- Adoption Support
- Measurement Plan, including Engagement, Readiness and Adoption & Sustainment

In-Class Contribution

Due Date: Sat Apr 4, 2026 at 05:00pm EDT

In-Class Contribution

Value: 20%

Much of the class time will be spent discussing the cases and/or doing experiential exercises. Accordingly, 20% of the grade is allotted to your active contribution to the course. Coming to class prepared and ready to discuss the material is critical to make this course an enjoyable and valuable leaning experience. You are expected to be present, prepared, and willing to share your views in every class, both voluntarily and when called upon to do so. Try to consistently contribute with comments that pass the "so-what" test by providing insightful analysis that builds on the prior discussion and moves our thinking forward.

Some of the considerations for evaluating your course contribution include:

- Are you a good listener?
- Do your comments relate to the questions and suggestions of others and to the themes that the class is exploring together?
- Are your contributions relevant to the discussion?
- Are you willing to challenge the ideas that are being expressed?
- Are you willing to take risks and test drive some new ideas?
- Do you integrate material from past classes or case discussions where appropriate?
- Do your comments reflect cumulative learning over this course or do you merely consider each issue in isolation?

And most importantly, do you add value to the learning of the class?

GRADING SCHEME

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

CLASS-BY-CLASS SYLLABUS

Master Deck

Schulich Managing Change Master Deck (2026).pptx

EXAMPLE: Change Strategy

Change Strategy.pptx

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Students are expected to read the assigned materials, participate actively in class and complete written assignments/projects.

Class Participation (contribution)

Coming to class prepared and ready to discuss the material is critical to make this course an enjoyable and valuable learning experience. You are expected to be present, prepared, and willing to share your views in every class, both voluntarily and when called upon to do so.

GENERAL SCHULICH ACADEMIC POLICIES

Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of required core courses are normally expected to have a mean grade between 4.7 and 6.1. Elective courses are expected to have a mean grade between 5.2 and 6.2.
The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.
For more details on the index, grading policy, and grade point average (GPA) requirements, consult your student handbook.

Academic Honesty

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

Accommodations

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

Exams (Absence from)

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

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

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

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

Visiting Campus

All York community members share in the responsibility of keeping others safe on campuses, and to uphold professional and respectful interactions with one another. In this class, as elsewhere on campus, students must comply with all University health and safety regulations or protocols, including the following:

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

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

Encouraging a Community of Care

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

Student Rights and Responsibilities

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

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

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

Take time to fully review the Code of Student Rights and Responsibilities: https://schulich.yorku.ca/code-of-student-rights-and-responsibilities/ (https://schulich.yorku.ca/code-of-student-rights-and-responsibilities/)

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

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

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

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Schulich
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Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:
   Schulich MBA

2. Responsible Unit:
   MGMT

3. Subject Code (Rubric) and Course Number:
   MGMT 6610

4. Credit Value:
   3.00

5. Long Course Title:
   Dynamics of Global Business

6. Short Course Title:
   Dynamics of Global Business

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

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

8. Effective Term/Calendar Year of Proposed Change(s):
   Fall 2026

Schulich
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York University

9. Rationale:

The MBA program is looking to broaden the diversity of delivery modes to MBA students. Starting in the 26/27 academic year, all MBA core courses will have a remote or blended offering. Consistent with this development, it is important that we provide MBA students with a select number of electives in remote delivery format. We've seen a very positive response to remote core courses and we expect a similar level of interest in electives.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course Title:	Course Title:
No Change	No Change

11. Enrolment Notes:
N/A

12. Consultation:

Consultation took place between the MBA Program Director and the course instructor.

Originator:

Michael Valente
Signature

March 20th, 2026
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.

Michael Valente
Signature

March 20th, 2026
Date

Schulich School of Business
York University

Mike Valente	MBA Program
Name	Area or Specialization

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

Michael Valente	March 20th, 2026
Signature	Date
Mike Valente	MBA Program Director
Name of Program Director	Program

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

Kevin Tasa	*April 2, 2026*
Signature	Date
Kevin Tasa	Master Programs Committee
Name of Committee Chair	Committee

last updated: Dec 26 5:12pm EST.

Schulich School of Business

MGMT6610 F2025 **CREDITS: 3.00**

MGMT 6610 A - THE DYNAMICS OF GLOBAL BUSINESS

WED 11:30 - 14:20 MB G105

COURSE DIRECTOR

Atipol Supapol

asupapol@schulich.yorku.ca

N205L SSB

ADMIN

Domenica Lam

dlam@schulich.yorku.ca

416.736.2100 Ext. 55068

N205B SSB

ATIPOL BHANICH SUPAPOL - INSTRUCTOR

BRIEF DESCRIPTION

An understanding of international business is essential for students in today's interdependent world. This course will provide students with the knowledge, skills, and ability to understand the global economic, political, cultural and social environment within which firms operate. It will examine the strategies and structures of international business. The course will also prepare students to formulate and execute strategies, plans, and tactics to succeed in international business ventures. Prerequisite and Co-requisite: SB/ECON 5100 3.00

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to complete the following key tasks:

- Understand some of the complexities of doing business in a dynamic and fast-changing international environment.
- Understand the potential impact of various international disruptors and the influence of geopolitical factors on global industries and firms.
- Develop the ability to assess the attractiveness of foreign markets and identify key drivers of success in doing business internationally.
- Develop action-oriented foreign market entry plans that align with local market conditions and firm specific advantages so as to maximize opportunities that arise.
- Understand and appreciate cultural and social differences that influence the success of business operations globally.

COURSE MATERIAL

Required reading for this course includes the following **eBook and CONNECT bundle**, which can be purchased from **York University Bookstore** (https://www.bookstore.yorku.ca/site_textbook_landing_page.asp?) for **$159.95 (subject to sales tax)**.

Hill, Charles (2025). International Business: Competing in the Global Marketplace (15th Ed.) McGraw Hill.

CONNECT is an online learning platform that complements your textbook and is integrated with the course Canvas site. Among other things, CONNECT will be used for Chapter Quiz assignments and provides students a variety of learning resources, including optional practice questions.

Lecture Slides will be posted on the "Modules" page as the course progresses.

Unless you purchase access to the above materials, you will not be able to complete the course deliverables.

Reserved readings at the library have been selected from periodicals and journals. Go to **http://www.library.yorku.ca (http://www.library.yorku.ca/)** , click on the “Reserves” tab and type in “” to access these readings.

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

ASSIGNMENT SUMMARY

Assignment | Task	Group | Individual	Total % of Final Grade	Due Date
Quizzes 40%			
Quiz 1 – material from classes 1 to 4		20%	Wed Oct 8, 2025 at 01:30pm EDT
Quiz 2- Requires Respondus LockDown Browser		20%	Wed Nov 26, 2025 at 01:00pm EST
Country Presentations 20%			
Country Presentation 1		10%	Wed Oct 15, 2025 at 11:59pm EDT
Country Presentation 2		10%	Wed Nov 5, 2025 at 11:59pm EST
Current Topic Presentation 20%			
Current Topic Presentation		20%	Wed Dec 3, 2025 at 11:59pm EST
Class participation/contribution 20%			
Class participation/contribution		20%	
Imported Assignments 0%			
Lockdown browser test omited from final grade.		0%	Sat Oct 4, 2025 at 10:00pm EDT

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Quiz 1 – material from classes 1 to 4

Due Date: Wed Oct 8, 2025 at 01:30pm EDT

Two short quizzes based on course material. Quiz 1 – material from classes 1 to 4. Quiz 2 – material from classes 5 to 9.

Value: 20% per Quiz

Quiz 2- Requires Respondus LockDown Browser

Due Date: Wed Nov 26, 2025 at 01:00pm EST

Country Presentation 1

Due Date: Wed Oct 15, 2025 at 11:59pm EDT

There will be two (2) country/region specific group presentations (weeks 6, and 8). Each presentation will be roughly 5 minutes and followed by a 3-minute Q&A session. All group members are expected to participate in the presentations.

Each group is expected to provide a one-page summary of the presentation (to be posted on Canvas one day before class). Each presentation accounts for 10 percent of the final grade (2% for the summary page and 8% for the presentation and Q&A).

Value: 20% per Presentation

Country Presentation 2

Due Date: Wed Nov 5, 2025 at 11:59pm EST

There will be two (2) country/region specific group presentations (weeks 6, and 8). Each presentation will be roughly 5 minutes and followed by a 3-minute Q&A session. All group members are expected to participate in the presentations.

Each group is expected to provide a one-page summary of the presentation (to be posted on Canvas one day before class). Each presentation accounts for 10 percent of the final grade (2% for the summary page and 8% for the presentation and Q&A).

Value: 20% per Presentation

Current Topic Presentation

Due Date: Wed Dec 3, 2025 at 11:59pm EST

Each group will take on the role of a consultant advising a specific company on international business opportunities and challenges, and on possible strategies regarding new market entry and/or meeting the challenges arising from international game-changers and dynamic changes in the global industries involved. The nature of the role will be topic specific (to be discussed with the instructor). The aim of the project is to apply the international business tool kit developed throughout the course to real-life and relevant current issues.

The two-page issue summary and research plan accounts for 5% of the final course grade, and the project slide deck, presentation, and Q&A account for the remaining 15%. The total grade for the group final project is, therefore, 20% of the course final grade

Value: 20%

Class participation/contribution

Evaluation components of class participation/contribution are:

- Case discussions
- In-Class Contributions
- Attendance

Value: 20%

Lockdown browser test

Due Date: Sat Oct 4, 2025 at 10:00pm EDT

WRITTEN ASSIGNMENTS: EVALUATION

GENERATIVE AI

Students may use generative AI for [editing/translating/outlining/brainstorming/revising/etc] their work throughout the course so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus.

Use of generative AI outside the stated use of [editing/translating/outlining/brainstorming/revising/etc] without citation will constitute academic dishonesty. It is the student's responsibility to be clear on the limitations for use and to be clear on the expectations for citation and reference and to do so appropriately.

Important: YU-Card Required for All Exams

- Effective January 2025, students are required to present a **current YU-card (mobile or physical)** for signing in to **all exams**.
- **YU-Cards** are the **only** acceptable form of identification**. Other forms of identification** (e.g. passport, driver's license, Ontario voluntary identification card, provincial health card, etc.) **or photos of identification are not accepted.**
- Information about **applying** for a new YU-card is available at **https://www.yorku.ca/yucard/apply/ (https://www.yorku.ca/yucard/apply/)**
- Information about **renewing/replacing** a lost/damaged YU-card is available at **https://www.yorku.ca/yucard/get-your-yu-card/replace-renew-your-yu-card/ (https://www.yorku.ca/yucard/get-your-yu-card/replace-renew-your-yu-card/)**
- It is students' responsibility to follow the photo requirements outlined on the YU-Card website and leave themselves enough time to be approved and receive a YU-Card before exams.

CALCULATING COURSE GRADE

In this class, final course grades will be determined by the following process: to calculate your final course letter grade I will sum up the product of the percentage mark assigned for each deliverable (class participation/assignments/ group project/final exam). The resultant final percentage will be converted to letter grade according to the following scale:

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

GRADING SCHEME

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

CLASS-BY-CLASS SYLLABUS

Teaching Weeks for Fall 2025

Fall 2025 Master's Teaching-Weeks.pdf

Class 1 - Introduction and Overview:

Sep 10/25

Overview: Introduction and Overview:

Visit - Visualize flows of trade around the world

McKinsey: **https://www.mckinsey.com/mgi/our-research/global-trade-explorer?sector=0ag (https://www.mckinsey.com/mgi/our-research/global-trade-explorer?sector=0ag)**

Read:

Assigned Textbook:
Chapter 1 – Globalization

Required readings:
Slowbalisation (The Economist, January 26, 2019: 23-26)
https://www.economist.com/weeklyedition/2019-01-26 (https://www.economist.com/weeklyedition/2019-01-26)
Ghemawat, Pankaj. Even in a Digital World, Globalization is Not Inevitable (Harvard Business Review, February 1, 2017)
Globalization Today (Finance & Development Magazine, International Monetary Fund, June 2024. (**https://www.imf.org/en/Publications/fandd/issues/2024/06/B2B-Globalization-Today-Adam-Jakubik-and-Elizabeth-Van-Heuvelen (https://www.imf.org/en/Publications/fandd/issues/2024/06/B2B-Globalization-Today-Adam-Jakubik-and-Elizabeth-Van-Heuvelen)**)
Why Trump can't build iPhones in the US (Financial Times, Apr 28, 2025). **https://ig.ft.com/us-iphone/ (https://ig.ft.com/us-iphone/)**

Mini Case reading:

How the iPhone Is Made: Apple's Global Production System

Class 2 - International Trade Theory

Sep 17/25

Overview: International Trade Theory

International Trade Theory

Read:

Assigned Textbook:
Chapter 6 – International Trade Theory

Required readings:
International Trade: Commerce among Nations (Finance & Development Magazine, International Monetary Fund, June 2024, **https://www.imf.org/en/Publications/fandd/issues/Series/Back-to-Basics/Trade (https://www.imf.org/en/Publications/fandd/issues/Series/Back-to-Basics/Trade)**

Mini case reading:
Must Countries Choose Between the West and China? (Financial Times, Sept 19, 2024)
A Tale of Two Nations: Ghana and South Korea

Class 3 - The Political Economy of International Trade & Foreign Direct Investment

Sep 24/25

Overview: The Political Economy of International Trade & Foreign Direct Investment

The Political Economy of International Trade & Foreign Direct Investment

Read:

Assigned Textbook:
Chapters 7 & 8

Mini case reading:

American Steel Tariffs

Class 4 - Culture and Political Economy

Oct 1/25

Overview: Culture and Political Economy

Culture and Political Economy

Read:

Assigned Textbook:
Chapters 2 and 4

Mini case reading:

Culture and Business in Saudi Arabia
Guest Speaker - Subject matter expert (Doing business in the Middle East and Asia)

Class 5 - Quiz #1 Firm Strategy in International Business

Oct 8/25

Overview: Quiz #1 Firm Strategy in International Business

Quiz #1

Firm Strategy in International Business

Read:

Assigned Textbook:
Chapter 13 – The Strategy of International Business

Required readings:

Jackson J C. A Model for Expanding Your Business into Foreign Markets. (Harvard Business Review, May 17, 2024) **https://hbr.org/2024/05/a-model-for-expanding-your-business-into-foreign-markets (https://hbr.org/2024/05/a-model-for-expanding-your-business-into-foreign-markets)**
DiPalma B. Walmart bets on its international business to drive growth as it expands in China, Mexico. (yahoo/finance, Sep 23, 2024).

https://finance.yahoo.com/news/walmart-bets-on-its-international-business-to-drive-growth-as-it-expands-in-china-mexico-124519997.html (https://finance.yahoo.com/news/walmart-bets-on-its-international-business-to-drive-growth-as-it-expands-in-china-mexico-124519997.html)

Mini case reading:

Walmart International Entry

Class 6 - Country/Regional Assessment Presentation (Virtual)

Oct 15/25

Overview: Country/Regional Assessment Presentation

Country/Regional Assessment Presentation & Continuation of Global Strategy - Firm.

The Organization of MNEs

Read:

Assigned Textbook:
Chapter 14 – The Organization of International Business

Mini case reading:
Red Bull

Class 7 - Analyzing International Opportunities

Oct 29/25

Overview: Analyzing International Opportunities

Analyzing International Opportunities

Read:

Assigned Textbook:
Chapters 15 – Entering Developed and Emerging Markets

Required readings:
Faithful M. IKEA Expands In Asia As Its Revs Up Meeting Place Growth (Forbes Sep 12, 2024).

https://www.forbes.com/sites/markfaithfull/2024/09/12/ikea-expands-in-asia-as-its-revs-up-meeting-place-growth/ (https://www.forbes.com/sites/markfaithfull/2024/09/12/ikea-expands-in-asia-as-its-revs-up-meeting-place-growth/)

Mini case reading:
IKEA Entering India, finally!

Class 8 - Country/Regional Assessment Presentation

Nov 5/25

Overview: Country/Regional Assessment Presentation

Country/Regional Assessment Presentation

Economic Integration

Read:

Assigned Textbook:
Chapter 9 – Regional Economic Integration

Required readings:
RCEP: How will this agreement shape the future of multilateralism. (World Economic Forum, Mar 25, 2025). **https://www.weforum.org/stories/2025/03/rcep-how-will-this-trade-agreement-shape-multilateralism/ (https://www.weforum.org/stories/2025/03/rcep-how-will-this-trade-agreement-shape-multilateralism/)**

Optional reading:
Verheul S & Camilleri. Canada and the EU: The Imperatives of CETA Ratification. (Canadian Politics and Public Policy, Dec 6, 2024). **https://www.policymagazine.ca/canada-and-the-eu-the-imperatives-of-ceta-ratification/ (https://www.policymagazine.ca/canada-and-the-eu-the-imperatives-of-ceta-ratification/)**

Class 9 - Ethics, corporate responsibility and sustainability in IB

Nov 12/25

Overview: Ethics, corporate responsibility and sustainability in IB

Ethics, corporate responsibility and sustainability in IB

Read:

Assigned Textbook:
Chapters 5 – Ethics, Corporate Responsibility and Sustainability
Guest speaker – Subject matter expert

Class 10 - Quiz #2 Global Capital and Foreign Exchange Markets (Virtual)

Nov 19/25

Overview: Quiz #2 Global Capital and Foreign Exchange Markets

Quiz #2

Global Capital and Foreign Exchange Markets

Read:

Assigned Textbook:
Chapter 10 – Foreign Exchange Market

Required readings:
Fixed or Flexible?
Getting the Exchange Rate Right in the 1990s (Finance & Development Magazine, International Monetary Fund, **https://www.imf.org/external/pubs/ft/issues13/ (https://www.imf.org/external/pubs/ft/issues13/)**)

Real Exchange Rates: What Money Can Buy (Finance & Development Magazine, International Monetary Fund, **https://www.imf.org/en/Publications/fandd/issues/Series/Back-to-Basics/Real-Exchange-Rates (https://www.imf.org/en/Publications/fandd/issues/Series/Back-to-Basics/Real-Exchange-Rates)**)

Mini case reading:
TBA

Class 11 -Global Crisis Management

Nov 26/25

Overview: Global Crisis Management

Global Crisis Management

Read:

Assigned Textbook:
Chapter 11 – The International Monetary System

Required readings:
The Asian Crisis: Causes and Cures (Finance & Development, IMF June 1998: 35(2)

https://www.imf.org/external/pubs/ft/fandd/1998/06/imfstaff.htm
(https://www.imf.org/external/pubs/ft/fandd/1998/06/imfstaff.htm)

A decade after the global financial crisis: What has (and hasn't) changed? McKinsey and Company Aug 29, 2018. **https://www.mckinsey.com/industries/financial-services/our-insights/a-decade-after-the-global-financial-crisis-what-has-and-hasnt-changed**
(https://www.mckinsey.com/industries/financial-services/our-insights/a-decade-after-the-global-financial-crisis-what-has-and-hasnt-changed)

Mini case reading:

TBA

Class 12 - Assignment

Dec 3/25

Overview: Assignment

Assignments:
Final Group presentations

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

It is expected that students have read the corresponding readings before each class. When the class involves Discussion Topics/Case Analyses these should be completed the day before the class, and students should arrive to class ready to contribute.

Class Participation (contribution)

Participation in this course will be assessed through active engagement in class discussions, case analyses, and small group activities. Students are expected to attend each class fully prepared, having completed the assigned readings, and to contribute thoughtfully and constructively to the learning environment. Participation will be evaluated weekly, with grades assigned based on both attendance and the quality of in-class contributions. The aim is to encourage consistent involvement and to foster a collaborative classroom atmosphere that deepens your understanding of global business. The following rubric details how student participation will be graded each week. The total point score over the course of the semester will be converted to a grade out of 20.

Grade	Contribution
2	Contributes by analyzing/applying course material, and with thoughtful answers to (assigned) class questions.
1	Contributes to in-class discussion, but at a basic level – e.g. provides topical information, factual information from the reading/case, summarizes facts and asks basic questions for clarification.
0	Does not attend class (excusable absences exempted)

Heard-on-the News - To make the course more interactive and relevant, articles from popular press / newspapers will be handed out periodically as a basis for in-class discussion. This will give students an opportunity to reflect and develop a point of view on various current global business issues.

GENERAL SCHULICH ACADEMIC POLICIES

Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of required core courses are normally expected to have a mean grade between 4.7 and 6.1. Elective courses are expected to have a mean grade between 5.2 and 6.2.
The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.
For more details on the index, grading policy, and grade point average (GPA) requirements, consult your student handbook.

Academic Honesty

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

Accommodations

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

Exams (Absence from)

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

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

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

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

Visiting Campus

All York community members share in the responsibility of keeping others safe on campuses, and to uphold professional and respectful interactions with one another. In this class, as elsewhere on campus, students must comply with all University health and safety regulations or protocols, including the following:

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

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

Encouraging a Community of Care

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

Student Rights and Responsibilities

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

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

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

Take time to fully review the Code of Student Rights and Responsibilities: https://schulich.yorku.ca/code-of-student-rights-and-responsibilities/ (https://schulich.yorku.ca/code-of-student-rights-and-responsibilities/)

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

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

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

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York University

Course Change Proposal Form

Schulich School of Business

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

1. Responsible Program:
   Schulich MBA

2. Responsible Unit:
   MKTG

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

4. Credit Value:
   3.00

5. Long Course Title:
   Consumer Behaviour

6. Short Course Title:
   Consumer Behaviour

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

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

8. Effective Term/Calendar Year of Proposed Change(s):
   Fall 2026

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York University

9. Rationale:

The MBA program is looking to broaden the diversity of delivery modes to MBA students. Starting in the 26/27 academic year, all MBA core courses will have a remote or blended offering. Consistent with this development, it is important that we provide MBA students with a select number of electives in remote delivery format. We've seen a very positive response to remote core courses and we expect a similar level of interest in electives.

10. Proposed Course Information:

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course Title:	Course Title:
No Change	No Change

11. Enrolment Notes:
N/A

12. Consultation:

Consultation took place between the MBA Program Director and the ORGS and MKTG area coordinators

Originator:

Michael Valente	March 20th, 2026
Signature	Date
Mike Valente	MBA Program
Name	Area or Specialization

Approvals:

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

Ela Veresiu	March 20th, 2026
Signature	Date
Ela Veresiu	MKTG
Name	Area or Specialization

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

Michael Valente	March 20th, 2026
Signature	Date
Mike Valente	MBA Program Director
Name of Program Director	Program

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

Kevin Tasa	*April 2, 2026*
Signature	Date
Kevin Tasa	Master Programs Committee
Name of Committee Chair	Committee

last updated: Mar 23 8:03am EDT.

Schulich School of Business

MKTG6150 W2026 **CREDITS: 3.00**

MKTG 6150 F - CONSUMER BEHAVIOUR

MON 08:30 - 11:20 SSB N105

Office Hours

Office Hours by appointment: in person and on Zoom Watch Canvas Calendar for appointment slots in person and Zoom

COURSE DIRECTOR

Peter Drummond

psd4773@schulich.yorku.ca

416.736.2100 Ext. 77935

N304M

ADMIN

Denise Dunbar

denise1@schulich.yorku.ca

416.736.2100 Ext. 58167

N304A

PETER DRUMMOND - INSTRUCTOR

I have over 30 years of experience of building and growing brands through business, brand and marketing strategies and go-to-market initiatives. I have provided strategic business & brand advice to clients across a broad range of industries - from start-ups & not-for-profits, to leading global and Canadian brands.

I believe in purpose driven brands; I am committed to helping organizations deliver greater social impact in its community. I thrive in the small, start-up and entrepreneurial world and have successfully operated within the corporate world. I have also successfully built and significantly grown 4 strategic advisory or marketing services and businesses.

My Brand DNA is “Creatively Strategic” - brings you business solution & insights based on facts, but blended with intuition and empathy.

- **Materials & Outcomes**
- **Assignments**
- **Classes**
- **Expectations**
- **Schulich Policies**

BRIEF DESCRIPTION

This course assists students in developing a thorough understanding of both organizational buyers and end consumers. The psychological, sociological, organizational and environmental factors that shape buyer behaviour are reviewed. Throughout the course, the implications for both marketing strategies and tactics are addressed. Prerequisite: SB/MKTG 5200 3.00.

COURSE LEARNING OUTCOMES

This course is designed to develop and deepen one's understanding of consumer behavior and to practice applying that knowledge to pragmatic marketing problems. Specifically, the course is configured to help answer the question: "How can my understanding of the contemporary consumer's thoughts and actions help me to become a more successful marketer?" The course focuses on the way real consumers think and interact in the real world, how research can reveal the marketing implications of these thoughts and interactions, and how a firm's marketing planning can take advantage of these discoveries.

The course content is designed to be highly practical, and to help people pursuing careers in new product development and management, marketing research, brand management, general marketing management, product and service consulting, entrepreneurial ventures, and crossovers of a number of these areas.

Students will be able to:

1. Understand and apply the theories and concepts from the broad field of consumer behaviour.
2. Evaluate and problem-solve marketing issues in accordance with sound consumer behaviour principles and ethical concerns.
3. Develop the ability to research and analyze consumer behaviour related to marketing problems; use qualitative ethnographic methods to collect, analyze, present, and defend analyses on the basis of evidence and consumer behaviour principles.

COURSE MATERIAL

1. Solomon, Main, White, Dahl and Simpson (2024, 9th Canadian Edition), *Consumer Behaviour: Buying, Having, and Being,* Pearson Education Canada. ISBN: 9780137663897

Available through the book store. Additional articles and resources will be available directly on Canvas under the "Resources" module.

ASSIGNMENT SUMMARY

Assignment | Task	Group | Individual	Total % of Final Grade	Due Date
Class Contribution 10%			
Class Contribution		5%	
Interim Class Contribution Grade omited from final grade.		5%	Mon Feb 23, 2026 at 08:00am EST
Pairs Assignment 1 -- Dynamic Pricing		0%	
Real World Example (RWE) 15%			
Real World Example Presentation - (RE-)SUBMIT HERE.		15%	
Brand Deep Dive 30%			
Brand Deep Dive		30%	Mon Mar 16, 2026 at 08:29am EDT

Assignment | Task	Group | Individual	Total % of Final Grade	Due Date
Research Project 35%			
Team Contract (link to template inside assignment)		0%	Mon Jan 26, 2026 at 11:59pm EST
Research Plan Update		5.25%	Fri Feb 6, 2026 at 11:59pm EST
Consumer Trend and Insights Research Project		29.75%	Mon Feb 23, 2026 at 08:29am EST
Student Research Confirmation Form		0%	Mon Jan 26, 2026 at 11:59pm EST
Team Peer Evaluation		0%	Wed Feb 25, 2026 at 11:59pm EST
Discussion Board Reflections 10%			
Discussion Board Reflection 1		3.33%	Mon Feb 2, 2026 at 11:59pm EST
Discussion Board #2: LGBTQ+ Community		3.33%	Tue Mar 3, 2026 at 08:30am EST
COPY - Discussion Board #2: LGBTQ+ Community		3.33%	Tue Mar 3, 2026 at 12:00pm EST

WRITTEN ASSIGNMENTS: DESCRIPTIONS

Class Contribution

Look forward to lively discussion, small group activities and lots of interaction in this class. Active student participation is essential to the learning process and to the success of the class. Students can learn as much or more from each other as they do from the instructor. A good participation grade is based on quality and breadth rather than quantity of participation. Asking questions, sharing work and consumer experiences, engaging in the Real World Example presentations as well as entering into classroom debate and small group activities are all examples of good quality participation. Preparation for class is clearly essential.

Students who participate in many facets of the discussion (experience, news, lecture material, etc.) demonstrate a more comprehensive ability, and when coupled with consistent contribution to class, can expect to earn higher than average grades. Attendance at and involvement in class discussions will lead to greater learning, internalization of the material and more fun each week.

Your instructor will evaluate your weekly contributions in line with considerations such as the following. (They are also good questions to ask yourself.)

- Are your contributions relevant to the discussion? Are you willing to challenge the ideas that are being expressed? Are you willing to take risks and test-drive new ideas?
- Do you integrate material from past classes or discussions where appropriate?
- Are you a good listener? Do your comments relate to the questions and suggestions of others and to the themes that the class is exploring together?
- Do your comments reflect cumulative learning over this course or do you merely consider each issue in isolation?
- And most importantly, do you add value to the learning of the class?10

If you have scheduling conflicts, job interviews, illness or extenuating personal circumstances and will be missing class, please speak to the instructor. The more your instructor knows about your situation, the more options you will have for accessing missed material and ensuring that key deliverables are not missed. Excessive missed classes will negatively impact the Class Contribution grade significantly. You wouldn't just not show up to work, same principle applies here.

Your weekly contributions will be graded according to four possible levels of performance: A, B, C, and F. See the chart below for descriptions of these performance levels:

Grade	**Contribution**
A	Is prepared and demonstrates a strong understanding of assigned readings; makes regular contributions of high quality; raises new and/or important issues, significantly enhancing the quality of class discussions; contributes original ideas; clearly demonstrates listening skills and adds value to discussions; actively participates in group/class exercises and supports positive team dynamics during exercises.
B	Is prepared and contributes to the discussions, demonstrating a good understanding of the material and/or issues discussed; advances discussions to a certain degree without adding highly original contributions; is fully present; contributes to group/class exercises.
C	Attends class; says nothing or very little of added value; does not actively contribute to team/group exercises.
F	Does not attend class (unexcused).

The same performance levels apply to the end-of-the-term course contribution grade.

Interim Class Contribution Grade

Due Date: Mon Feb 23, 2026 at 08:00am EST

It is midway through the term and so an Interim Class Contribution grade indicates where your performance stands at this time in the term. This grade includes in class contribution whether the larger group discussion or the smaller group activities, active listening, engagement with presentations and participation on the RWE Discussion board. Please consult the description for Class Contribution for more detail. This interim grade is for you to gauge how you are doing. In the second half of the term, it is expected that our conversations will go deeper into the concepts, linking the ideas from one week to the next and focus more on the analytical and marketing implications now that we have a significant amount of the material to work with. In other words, I am raising the bar. You should now have a sense for the class and its rhythm and hopefully, are more comfortable speaking up in front of your peers. I look forward to seeing more people participating in the classroom discussion. As always, any concerns, please speak with the instructor.

Pairs Assignment 1 -- Dynamic Pricing

Topic: Dynamic Pricing

Dynamic Pricing is also referred to as surge or seasonal pricing and is the practice of charging different prices to different customers. Most companies follow expectations that these pricing tactics are demand driven although many consumers find that simply searching online multiple times for the same product/service will lead to higher posted pricing. Discuss the ethical considerations of dynamic pricing and develop a post that explores one theme from your discussion in more depth. Consider the specific lens of Consumer Behaviour in your post. Consider how as marketers and future leaders, you can navigate this murky territory so that you feel you have acted ethically (the more actionable, the better). Are there questions for future consideration? Posts will be limited to 500 words. Include all sources (not included in word limit). Review the posts and engage in conversation with one or two other pairs to deepen your reflection on the topic.

Real World Example Presentation - (RE-)SUBMIT HERE.

This is an individual assignment. A key objective for this course is to learn to apply consumer behaviour theory to real world scenarios. As such, you will be required to do one presentation during the semester where you present a real world example that relates to the class topic we are discussing at the time. This presentation is quite informal and should last **no more than 5 minutes (strict time limit)**.

A Q&A to dig deeper into the example, connect to other material from previous weeks as well as debate issues raised will follow. Presenters should think ahead about the kinds of questions they will be asked. Some students may wish to ask one (not more than) question of the audience to prompt the sharing of opinions/experiences.

For the presentation, you are required to find any real world example of the topic we are discussing in class that day. This can be a newspaper article, blog posting, advertisement, magazine article, personal experience, TED Talk, etc. You can bring to class any example you like, but it must relate to the topic being discussed at the time. During your presentation, you should:

1. Present your real world example.
2. Describe, in detail and CRITICALLY, how this relates to the topic of the class. **Do NOT attempt to present textbook concepts in class; assume that the class is already familiar with them and that they will be covered by the instructor**
3. Discuss the marketing implications of the example, incorporating your insights from point 2 above.
4. Upload a brief (1-page maximum, single spaced) summary of your presentation to Canvas by the start of class on your assigned presentation day.

A short example follows:

For example, according to an article in *Real Simple* magazine, "***39% of people who receive gifts they don't like "hide them out of sight***." You could take this real-world example and discuss how it relates to gift giving, holiday rituals, and sacred and profane objects (topics we will discuss in the culture section of the course). Next, you should discuss what this means for marketers from a practical perspective: should companies emphasize this point to encourage the sale of gift cards? Should firms like eBay use this point in their marketing to encourage people to sell (instead of store) their unwanted gifts? Is there a new product or service (e.g., QR codes on the outside of store-wrapped gifts so the content can be viewed without unwrapping; making them suitable for regifting, as in Japan)? Etc. You should think critically and creatively about what's happening in the example. Superficial analyses will not suffice.

Dates available for In Class Presentation: Week 2, 3, 4, 8, 9, 10, 11, and 12

Presentations and Deadlines have been created by random order. No changes will be permitted unless there is a valid reason.

Brand Deep Dive

Due Date: Mon Mar 16, 2026 at 08:29am EDT

The purpose of this assignment is to examine a brand and its marketing to uncover the consumer insights driving the key areas of product offering/customer experience and communication and to make recommendations for further improvement to tap into those key consumer insights.

Each student will select from the list of brands to do a deep dive analysis. Through research, including a thorough review of the brand's consumer-facing messaging, including its website and social media, as well as any consumer reviews or comments about the brand, students will infer the brand's strategy and make recommendations on how better to tap into consumer insights. Students may also analyze the product/experience offering including packaging and/or retail visits. No additional outside research is required. **Students**

should use the Canadian consumer-facing website or Global site if directed there from the Canadian site.

Based on their analysis, students should identify:
a) Who the brand is targeting? Develop the primary target profile: Target description, functional and emotional needs (provide your rationale), enemy of the consumer, insight.
b) What profound insight(s) has the brand identified about its target? Provide your rationale.
c) How does the brand tap into that insight, in terms of its features, benefits, experience? Take time to make strong connections.
d) Take 2 concepts or models taught thus far in the course and explain how the brand is using them in its marketing: messaging, packaging, brand cues etc
e) What is the brand's dominant archetype? Connect your rationale to the consumer insight(s) and examples from the brand cues.
f) Based on your analysis, provide three recommendations with rationale for how the brand can further tap into the insight about the consumer? These can be strategic, tactical or a combination. You are not trying to fundamentally change the brand.

Available Topics. Please ensure that you do not select a topic that overlaps with any other course you have already taken or are taking. Should there be an overlap, the assignment will not be accepted. If you have questions, please speak with the instructor directly.

Rolex -- focus on Men's watches

Warby Parker

Victoria Secret

Pandora

KIND Nut Bars

Guinness

Sephora

Ferrero Rocher

Deliverable

Power Point Report of 13-17 slides (16 point font minimum so I don't have to buy new reading glasses)

Due Week 11 before class starts

Your report must include end notes for your research sources, this and any pages required for Cover Page, Table of Contents are free and not included in the page limit.

Team Contract (link to template inside assignment)

Due Date: Mon Jan 26, 2026 at 11:59pm EST

Use the Team Contract Template or your own format.

Link to template **Team Contract Template_Winter 2026.docx**

Research Plan Update

Due Date: Fri Feb 6, 2026 at 11:59pm EST

The purpose of this Research update is to ensure that your team is on track with the research and the scope of the project.

Briefly outline:

1. Scope of the trend, you will need to draw on the current knowledge about the trend. Summarize the secondary research and scope parameters you have chosen. Is there a particular aspect of the trend that has sufficient depth to stand apart or are you tackling the whole trend? Is there a specific consumer cohort that you will make the focus or does the trend lend itself to a more comprehensive approach?

2. Plan for Observational research. This is often a very helpful research method in the retail sphere but not always relevant to all topic areas. Use your good judgement.

3. Outline your high level research questions for your netnography research. What are you trying to find out? Do

you have hypotheses from the material gathered in the secondary research about the trend that you want to investigate? Identify key online sources (forums, Tiktok channels, influencer profiles, group chats etc)

4. Who will you be interviewing and what questions do your propose to explore in those interviews?

5. Issues, concerns, stumbling blocks, questions that you would like specific feedback from the instructor.

This is an update so point form may be used where appropriate. No specific page limit though 2-3 pages should suffice.

Students must complete the Human Participants Research consent form for any interactive human research such as interviews. This form is included here and in the Assignments section of Canvas.

Research Update Due: Monday, January 26th

Ethical Research Guidelines and Informed Consent: **Team Contract Template_Winter 2026.docx**

Each student must read and complete the Student Research Confirmation Form. Link: **Student Research Confirmation Form F.docx**

Consumer Trend and Insights Research Project

Due Date: Mon Feb 23, 2026 at 08:29am EST

The purpose of this assignment is to use the evidence gathered through qualitative research to solve the problem of meeting future needs of consumers thereby translating research into action and sharing that knowledge with all colleagues.

Consumer trends identified for 2025 and beyond are grounded in research behind shifts in consumer behaviour. The challenge for marketers now is to take this research, probe deeper to articulate the insights that will help companies close the gap between offering and need.

Students will develop and execute a research plan to understand, analyze and articulate the key consumer insights

underlying the chosen trend (list below, one group per topic). These insights will then be extended into recommendations for companies in the relevant industries.

Research will include observation, netnography, interviews and secondary research. Students are encouraged to use Generative AI to aid in and jump start their research. As with any research, students are expected to fact check and cite source(s).

There are 2 Phases to this project:

Phase 1: Research Update (details are outlined in Canvas under Assignments, Research Update).

Phase 2: Presentation and Slide Deck **10-12 minute presentation** followed by a Q&A with the class such that all colleagues will benefit from the research on each topic.

Presentation Components:

1. Scope of the trend that you have researched. Groups may choose to focus on a specific consumer cohort or relevant target. Many of the topics will venture into a multitude of potential products and services either in their early stages or yet to be developed.

2. Summarize the key research on your trend topic. Your conclusions will fall into 3 areas: 1) what is already known about the trend (secondary research); 2) what is emerging and currently topical (online research from forums, online groups, netnography, and interviews); 3) which organizations or people are shaping the trend, who are the influencers and early adopters (netnography and interviews).

3. Using consumer behaviour concepts from the course connect your research to identify the **3-5 key insights** driving the consumer behaviour around this trend. Consider specifically rituals, influence, culture, values, tribal behaviours and self-concept. Build bridges across your different avenues of research.

3. Make recommendations for marketers in relevant categories/companies to put these key insights into actions that will continue to propel the trend and drive positive consumer behaviour/purchasing. This is your opportunity to

talk about "What's Next" for this trend and how you think it will play out.

Research Update Due Monday, January 26th Value 10%

Presentation and Slide Deck Due: Class 7 Monday, February 23th 8:30am (value 90%)

1. Presentation slides -- think of your presentation like a story, hook your audience, get them interested in your trend and then be able to speak intelligently about it later

2. Up to 10 Appendix slides with detailed research findings -- this detail provides additional support for the conclusions highlighted in your presentation in case of audience questions. ***It should be a summary rather than a raw data dump of detail.*** For example, if you conduct 5 interviews, what are the key learnings that are common or polar?

Separate slides for references or any AI use in your research. Include AI prompts and a brief analysis of what worked, what didn't, how you would improve, and how did you fact check.

Upload presentation slides in PDF to Canvas. **Due before class on Week 7.**

Consumer Trend Topics (longer vignettes about the trend are included in a separate document and will be discussed in class)

Longevity -- expanding healthspan rather than lifespan, consumers are tracking their sleep, fitness and nutrients

Declining brand loyalty -- pandemic forced trial of different than usual brands has weakened overall brand loyalty

Women's wellness --from period poverty to menopause, women are demanding products and services to improve their wellness

Woke movement or the Anti-Woke movement -- where is the tide turning in 2026

Back to work -- remote work has been embraced by many consumers and now employers are demanding consumers come back to the office

Gentle parenting -- efforts to raise confident, happy children specifically through the acknowledgment of children's

feelings

Adulting -- young people entering their early 20's are struggling with the transition to independence

Student Research Confirmation Form

Due Date: Mon Jan 26, 2026 at 11:59pm EST

Please sign read and sign the Student Research Confirmation Form which ensures that students understand and take measures to safeguard research data and participant anonymity. Link to form: **Student Research Confirmation Form**

Team Peer Evaluation

Due Date: Wed Feb 25, 2026 at 11:59pm EST

Please complete the following Team Peer Evaluation and upload to the assignment slot on Canvas. Each student completes separately and confidentially. This form can be found in the link below or in the Presentation day module.

MKTG 6150 Team Peer Evaluation

Discussion Board Reflection 1

Due Date: Mon Feb 2, 2026 at 11:59pm EST

The Discussion Board allows for a conversation on topics that require more reflection and thought before engagement. The instructor will post a topic for discussion around the ethical challenges of the study of consumer behaviour. The Discussion Board allows for a deeper analysis of a topic because more research can be done in advance of participation. This is a Pairs assignment. Evaluation will be based on the depth of analysis of the topic and effective communication of viewpoints. Deepen your reflection by engaging on the board with one or two other pairs. Posts will be limited to 500 words. Include all sources.

Topic: Dynamic Pricing

Dynamic Pricing is also referred to as surge or seasonal pricing and is the practice of charging different prices to different

customers. Most companies follow expectations that these pricing tactics are demand driven although many consumers find that simply searching online multiple times for the same product/service will lead to higher posted pricing. Discuss the ethical considerations of dynamic pricing and develop a post that explores one theme from your discussion in more depth. Consider the specific lens of Consumer Behaviour in your post. Consider how as marketers and future leaders, you can navigate this murky territory so that you feel you have acted ethically (the more actionable, the better). Are there questions for future consideration? Posts will be limited to 500 words. Include all sources (not included in word limit). Review all the posts and engage with one or two other pairs to deepen your reflection on the topic.

Due Date: Monday, January 19th

Discussion Board #2: LGBTQ+ Community

Due Date: Tue Mar 3, 2026 at 08:30am EST

The Discussion Board allows for a conversation on topics that require more reflection and thought before engagement. The instructor will post a topic for discussion around the ethical challenges of the study of consumer behaviour. The Discussion Board allows for a deeper analysis of a topic because more research can be done in advance of participation. This is a Pairs assignment. Evaluation will be based on the depth of analysis of the topic and effective communication of viewpoints. Posts will be limited to 500 words. Include all sources.

Topic: LGBTQ+ Community

More companies are targeting LGBTQ+ consumers through equality and diversity advertising. Some with greater success than others. Bud Light has suffered backlash. On the other hand Burger King's rainbow Whopper wrapper declaring that "We are all the same inside" generated overwhelmingly positive response particularly from younger consumers. **(https://www.thinkwithgoogle.com/future-of-marketing/management-and-culture/diversity-and-inclusion/lgbt-advertising-brands-taking-stance-on-issues/)**

The positive response from younger consumers is great for Burger King but are there ethical considerations around influencing a segment of the population that has experienced marginalization perhaps leading to unnecessary consumption or the consumption of dangerous products.

The value in targeting the LGBTQ+ population is discussed in the June 24, 2025 article in Forbes (Link below)

Forbes Magazine article

Due Date: Monday, March 2 - 8:30am

COPY - Discussion Board #2: LGBTQ+ Community

Due Date: Tue Mar 3, 2026 at 12:00pm EST

The Discussion Board allows for a conversation on topics that require more reflection and thought before engagement. The instructor will post a topic for discussion around the ethical challenges of the study of consumer behaviour. The Discussion Board allows for a deeper analysis of a topic because more research can be done in advance of participation. This is a Pairs assignment. Evaluation will be based on the depth of analysis of the topic and effective communication of viewpoints. Posts will be limited to 500 words. Include all sources.

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The positive response from younger consumers is great for Burger King but are there ethical considerations around influencing a segment of the population that has experienced marginalization perhaps leading to unnecessary consumption or the consumption of dangerous products.

The value in targeting the LGBTQ+ population is discussed in the June 24, 2025 article in Forbes (Link below)

Forbes Magazine article

Due Date: Monday, March 2 - 8:30am

CALCULATING COURSE GRADE

- There are no exams in this course.
- Please note that assignments posted to Canvas after the deadline will receive a 10% penalty per day.
- *Grades* at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, elective courses are expected to have a mean grade between 5.2 and 6.2
- Each assignment receives a letter grade; final grades are computed by transforming the grade to the following numeric equivalents: A+=9, A=8, A-=7, B+=6, B=5, B-=5, C+=3, C=2, C-=1, less than C-=0.

Final grades are calculated by multiplying each deliverable grade by the proportion of the grade it comprises (.10, .15, .20, .25) and adding. Rounding up will occur (6.5 = B+, 6.49 = B). Final grades may be rounded up at the discretion of the instructor, there will be no rounding down.

GRADING SCHEME

A+	100%	to	89.5%
A	< 89.5%	to	84.5%
A-	< 84.5%	to	79.5%
B+	< 79.5%	to	74.5%

B	< 74.5%	to	69.5%
B-	< 69.5%	to	64.5%
C+	< 64.5%	to	59.5%
C	< 59.5%	to	54.5%
C-	< 54.5%	to	49.5%
F	< 49.5%	to	0%

CLASS-BY-CLASS SYLLABUS

Getting Around Canvas

Getting Around Canvas.pptx

Class 1 - Week of Jan 5, Intro to Consumer Insights

Jan 5/26

Overview: Class 1

Class Session 1: Jan 6

Topic

Introduction to Consumer Insights

Intro to Netnography

Netnography Essentials video (https://www.youtube.com/watch?v=SLC_sw4a1mM.)

Syllabus Discussion

Assigned Readings, Cases, etc.

Chapter 1 - "Consumer Bahaviour: Buying, Having, Being: 9th Canadian edition

Assigned work due

None

Class 2 - Week of Jan 12, Influence and Social Media

Jan 12/26

Overview: Class 2

Class Session 2: Jan 12

Topic: Influence: Culture and Social Media

Teams, Team Discussions and Team Building

Assigned Readings, Cases, etc.

Chapter 13 Cultural Influences

Chapter 10 Group Influence and Social Media

Assigned work due

None

Class 3 - Week of Jan 19, You the Consumer

Jan 19/26

Overview: Class 3

Class Session 3: Jan 19th

Topic: You the Consumer

Assigned Readings, Cases, etc.

Chapter 5 The Self

Chapter 2 Perception

Assigned work due

Real World Example Presentations In Class

Class 4 - Week of Jan 26, The Consumer Brain

Jan 26/26

Overview: Class 4

Class Session 4: Jan 27th

Topic: Motivation, Learning & Memory

Assigned Readings, Cases, etc.

Chapter 3 Learning and Memory

Chapter 4 Motivation and Affect

Assigned work due

Research Project Update

Real World Example Presentations

Class 5 - Week of Feb 2, All About Brand

Feb 2/26

Overview: Class 5

Class Session 5

Topic: All About Brand

Assigned Readings, Cases, etc.

Chapter 6 Personality

Read/Watch "Paper Bag Princess" by Robert Munsch

Assigned work due

None

Class 6 - Week of Feb 9; Guest Speaker and Project Work Session

Feb 9/26

Overview: Class 6

Class Session

Topic

Guest Speaker: *Gera Nevolovich, President of Hotspex* *research*

Work Session on Group Trend Research Project

Assigned Readings, Cases, etc.

None

Assigned work due

None

Class 7 - Week of Feb 23, Presentation Day

Feb 23/26

Overview: Class 7

Class Session 7: Feb 24th

Topic

Presentation Day

Assigned work due

Group Trend Research Project

Class 8 - Week of Mar 2, Consumer Attitudes

Mar 2/26

Overview: Class 8

Class Session

Topic

Consumer Attitudes

Assigned Readings, Cases, etc.

Chapter 7 Attitudes

Assigned work due

Real World Examples -- In Class Presentation

Class 9 - Week of Mar 9, Marketing Communications

Mar 9/26

Overview: Class 9

Class Session

Topic

Marketing Communications

Assigned Readings, Cases, etc.

Chapter 8 Attitude Change and Marketing Communications

Assigned work due

Real World Examples -- In Class Presentations

Class 10 - Week of Mar 16, Individual Decision Making

Mar 16/26

Overview: Class 10

Class Session

Topic

Individual Decision Making

Assigned Readings, Cases, etc.

Chapter 9 Individual Decision Making

Assigned work due

Real World Example Presentations

Class 11 - Week of Mar 23, Buy It, Keep It, Chuck it Out!

Mar 23/26

Overview

Topic

Buy It, Keep It, Chuck it Out

Assigned Readings, Cases, etc.

Chapter 11 Buying, Using, Disposing

RWE

Class 12 - Putting it all together

Mar 30/26

Overview: Class 12

Class Session

Do Shopper Survey before class

Assigned work due

Real World Examples -- In Class Presentations choose this or any topic from the course.

Guest Speaker: Claire Lamont - Founder, AugustSays

Resources

- Instructions for Real World Example Video Presenters.docx
- Sample slides.pdf
- Accessing HBR articles.docx
- WGSN Consumer Trends Whitepaper.pdf
- WGSN_Top_Trends_2025_EN.pdf
- WGSN_Future_Consumer_2026_EN.pdf
- WGSN-FC27-Emotions.pdf
- Jacqueline Kilsheimer Eastman, Rajesh Iyer, “Measuring the bandwagon effect: Development of a generalized bandwagon luxury motivation scale”, Journal of Consumer Behav. Vol 22, Issue 4 (July/Aug 2023):801–817.
- Ceren Hayran, Melis Ceylan, “Impact of social media brand blunders on brand trust and brand liking” International Journal of Market Research. Jul2023, Vol. 65 Issue 4, p466-483

Omar Merlo, Andreas B. Eisingerich, Richard Gillingwater, Jia Jocelyn Cao, “Exploring the changing role of brand archetypes in customer-brand relationships: Why try to be a hero when your brand can be more?”, Business Horizons, (2023) 66, Issue 5, 615-629

Gina María Pipoli de Azambuja, Gustavo Adolfo Rodriguez Peña, Enver Gerald Tarazona Vargas, “The impact of customer engagement on customer happiness”, Journal of Consumer Behavior Vol 22, Issue 4 (July/Aug 2023):1025–1041.

Pankhuri Malhotra, Siddartha Bhattacharyya; Mark C. Bolino. “How Social Media Can Help You Find a Partner Brand” Harvard Business Review Digital Articles. March 30, 2023 p1-6.

Matz, Sandra. “What Psychological Targeting Can Do” Harvard Business Review. Mar/Apr2023, Vol. 101 Issue 2, p124-133

Chang-Yuan Lee; Morewedge, Carey K. “How Retailers Can Capitalize on the Refund Effect” Harvard Business Review Digital Articles. 6/15/2023, p1-5

Sample Retailer_ Strategic Assessment copy.pdf

STUDENT PREPARATION FOR CLASS AND CLASS PARTICIPATION: EXPECTATIONS

Preparation

Students should read the required materials assigned for each week prior to the class and come prepared to critically evaluate and discuss. Each week is its own Module in Canvas and all requirements are detailed there including: Chapters from the text to be read ahead of class, websites to visit, discussion questions to prepare and videos to review for discussion.

Class Participation (contribution)

Class Contribution (10% of final grade) Look forward to lively discussion, small group activities and lots of interaction in this class. Active student participation is essential to the learning process and to the success of the class. Students can learn as much or more from each other as they do from the instructor. A good participation grade is based on quality and breadth rather than quantity of participation. Asking questions, sharing work and consumer experiences, engaging in the Real World Example presentations as well as entering into classroom debate and small group activities are all examples of good quality participation. Preparation for class is clearly essential.

Students who participate in many facets of the discussion (experience, news, lecture material, etc.) demonstrate a more comprehensive ability, and when coupled with consistent contribution to class, can expect to earn higher than average grades. Attendance at and involvement in class discussions will lead to greater learning, internalization of the material and more fun each week.

Your instructor will evaluate your weekly contributions in line with considerations such as the following. (They are also good questions to ask yourself.)

- Are your contributions relevant to the discussion? Are you willing to challenge the ideas that are being expressed? Are you willing to take risks and test-drive new ideas?
- Do you integrate material from past classes or discussions where appropriate?
- Are you a good listener? Do your comments relate to the questions and suggestions of others and to the themes that the class is exploring together?
- Do your comments reflect cumulative learning over this course or do you merely consider each issue in isolation?

- And most importantly, do you add value to the learning of the class?

If you have scheduling conflicts, job interviews, illness or extenuating personal circumstances and will be missing class, please speak to the instructor. The more your instructor knows about your situation, the more options you will have for accessing missed material and ensuring that key deliverables are not missed. A maximum of 2 missed classes with written notification to the instructor before class will be waived. Absences beyond or with no notification will count as a "Zero" grade for the week. You wouldn't just not show up to work, same principle applies here.

Your weekly contributions will be graded according to four possible levels of performance: A, B, C, and F. See the chart below for descriptions of these performance levels:

Grade	Contribution
A	Is prepared and demonstrates a strong understanding of assigned readings; makes regular contributions of high quality; raises new and/or important issues, significantly enhancing the quality of class discussions; contributes original ideas; clearly demonstrates listening skills and adds value to discussions; actively participates in group/class exercises and supports positive team dynamics during exercises.
B	Is prepared and contributes to the discussions, demonstrating a good understanding of the material and/or issues discussed; advances discussions to a certain degree without adding highly original contributions; is fully present; contributes to group/class exercises.
C	Attends class; says nothing or very little of added value; does not actively contribute to team/group exercises.
F	Does not attend class (unexcused).

The same performance levels apply to the end-of-the-term course contribution grade.

GENERAL SCHULICH ACADEMIC POLICIES

Grading

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is C- (1). To keep final grades comparable across courses, sections of required core courses are normally expected to have a mean grade between 4.7 and 6.1. Elective courses are expected to have a mean grade between 5.2 and 6.2.
The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.
For more details on the index, grading policy, and grade point average (GPA) requirements, consult your student handbook.

Academic Honesty

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

Accommodations

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

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

Visiting Campus

All York community members share in the responsibility of keeping others safe on campuses, and to uphold professional and respectful interactions with one another. In this class, as elsewhere on campus, students must comply with all University health and safety regulations or protocols, including the following:

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

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

Encouraging a Community of Care

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

Student Rights and Responsibilities

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

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

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

Take time to fully review the Code of Student Rights and Responsibilities:
https://schulich.yorku.ca/code-of-student-rights-and-responsibilities/ (https://schulich.yorku.ca/code-of-student-rights-and-responsibilities/)

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

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

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

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Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Mike Valente
Date: March 20th, 2026
Re: Change to Fintech and Finance Specializations

Motion:
That Faculty Council approve the change in title to one of the electives listed in the Fintech and Finance specializations in the MBA program.

Rationale:

During the March 2026 Faculty Council, faculty approved changes to the finance and fintech specializations to reflect a change in the title of FINE 6200 3.00. However, this change in title and course was tabled and thus not approved. As a result, the purpose of this motion is to change the specializations to reflect the original course title: FINE 6200 3.00 Investments.

Schulich School of Business
York University

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. Name of Specialization/Stream
   Fintech

3. Responsible Unit:
   OMIS, FINE and MBA Program Director

4. Type of Specialization/Stream Change(s) (indicate all that apply):

	changes to specialization/stream name
	changes to list of required credits
	changes to list of required courses
X	changes to list of elective courses
	retire specialization/stream
	other

5. Effective Term/Calendar Year of Proposed Change(s):
   Fall 2026

6. Rationale for Change:

During the March 2026 Faculty Council, faculty approved a change to the fintech specialization to reflect a change in the title of FINE 6200 3.00. However, this change in title and course was tabled and thus not approved. As a result, the purpose of this motion is to change the specialization to reflect the original course title: FINE 6200 3.00 Investments.

7. 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.

Schulich School of Business
York University

8. Proposed Specialization/Stream Information:

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
Title: Fintech Students must complete 12.00 credits total, consisting of: 3.00 credits of the following required course • FINE 6280 3.00 Fintech: Digital Transformation of Financial Services 3.00 credits of the following FINE courses • FINE 6050 3.00: Personal Financial Management • FINE 6200 3.00: ~~Institutional Wealth Management~~ • FINE 6500 3.00: Behavioural Finance 6.00 credits of the following OMIS courses • OMIS 6610 3.00 Digital Transformation in Business Operations • OMIS 6018 1.50 Modern IT Architecture • OMIS 5400 1.50 Business Intelligence with Database Applications • OMIS 6350 3.00 Enterprise Analytics and Decision Automation	Title: Fintech Students must complete 12.00 credits total, consisting of: 3.00 credits of the following required course • FINE 6280 3.00 Fintech: Digital Transformation of Financial Services 3.00 credits of the following FINE courses • FINE 6050 3.00: Personal Financial Management • FINE 6200 3.00: Investments • FINE 6500 3.00: Behavioural Finance 6.00 credits of the following OMIS courses • OMIS 6610 3.00 Digital Transformation in Business Operations • OMIS 6018 1.50 Modern IT Architecture • OMIS 5400 1.50 Business Intelligence with Database Applications • OMIS 6350 3.00 Enterprise Analytics and Decision Automation

9. Consultation:

Consultation took place with the OMIS and FINE area coordinators and with the Program Director. Consultation also took place between the MBA Program Director and Student Services and International Relations, specifically the recruitment team.

Originator:

Michael Valente
Signature

March 15th, 2026
Date

Mike Valente
Name

MBA Program
Area or Specialization

V. Dec. 2023

Schulich
School of Business
York University

Approvals:

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

Signature	March 15th, 2026 Date
Ming Dong Name	FINE Area or Specialization

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

Signature	March 15th, 2026 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	*April 2, 2026* Date
Kevin Tasa Name of Committee Chair	Master Programs Committee Committee

Schulich
School of Business
York University

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. Name of Specialization/Stream
   Finance

3. Responsible Unit:
   FINE

4. Type of Specialization/Stream Change(s) (indicate all that apply):

	changes to specialization/stream name
	changes to list of required credits
	changes to list of required courses
X	changes to list of elective courses
	retire specialization/stream
	other (remove and edit redundant/confusing information"

5. Effective Term/Calendar Year of Proposed Change(s):
   Fall 2026

6. Rationale for Change:

   During the March 2026 Faculty Council, faculty approved a change to the finance specialization to reflect a change in the title of FINE 6200 3.00. However, this change in title and course was tabled and thus not approved. As a result, the purpose of this motion is to change the specialization to reflect the original course title: FINE 6200 3.00 Investments.

7. 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.

   NA

V. Dec. 2023

Schulich School of Business
York University

8. Proposed Specialization/Stream Information:

Existing Specialization/Stream Information (Change From):	Proposed Specialization/Stream Information (Change To):
Title: Finance 12.00 credits of the following electives: • FINE 6050 3.00 Personal Financial Management • FINE 6280 3.00 Fintech: Digital Transformation of Financial Services • FINE 6310 3.00 Applications of Data Science in Finance • FINE 6500 3.00 Behavioural Finance • FINE 6600 3.00 Corporate Financial Analysis • FINE 6775 3.00 Credit Markets: Corporate and Project Finance • FINE 6800 3.00 Options, Futures and Other Derivative Securities • FINE 6880 3.00 Sustainable Finance and Impact Investing • FNEN 6850 3.00 Fixed Income Securities • FINE 6200 3.00 ~~Institutional Wealth Management~~	Title: Finance 12.00 credits of the following electives: • FINE 6050 3.00 Personal Financial Management • FINE 6280 3.00 Fintech: Digital Transformation of Financial Services • FINE 6310 3.00 Applications of Data Science in Finance • FINE 6500 3.00 Behavioural Finance • FINE 6600 3.00 Corporate Financial Analysis • FINE 6775 3.00 Credit Markets: Corporate and Project Finance • FINE 6800 3.00 Options, Futures and Other Derivative Securities • FINE 6880 3.00 Sustainable Finance and Impact Investing • FNEN 6850 3.00 Fixed Income Securities • FINE 6200 3.00 Investments

9. Consultation:

Consultation took place within the Finance area and the MFIN and MBA Program Directors

Originator:

Signature	March 15th, 2026 Date
Ming Dong Name	FINE Area or Specialization

Approvals:

Schulich School of Business
York University

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

Signature	March 15th, 2026 Date
Ming Dong Name	FINE Area or Specialization

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

Signature	March 15th, 2026 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	*April 2, 2026* Date
Kevin Tasa Name of Committee Chair	Master Programs Committee Committee

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Mike Valente
Date: March 20th, 2026
Re: Minor Change to the Graduate Diploma in Health Industry Management

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Motion:
That Faculty Council approve

1) The reduction of required courses to fulfill the Graduate Diploma in Health Industry Management from two courses to one course;
2) The addition of a third group of electives students can choose from to fulfill the diploma
3) the addition of Schulich electives that are not specific to the health sector

Rationale:

We propose to reduce the number of required courses to fulfill this diploma from 2 to 1. This is due to insufficient enrollment in the course. We also intend to divide up the required 12 credits into three buckets of courses rather than two and to add courses that are not directly related to health sector management. While the priority is that students complete courses specifically designed for the health sector, there are other courses that we feel students completing this diploma could benefit from that naturally align with the needs of health sector. Topics of sustainability, digital transformation and managing change are all highly relevant to the health sector.

Change to Program/ Diploma/Certificate Academic Requirements Proposal Form

Schulich School of Business

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

1. Program/ Diploma/Certificate: Graduate Diploma in Health Industry Management

2. Effective Term/Calendar Year of Proposed Change(s): Fall 2026

3. Proposed Change(s) and Rationale:

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

We propose to reduce the number of required courses to fulfill this diploma from 2 to 1. This is due to insufficient enrollment in the course. We also intend to divide up the required 12 credits into three buckets of courses rather than two and to add courses that are not directly related to health sector management. While the priority is that students complete courses specifically designed for the health sector, there are other courses that we feel students completing this diploma could benefit from that naturally align with the needs of health sector. Topics of sustainability, digital transformation and managing change are all highly relevant to the health sector.

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.

There are no changes to the associated learning outcomes. However, the changes proposed will support the achievement of learning outcomes. The electives that we are proposing to add to the diploma will complement the health management specific electives in that they provide important organization level competencies that assist in the managing of organizations in health care.

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 between the director of the diploma and the MBA Program Director

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

We do not anticipate any resource implications with the changes proposed

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

Students currently enrolled in the program will be able to fulfill the diploma requirements as they are stipulated currently.

4. Calendar Copy:

Existing Program/ Diploma/Certificate Information (Change From):	Proposed Program/ Diploma/Certificate Information (Change To):
Title: Graduate Diploma in Health Industry Management ~~Students must complete 12.00 credits total, consisting of the following Required and Elective courses, specifically:~~ ~~• 6.00 credits of Required courses~~ ~~• 6.00 credits of Elective courses~~ ~~Required Courses~~ HIMP 6130 3.00 Strategy in Healthcare ~~HIMP 6140 3.00 Leading Health Sector Transformation~~ ~~Elective Courses~~ MHIA 5140 1.50 Digital Health MHIA 6150 3.00 Economics of Healthcare MHIA 6160 1.50 Quality and Value in Healthcare	Title: Graduate Diploma in Health Industry Management Requirements Students must complete 12.00 credits of elective courses, including the 3.00 credit required course, a minimum 6.00 credits from the list of MHIA/HIMP Courses, and remaining credits, if applicable, from the list of Other Electives. 3.00 Credits of the Required Course HIMP 6130 3.00 Strategy in Healthcare A minimum of 6.00 Credits of the following: MHIA 5140 1.50 Digital Health

MHIA 6170 1.50 Performance Indicators in Healthcare MHIA 6180 3.00 Entrepreneurship and Innovation in Healthcare MHIA 6200 1.50 Public Policy for Healthcare HIMP 6900 3.00 Individual Study - Health Industry Management Program Additional Requirements • Must be taken concurrently with a Schulich MBA* • The diploma must be completed within one term of completing MBA program degree requirements • Equivalent of a minimum 10-week full-time internship in a healthcare organization. Upon approval, prior work experience and/or prior internship in the healthcare sector may be considered as a substitute for the 10-week internship requirement	MHIA 6150 3.00 Economics of Healthcare MHIA 6160 1.50 Quality and Value in Healthcare MHIA 6170 1.50 Performance Indicators in Healthcare MHIA 6180 3.00 Entrepreneurship and Innovation in Healthcare MHIA 6200 1.50 Public Policy for Healthcare HIMP 6900 3.00 Individual Study - Health Industry Management Program Any remaining credits from the following: SUST 6250 3.00 Integrating Sustainability Across Functions OMIS 6610 3.00 Digital Transformation in Business Operations ORGS 6350 3.00 Managing Change Additional Requirements • Must be taken concurrently with a Schulich MBA* • The diploma must be completed within one term of completing MBA program degree requirements • Equivalent of a minimum 10-week full-time internship in a healthcare organization. Upon approval, prior work experience and/or prior internship in the healthcare sector may be considered as a substitute for the 10-week internship requirement

(Revised: October 20, 2022)

Schulich School of Business Memorandum

To: Faculty Council, Schulich School of Business
From: Matthias Kipping, Associate Dean EMBA
Date: April 6, 2026
Re: EMBA 6029: Field Trip India: Servant Leadership; EMBA 6031: People Oriented Leadership

Motion:
Requesting approval for two new elective courses in the Kellogg Global Network for the Kellogg Germany campus.

Rationale:
Kellogg-Schulich EMBA students are required to participate in global electives to meet graduation requirements. These two new courses are being offered to students in the Kellogg Global network including those who are enrolled in the Kellogg-Schulich global electives. All our partner schools are periodically reviewing their electives offerings in response to student demand and to keep up to date.

EMBA 6029 2.0 Field Trip India: Servant Leadership

1. **Program:** Kellogg-Schulich Executive MBA

2. **Course Number:** EMBA 6029

3. **Credit Value:** 2.0

4. **Long Course Title:** Field Trip India: Servant Leadership

5. **Short Course Title:** Field Trip India

6. **Effective Session:** Winter 2026

7. **Calendar (Short) Course Description:**
   Building on the core course “Leadership in Organizations”, this program explores the personal side of leadership—authenticity, integrity, and humility. It starts with a two-part digital course covering the psychology of leadership and India’s history, economy, culture, and society, followed by a field trip to India designed as a transformational journey promoting mindfulness, meditation, yoga, and deep reflection.

8. **Expanded Course Description:**
   Building on the “Leadership in Organizations” core course, this program explores the personal side of leadership—authenticity, integrity, and humility. Preparatory online classes explore “The Psychology of Leadership” including servant and level-five leadership (fresh perspectives on leading with impact), positive psychology (self-awareness, emotional intelligence, growth mindset, integrity), resilience under stress (mastering stressors and thriving in adversity) and “India as a Living Classroom”, which allows them to gain insights into India’s history, economy, culture, and society and, on a subsequent field trip) experience a country of contrasts and step outside their comfort zone and cultivate openness, agility, and mindfulness (through meditation, yoga, and deep reflection), ultimately becoming a more mindful and self-reflective leader.

9. **Course Learning Outcomes:**
   Upon completion of the course, students will be able to:
   - develop a deep understanding of themselves as leaders: who they are, what they stand for, and how they want to make a difference that genuinely matters to others.
   - step outside their comfort zone and cultivate openness, agility, and mindfulness.
   - better understand India as a diverse, complex, spiritual country.

10. **Rationale:**
    In today’s fast-changing and complex world, strong personalities and bold visions are not enough for aspiring leaders, like our students. An important part of becoming a “true” requires authenticity, integrity, and humility. This course will allow participants to discover the Leader Within, requiring them to open up, share, and reflect. Therefore, to join this course, a personal conversation of potential participants with the Faculty Program Directors will ensure this experience is the right fit for them.

11. **Evaluation:**

The expected contribution from participants is to (i) complete the quizzes for the pre-trip course, (ii) make meaningful contributions during the field trip, and (iii) prepare a personal leadership credo.

12. Integrated Courses:
NOT integrated

13. Crosslisted Courses:
NOT crosslisted

14. Faculty Resources:
This course is being offered as a global elective during the Winter term by the WHU Otto-Beisheim School of Management, which is our partner in the Kellogg EMBA Global Network. The digital course and filed trip to India will be taught and accompanied by Professors Yuval Kalish and Jürgen Weigand. The former is the Chair of Leadership, Networks and Organizations, and the latter is Chairholder of the Institute for Industrial Organization and Academic Director of the Kellogg-WHU EMBA Program and the Center for Responsible Leadership at WHU.

15. Physical Resources:
Classes for this course will be held online and during the field trip to India in a number of locations (Delhi, Amritsar, and Dharamsalaat). The WHU Otto-Beisheim School of Management will organize all the necessary physical resources, including accommodation and most meals during the field trip.

16. Bibliography and Library Statement:
All required course material will be made available to participating students through the Learning Management System of the WHU Otto-Beisheim School of Management to which they will be given access before, during and after the course, as needed. If necessary, our students can consult additional relevant material via the York University Library, as per the attached Library Statement.

MEMORANDUM

York University Libraries

To: Matthias Kipping

From: Angie Liann, Teaching and Learning Librarian, Student Learning & Academic Success Department

Date: March 2, 2026

Subject: Library Statement of Support - Kellogg | Schulich EMBA: 6029: Field Trip India: Servant Leadership

Summary

York University Libraries (YUL) is well positioned to support the proposed course. EMBA students can make use of an array of remote library resources and services to meet their research and learning needs. This statement highlights offerings that can be used in the course assignments.

Collections

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

This course is part of the Schulich Executive Management of Business Administration (EMBA) program; therefore, the students will be provided with the course learning materials at the beginning of the course. The cost of the materials is included in their course fees.

However, the Omni single-search interface provides students with access to a wide range of remote materials, including eBooks, book chapters, articles, dissertations, streaming media, etc. that students may wish to consult, especially when completing the major research paper assignment for the course. Library users may also request items from partner libraries through Omni.

A selection of electronic collections of particular interest are highlighted below.

Selection of Business Databases:

- Mergent Intellect
- Marketline Advantage
- Statista
- Complete listing of databases available on Business Databases A-Z webpage

Business Articles & Newspaper Collections:

- Business Source Complete
- Proquest Business Databases
- Factiva
- Nexis Uni

eBook Platforms:

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

Services

Library Instruction

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

Research Guides & eLearning Modules of Interest:

- EMBA Program: Self-Paced Library Research Module
- Company Research Guide

- Industry Research Guide
- Market Research Guide
- Country & International Business Information

Research Help

Online research assistance is available in both English and French via chat and email. In addition, students and faculty can book one-hour research consultations with a specialist librarian.

Accessibility Services

Library Accessibility Services (LAS) provides alternative content formats, as well as adaptive technologies and spaces. With a referral, York University faculty and students can request transcription services or reserve an accessibility lab workstation. Contact lashelp@yorku.ca with questions.

Exploring New Business Horizons (Module 11)

Field Trip India: Servant Leadership

The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.
— Marcel Proust

Faculty: Professors Yuval Kalish and Jürgen Weigand (WHU)

Digital course work (self-paced): January – April 2026
Digital kick-off (zoom): **Jan 2026** (exact date/time TBD)
Dates Field trip: **March 19 - 27, 2026** (arrive March 18, depart March 27/28, 2026)

A Journey Beyond Business

This is not a "Doing Business in …" program. We won't tour companies or meet CEOs. Instead, this field trip is designed as a transformational journey—one that goes beyond business to focus on *you*.

Participation is limited. To join, you must be ready to open up, share, and reflect. A personal conversation with our Faculty Program Directors will ensure this experience is the right fit for you.

Discover the Leader Within

Building on Module 1 ("Leadership in Organizations"), this program explores the personal side of leadership—authenticity, integrity, and humility. In today's fast-changing and complex world, strong personalities and bold visions are not enough. True leaders must know themselves:

- Who am I?
- What do I stand for?
- How do I want to make a difference that truly matters to others?

rue leadership requires a deep understanding of oneself: *Who am I? What do I stand for? How do I want to make a difference that genuinely matters to others?*

The Digital Course

Before departure, you will engage in a two-part online course:

1. **The Psychology of Leadership**
    - Servant and level-five leadership: fresh perspectives on leading with impact.
    - Positive psychology: self-awareness, emotional intelligence, growth mindset, integrity.
    - Resilience under stress: mastering stressors and thriving in adversity.
2. **India as a Living Classroom**
    - Gain insights into India's history, economy, culture, and society.

- Experience a country of contrasts—diverse, complex, spiritual.
- Prepare to step outside your comfort zone and cultivate openness, agility, and mindfulness.

The Field Experience

Our journey begins in *Delhi*, India's political center and a cradle of Hindu traditions. From there, we travel to *Amritsar*, the sacred heart of Sikhism, and continue to *Dharamsala*, home of the Dalai Lama and Tibetan Buddhism.

In the serene foothills of the Himalayas, we pause. Through mindfulness, meditation, yoga, and deep reflection, you will recalibrate your inner compass—emerging with a clearer sense of self and purpose as a leader.

This is not just a trip. It's a transformational journey to yourself.

Expected contribution

- Doing the Quizzes of pre-trip course
- Meaningful participation and contributions during the field trip
- Preparation of leadership credo

Organized and provided by WHU

- Accommodation
- Welcome dinner, farewell dinner
- Breakfast, most lunches and dinners (will be announced accordingly)
- Cultural visits
- Ground and air transportation in India

Paid by participants:

- Air fare to India
- Non-organized lunches and dinners
- Incidental costs on hotel bill
- Extra events
- Visa costs (if required)

EMBA 6031 2.0 People Oriented Leadership

1. **Program:** Kellogg-Schulich Executive MBA
2. **Course Number:** EMBA 6031
3. **Credit Value:** 2.0
4. **Long Course Title:** People Oriented Leadership
5. **Short Course Title:** People Oriented Leadership
6. **Effective Session:** Summer 2026
7. **Calendar (Short) Course Description:**
   Combining conceptual, empirical, and experiential approaches, this course examines the human side of leadership: understanding human behaviour and using that understanding to shape direction, energy, and performance. It addresses how leaders motivate others, build trust, navigate power and politics, work through conflict, lead teams, and give and receive feedback in ways that actually change behaviour.
8. **Expanded Course Description:**
   This course examines the human side of leadership: understanding human behaviour and using that understanding to shape direction, energy, and performance. It addresses how leaders motivate others, build trust, navigate power and politics, work through conflict, lead teams, and give and receive feedback in ways that actually change behaviour. The course is grounded in decades of research from psychology, neuroscience, sociology, economics, and related disciplines. These fields offer powerful insights into how people think, decide, react, and relate at work. At the same time, leading people is not a mechanical application of models and theories. Human behaviour is complex and context-dependent. Effective leaders must interpret incomplete information, balance competing interests, and make consequential decisions without certainty. This course is designed to sharpen that judgment. The course combines conceptual, empirical, and experiential approaches, drawing on four valuable sources of knowledge to accomplish this: (1) theoretical frameworks & research findings from the behavioural sciences; (2) role-plays & exercises; (3) business cases; and (4) students' own ideas, opinions, & work experiences.
9. **Course Learning Outcomes:**
   Upon completion of the course, students will be able to:
   - Apply a toolbox with theories, models and practical skills to diagnose and address complex leadership challenges in their team and organization.
   - Practice evidence-based management by analyzing organizational problems using data, theory, and research, and developing justified, research-grounded solutions.
   - Demonstrate self-awareness in leadership practice by analyzing how their behavior, assumptions, and leadership style affect others, and use that insight to make deliberate changes in how you show up as a leader
10. **Rationale:**

Career advancement in the business world depends on “people skills” more than any other ability. Many of our students have a technical and/or engineering background, which might have helped them excel in the past, this will be less and less true as they move into more senior management and leadership positions. The proposed course should therefore be of significant interest to them, given that what differentiates effective leaders is their ability to influence, align, and engage others—especially under pressure, ambiguity, and competing demands. At this level, how they lead is their impact.

11. Evaluation:

60 per cent of the assessment for the courses is individually based, consisting of short written reflections of leadership challenges the participants experienced in the past related to three of the theme from the course (15%) and the in-depth analysis of a real-world leadership challenge faced by a working organization based on a news story published in 2025 or 2026 (45%). The remainder (40%) is team-based and consists of a summary of the general insights derived from collectively examining and addressing a specific challenge experienced by each of its members.

12. Integrated Courses:

NOT integrated

13. Crosslisted Courses:

NOT crosslisted

14. Faculty Resources:

This course is being offered as a global elective during the Summer term at the WHU Otto-Beisheim School of Management in Vallendar, Germany. It will be taught by Prof. Dr. Pisitta Vongswasdi, who is the Chair of Leadership & Society at WHU and conducts research in the field of Organizational Behaviour, focusing in particular on leadership development, diversity management, and mindfulness in the workplace, based on both quantitative (experiments, surveys, archival, interventions) and qualitative (interviews, observations) methods.

15. Physical Resources:

Classes for this course will be held over one week at the Vallendar campus of the WHU Otto-Beisheim School of Management, which will provide all the necessary physical resources.

16. Bibliography and Library Statement:

All required course material will be made available to participating students through the Learning Management System of the WHU Otto-Beisheim School of Management to which they will be given access before, during and after the course, as needed. If necessary, our students can consult additional relevant material via the York University Library, as per the attached Library Statement.

MEMORANDUM

York University Libraries

To: Matthias Kipping

From: Angie Liann, Teaching and Learning Librarian, Student Learning & Academic Success Department

Date: March 12, 2026

Subject: Library Statement of Support - Kellogg | Schulich EMBA: 6031: People Oriented Leadership

Summary

York University Libraries (YUL) is well positioned to support the proposed course. EMBA students can make use of an array of remote library resources and services to meet their research and learning needs. This statement highlights offerings that can be used in the course assignments.

Collections

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

This course is part of the Schulich Executive Management of Business Administration (EMBA) program; therefore, the students will be provided with the course learning materials at the beginning of the course. The cost of the materials is included in their course fees.

However, the Omni single-search interface provides students with access to a wide range of remote materials, including eBooks, book chapters, articles, dissertations, streaming media, etc. that students may wish to consult, especially when completing the major research paper assignment for the course. Library users may also request items from partner libraries through Omni.

A selection of electronic collections of particular interest are highlighted below.

Selection of Business Databases:

- Mergent Intellect
- Marketline Advantage
- Statista
- Complete listing of databases available on Business Databases A-Z webpage

Business Articles & Newspaper Collections:

- Business Source Complete
- Proquest Business Databases
- Factiva
- Nexis Uni

eBook Platforms:

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

Services

Library Instruction

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

Research Guides & eLearning Modules of Interest:

- EMBA Program: Self-Paced Library Research Module
- Company Research Guide

- Industry Research Guide
- Market Research Guide
- Country & International Business Information

Research Help

Online research assistance is available in both English and French via chat and email. In addition, students and faculty can book one-hour research consultations with a specialist librarian.

Accessibility Services

Library Accessibility Services (LAS) provides alternative content formats, as well as adaptive technologies and spaces. With a referral, York University faculty and students can request transcription services or reserve an accessibility lab workstation. Contact lashelp@yorku.ca with questions.

People Oriented Leadership

Lecturer: Prof. Dr. Pisitta Vongswasdi, pisitta.vongswasdi@whu.edu

Course Overview

Career advancement in the business world depends on “people skills” more than any other ability. Although you may have excelled in the past on the basis of outstanding technical skills, this will be less and less true as you move into more senior management and leadership positions. What differentiates effective leaders is their ability to influence, align, and engage others—especially under pressure, ambiguity, and competing demands. At this level, how you lead *is* your impact.

This course examines the human side of leadership: understanding human behavior and using that understanding to shape direction, energy, and performance. It addresses how leaders motivate others, build trust, navigate power and politics, work through conflict, lead teams, and give and receive feedback in ways that actually change behavior.

The course is grounded in decades of research from psychology, neuroscience, sociology, economics, and related disciplines. These fields offer powerful insights into how people think, decide, react, and relate at work. At the same time, leading people is not a mechanical application of models and theories. Human behavior is complex and context-dependent. Effective leaders must interpret incomplete information, balance competing interests, and make consequential decisions without certainty. This course is designed to sharpen that judgment.

The course combines conceptual, empirical, and experiential approaches. We draw on four valuable sources of knowledge to accomplish this:

1. theoretical frameworks & research findings from the behavioral sciences
2. role-plays & exercises
3. business cases
4. your own ideas, opinions, & work experiences

Learning Goals

1. **Fill your toolbox** with theories, models and practical skills, and apply them to diagnose and address complex leadership challenges in your team and organization.
2. **Practice evidence-based management** by analyzing organizational problems using data, theory, and research, and developing justified, research-grounded solutions.

3. **Demonstrate self-awareness in leadership practice** by analyzing how your behavior, assumptions, and leadership style affect others, and use that insight to make deliberate changes in how you show up as a leader.

Teaching methods

Although the exact structure of each session will vary somewhat, most will include an in-class experiential exercise or case discussion, followed by an interactive lecture on the session's topic. It is essential that you have prepared all assigned materials prior to the class to gain value from the session. In addition to preparing for exercises and case discussions, one or two readings are included per session to supplement the in-class material.

Synopsis of Sessions

Theme: Leading by Design

This session introduces leadership as a set of deliberate choices rather than a fixed set of traits or styles. Students are exposed to the foundations of organizational behavior and the evolution of leadership thinking. Using the Taj Hotels case, participants examine how organizational context, values, and routines shape leadership behavior. Students then engage in a structured exercise to design their own leadership system.

Supplementary Readings:

- Detert, J., Kniffin, K., & Leroy, H. (2022). Saving management from our obsession with leadership. *MIT Sloan Management Review*, *63*(4), 1-9.
- Durand, R., & Ioannou, I. (2023). How leaders can create a purpose-driven culture. *Harvard Business Review*.

Theme: Recruiting & Selection

This session examines how leaders and organizations make hiring decisions. Students compare different recruitment and selection paradigms, including psychometric, social process, and fit-based approaches. Using the story of *Charlie and the Chocolate Factory* and research evidence, the session highlights trade-offs between efficiency, fairness, and predictive validity. The session equips students to critically evaluate their hiring practices.

Optional to-do

- View the movie *Charlie and the Chocolate Factory* in its entirety before coming to class

Supplementary Readings:

- Cappelli, P. (2019). Your approach to hiring is all wrong. *Harvard Business Review*, *97*(3), 48-58.
- https://knowledge.wharton.upenn.edu/article/cultural-fit-a-qualification-for-hiring-or-a-disguise-for-bias/

Theme: Managing Performance

This session challenges traditional performance management systems and questions whether ratings and annual appraisals actually improve performance. Students explore why performance evaluation is inherently subjective and how rater biases distort judgment. Through a case study of *Allen & Overy*, the session contrasts legacy systems with newer approaches focused on continuous feedback and development. Students gain a more realistic understanding of what performance systems can—and cannot—achieve.

Mandatory Reading

- Please read HBR case *Reinventing performance management at Allen & Overy* before this session

Supplementary Readings:

- Cappelli, P., & Tavis, A. (2016). The performance management revolution. *Harvard business review*, *94*(10), 58-67.
- Netflix Culture Power Point deck, https://www.eosworldwide.com/blog/103242-eos-netflix-culture-deck

Theme: Developing Coaching Skills

This session focuses on coaching as a core leadership capability rather than a "soft" add-on. Students learns about a developmental coaching mindset. Through demonstrations and role plays, participants practice coaching conversations in both remedial and developmental contexts. The session emphasizes listening, inquiry, and shared responsibility for development.

Supplementary Readings:

- https://hbr.org/2025/10/how-to-be-a-great-coach-even-when-youre-busy
- Manzoni, J. F. (2002). A better way to deliver bad news. *Harvard Business Review*, *80*(9), 114-119.
- Aguinis, H., Gottfredson, R. K., & Joo, H. (2012). Delivering effective performance feedback: The strengths-based approach. *Business Horizons*, *55*(2), 105-111.

Theme: Communicating Change

This session explores why change efforts so often fail due to poor communication rather than flawed strategy. Students analyze how leaders use language, imagery, and emotion to mobilize others during uncertainty. The session highlights research on vision communication, framing, and the importance of emphasizing continuity alongside change. Participants practice crafting and delivering short, compelling change messages.

Supplementary Readings:

- Kotter, J. P. (2007). "Leading Change: Why Transformation Efforts Fail." *Harvard Business Review.*
- Conger, J. A. (1991). Inspiring Others: The Language of Leadership. *Academy of Management Perspectives*, 5, 31-45.

Theme: Organizational Justice

This session examines how employees judge fairness and why managers' good intentions frequently fail to translate into perceived justice. Students learn the core dimensions of organizational justice—distributive, procedural, interactional, and informational—and why outcomes matter less than process and treatment. Through role play and debrief, participants experience the "managerial justice gap" firsthand.

Supplementary Readings:

- https://sloanreview.mit.edu/article/three-steps-toward-fairer-talent-management/
- https://hbr.org/2012/06/leadership-is-a-conversation

Theme: Managing Personal Ecology

This session addresses the often-overlooked costs of leadership for health, judgment, and behavior. Students examine how stress, sleep deprivation, and emotional strain affect leadership effectiveness and ethical conduct. The session integrates research on well-being with practical tools for managing energy, attention, and recovery. Participants reflect on their own behavioral patterns and design realistic well-being goals.

Supplementary Readings:

- Ashford, S. J., & DeRue, D. S. (2012). Developing as a leader: The power of mindful engagement. *Organizational Dynamics*, *41*(2), 146-154.
- Rock, D., Siegel, D. J., Poelmans, S. A., & Payne, J. (2008). The Healthy Mind Platter. *NeuroLeadership Journal*.
- https://sloanreview.mit.edu/article/how-well-designed-work-makes-us-smarter/
- https://sloanreview.mit.edu/article/creating-jobs-and-workspaces-that-energize-people/

Theme: Why Should Anyone be Led by You?

The final session synthesizes insights from across the course and translates them into a personal leadership commitment. Students reflect on the leadership patterns they want to strengthen or change, focusing on behavior rather than intention. Through structured peer dialogue and storytelling, participants articulate why they are worth following as leaders.

Supplementary Readings:

- https://hbr.org/2000/09/why-should-anyone-be-led-by-you
- https://hbr.org/2026/01/to-change-company-culture-start-with-one-high-impact-behavior
- Christensen, C. M. (2017). *How will you measure your life*. Harvard Business Review.
- Drucker, P. F. (2008). Managing oneself. *Harvard Business Review.*

Assessment

Criteria	Maximum Points
Group Case Clinic	40
Leadership 'Live'	45
Pre-Class Reflections	15
Total	**100**

Group Case Clinic

This assignment is designed to help you develop sound leadership judgment by working on real leadership challenges drawn *from your own experience*. Rather than solving cases in advance, you will engage in a series of in-class case clinics across the course week and synthesize your learning at the end.

You will be assigned to a fixed group of five students for the duration of the course week. Each student must come prepared with one real leadership challenge from their organization or professional experience. The challenge must be unresolved, involve leadership or people-management decisions, and include meaningful trade-offs or constraints. Hypothetical cases or issues that can be reduced to simple best practices are not appropriate.

No formal written preparation is required beyond being ready to clearly describe your challenge, its context, and why it is difficult to address.

During the course week, your group will conduct case clinics. In each clinic, one group member acts as the case owner, and the others act as coaches. During a clinic, the case owner briefly presents their challenge, including the organizational context, key stakeholders, constraints, and what makes the situation difficult. The coaches then ask clarifying questions, offer diagnostic perspectives using ideas from the course and their own experiences, and help surface the core tensions and trade-offs in the case. The goal is not to give advice or arrive at a final solution, but to help the case owner see the problem more clearly and consider multiple plausible leadership moves.

At the end of the course week, your group will submit one Collective Diagnosis Snapshot (around 2-3 pages). This is a group product, submitted once per group. The snapshot should not summarize each case separately. Instead, it should synthesize what your group learned across all cases, addressing questions such as:

- What recurring leadership tensions or patterns did you observe across cases?
- How did your diagnoses change as new ideas were introduced during the week?
- Which concepts or lenses from the course were most useful across cases, and why?
- What does this suggest about the nature of HRM/OB challenges in practice?

This assignment will be evaluated based on the quality of the collective diagnosis snapshot and the group's demonstrated engagement in the clinic process. Specifically, grading will focus on the depth and clarity of problem framing, the ability to identify and articulate core tensions and trade-offs, the thoughtful use of course concepts across multiple cases, and the quality of synthesis and integration in the final snapshot. **Due date: May 24, 11:59 PM CET**.

OB/HRM 'Live'

For this individual assignment, you are asked to analyze a real-world leadership challenge faced by a working organization. To do this, you need to identify a news story published in 2025 or 2026 in a reputable print or online news outlet that highlights an leadership issue. The news story serves as the anchor for your analysis and proposed solution. Please include the full news article in the appendix.

First, you provide a 2-page analysis of the leadership practice or challenge described in the article. Analyze the problem from multiple angles and support your diagnosis with evidence (e.g., quotes from the article, relevant data, graphs, or statistics). You are encouraged to consult related news coverage and other credible sources to deepen your analysis. Your analysis should culminate in a clear and focused problem statement that synthesizes the key sub-problems and guides your proposed solution (e.g., "How can BMC change its performance-at-all-costs culture?", "How can this team increase more creativity?").

Then, you develop a 2-page solution grounded in scientific research (e.g., peer-reviewed journal articles, academic books). Your solution should draw on relevant concepts and practices—that we covered in the course or beyond—and clearly demonstrate how they address the identified problem. Your solution should draw on relevant concepts and practices—whether covered in the course or identified independently—and clearly explain how they address the identified problem. Be explicit about why your proposed practices are likely to be effective, drawing on theory and empirical evidence. At the same time, critically reflect on potential limitations, trade-offs, and boundary conditions under which your proposed solutions may be more or less effective.

The total assignment is thus 4 pages long (excluding title page/reference list/tables and graphs in appendix) using 12 pt Times New Roman, double-spaced. Make sure that you appropriately reference your sources in APA format and provide a reference list. **Due date: May 31, 11:59 PM CET**.

This assignment will be evaluated based on the following criteria:

- Issue/problem: How well (i.e. thoroughly yet concisely) you identify and explain the leadership-related issue, including its antecedents (e.g., why the problem came about), the issue itself (what was/is happening), and the potential consequences of the issue (how and in what ways is it affecting individuals, groups, and or the organization).
- Diagnosis/solution: How well you integrate and apply theoretical perspectives and concepts from this course to illuminate the issue, and the creativity of your solution
- Quality and style of written analysis (i.e., logic, spelling, grammar)

Pre-Class Reflections

Before the course starts, you are required to submit a series of short written reflections. The purpose of these reflections is to help you to identify important issues, insights, or patterns you have experienced in your professional life that connect to the topic of the specific session(s). Coming to class having already thought through these experiences will allow you—and others—to engage more deeply in discussion, share meaningful observations, and learn from one another's perspectives. Below, you will find a specific reflection prompt for each theme we will cover in the course.

You are required to respond to ***three* of the reflection prompts** listed below. You may choose the themes that feel most relevant to your professional experience. Your responses should be 300-500 words long. **Due date: April 26, 11:59 PM CET**.

Theme	**Reflection prompts**
Leading by Design	Describe a situation in which you or others behaved in ways that were entirely predictable given the system you were operating in—but inconsistent with stated values or leadership ideals of the organization. What features of the system (e.g., routines, incentives, expectations, norms) made this behavior likely? If someone had tried to "lead better" in that situation, what would they have been up against?
Recruiting& Selection	Think of a hiring, promotion, or team member selection decision you were involved in or observed that felt right at the time but later turned out poorly—or still makes you uneasy. What cues or signals carried the most weight in the decision? What alternative information was available but ignored or discounted—and why?
Managing Performance	Consider the performance management system in your organization as it exists today. What problem does this system seem built to solve? How does that purpose show up in how feedback is given, recorded, and used? Where do you see tension between what the system claims to value (e.g., development, learning) and what it actually enables in practice?
Developing Coaching Skills	Think of a moment when you gave advice or feedback that was technically correct but did not lead to learning or change. What problem were you trying to solve in that conversation? What problem do you think the other person was actually trying to solve?
Communicating Change	Recall a change initiative or announcement that was clear but uninspiring—or inspiring but unconvincing. What did the message ask people to let go of, explicitly or implicitly? What do you think people feared losing that was never named?
Organizational Justice	Describe a decision you witnessed that managers believed was fair, but employees experienced as unfair. What do you think mattered most to employees—and what did managers focus on instead?
Managing Personal Ecology	Identify a period when your leadership effectiveness declined—not because of competence, but because of depletion (e.g., stress, overload, emotional labor). What behaviors changed first? What did others likely experience from you during that time?

Schulich School of Business Nominating Slate (2025 – 2026)

Date: Feb. 19, 2026

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Section 1: Committees Based on Area Nominations

Chair of Faculty Council: Winny Shen
Vice Chair of Faculty Council: TBA

All Committee Mandates can be found at:
https://teachingandlearning.schulich.yorku.ca/academic-administrative-governance/

The committees in this section include:

Ph.D. Program Committee
Masters Programs/Programs Coordinating Committee
BBA/iBBA Program Committee
Master's Admissions Committee
Student Affairs Committee
Committee for Equity and Diversity
Area Affirmative Action Representatives

Ph.D Program Committee

Chair: Program Director	Peter Darke
Secretary:	TBA
Faculty Representatives:	
ACTG	Gregory Saxton
FINE	Ambrus Kecskés
MKTG	Ela Veresiu
OMIS	Divinus Oppong-Tawiah
ORGS	Winny Shen
SGMT	Anoop Madhok
SUST	Maxim Voronov
Elected Student Members:	
Ph.D. Rep.	Lucas Busani Xavier
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Non-Voting Members:	
Executive Director Student Services and International Relations	Luba Pan

Masters Programs/Programs Coordinating Committee

Chair: Associate Dean Academic	Kevin Tasa
Secretary:	Laura Da Silva
Faculty Representatives:	
ACTG	Viswanath Trivedi
ECON	Irene Henriques
FINE	Yelena Larkin
MKTG	David Rice
OMIS	David Johnston
ORGS	Luke Zhu
SGMT	Theodore Peridis
SUST	Mike Valente

BBA/iBBA	Farrokh Zandi
Elected Student Members:	
1st yr MBA rep.	Rabie Tarakji, Samer Juha
2ndyr MBA rep.	Saher Rasul
BBA/iBBA student rep.	Rahul Datta
BBA/iBBA student rep.	Parmida Torkashvand
Student Rep MAcc	Ming Yang Xu
Student Rep MBAN	Annesha Devi
Student Rep MBAt	Sherry Du
Student Rep MFIN	Blessy Jael Jesus Bosco
Student Rep MHIA	Nathan Johnson
Student Rep MMAI	Zena Nozar Bamboat
Student Rep MMGT	Raina Mujib
Student Rep MMKG	Ruhab Ali
Student Rep MREI	TBA
Student Rep MSCM	TBA
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Co-Chairs, Committee for Equity and Community	Ivona Hideg, Charles Cho
Director BBA/iBBA	Burkard Eberlein
Director MAcc	Viswanath Trivedi
Director MBA	Mike Valente
Director MBAN	David Elsner
Director MBAt	Murat Kristal
Director MFIN	Melanie Cao
Director MHIA	Amin Mawani
Director MMAI	Hjalmar Turesson
Director MMgt	Luke Zhu
Director MMKG	Grant Packard
Director MREI	Jim Clayton
Director MSCM	David Johnston
Director MBA/JD	Peter Macdonald

Director MBA/MA, MBA/MFA	Kenneth Rogers
Director MBA/FNEN	Melanie Cao
Director, Schulich Teaching Innovation Studio	Stephen Friedman
Director Global Relations	Theodore Peridis
eLearning Lead	Ingo Holzinger
Ex Officio Non-Voting Members:	
MGMT 6100 Coordinator	Ingo Holzinger
Student Services Representative	Luba Pan
Director, IST	Brenn Kha
Director, CCD, PD&EE	Minerva Cernea
Executive Director, Alumni Relations	Christina Niederwanger
Director, Academic Affairs	Kathryn Doyle

BBA/iBBA Program Committee

Chair: Program Director	Burkard Eberlein
Secretary:	Nikki Jagdeosingh
Faculty Representatives:	
ACTG	Abu Rahaman
ECON	Perry Sadorsky
FINE	Aleksandra Rzeznik
MKTG	Ajay Sirsi
OMIS	Guangrui (Kayla) Li
ORGS	Brent Lyons
SGMT	Majid Majzoubi
SUST	Burkard Eberlein
Elected Student Members:	
1st yr BBA rep.	Kashif Malik
2nd yr BBA rep.	Rahul Datta
3rd yr BBA rep.	Parmida Torkashvand
4th yr BBA rep.	Lauren Giordano
iBBA rep.	TBA

Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Executive Director, Student Services & International Relations	Luba Pan
Assoc. Director, BBA/iBBA	Farrokh Zandi
Co-Chairs, Committee for Equity and Community	Ivona Hideg, Charles Cho
Ex Officio Non-Voting Members:	
Director, Schulich Teaching Innovation Studio	Stephen Friedman
Student Services Rep.	TBA
Centre for Career Design Reps.	Miles Collyer, Shaunna-Marie Kerr
Director, Academic Affairs	Kathryn Doyle

Master's Admissions Committee

Chair:	Kiridaran Kanagaretnam
Secretary:	Heidi Furcha
Faculty Representatives:	
ACTG	Xijiang Su
ECON	Fred Lazar
FINE	Ambrus Kecskés
MKTG	Yigang Pan
OMIS	Raha Imanirad
ORGS	Ruodan Shao
SGMT	Charles McMillan
SUST	Olaf Weber
Ex Officio Voting Members:	
GBC President or member of GBC	Tushar Arora
Non-Voting Members:	
Assistant Director of Recruitment and Admissions	Susan Calahan

Student Affairs Committee

Chair	Sylvia Hsu
Vice-Chair	Yuval Deutsch
Secretary	Elena Maizel
Faculty Representatives:	
ACTG	Sylvia Hsu (Chair)
FINE	Kee-Hong Bae
MKTG	Russell Belk
OMIS	Vibhuti Dhingra
SGMT	Yuval Deutsch
PROP	Lyndsey Rolheiser
Elected Student Members:	
Masters Rep.	Sainath Setti, Tushar Arora
Masters Rep.	Akash Verghese, Nandini Nandal
Undergrad Rep.	Manasvi Ganiga
Undergrad Rep.	Tavishi Gill
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Ex Officio Non-Voting Members:	
Student Services Representative	Luba Pan

Committee for Equity and Community

Co-Chairs	Ivona Hideg, Charles Cho
Secretary	Nikki Jagdeosingh
Faculty Advisor for Equity and Community	TBA
Faculty Representatives:	
ACTG	Matt Bamber
ECON	Atipol Bhanich Supapol
FINE	Pouyan Foroughi

MKTG	Alexandra Campbell
OMIS	Divinus Oppong-Tawiah
ORGS	Ivona Hideg
SGMT	Theodore Peridis
SUST	Charles Cho
Elected Student Members:	
BBA/iBBA	Kriti Malik
Masters	Harman Singh
MBA	TBA
EMBA	TBA
Ph.D.	Jennifer Sedgewick
Ex Officio Non-Voting Members:	
Associate Dean Academic	Kevin Tasa
Office of Strategic Initiatives & Engagement	Yvonne Massop
Staff representative from Student Services and International Relations	TBA
Staff representative from Student & Enrolment Services	TBA
Executive Officer	Jillian Yeung Do
Student Representative	Mehwish Imran (ugrad)
Student Representative	TBA
Student Representative	TBA

Area Affirmative Action Representatives

ACTG	n/a
ECON	n/a
FINE	n/a
MKTG	n/a
ORGS	n/a
OMIS	n/a
SGMT	n/a

SUST	n/a

Section 2: Committees Based on Faculty Survey

Chair of Faculty Council: Winny Shen
Vice Chair of Faculty Council: TBA

All Committee Mandates can be found at:
https://teachingandlearning.schulich.yorku.ca/academic-administrative-governance/

The committees in this section include:

Kellogg Schulich Executive MBA Program Committee
Research and Library Committee
Tenure and Promotions Committee
Nominating Committee
Faculty Service Roles
Senators
Senate Committees with Designated Schulich Slots
Other Senate Committee Opportunities

Kellogg-Schulich Executive MBA Program Committee

Chair	Kevin Tasa
Secretary	Frances Sugay
Associate Dean EMBA	Matthias Kipping
Faculty Representatives:	
	Ashley Konson
	Mike Valente
Managing Director, Executive MBA, Kellogg School of Management	Elmer Almachar
Director EMBA Program and Operations	Ardene Harris
Assistant Dean, Kellogg EMBA Global Network	Jon Kaplan
Ex Officio Voting Members:	
Associate Dean Academic	Kevin Tasa
Student Members:	
1st year EMBA rep.	Mayukha Gupta
2nd year EMBA rep.	Theresa Smart

Research and Library Committee

Chair: Assoc. Dean, Research	Eileen Fischer
Secretary:	Farhana Islam
Faculty Representatives:	
	Greg Saxton
	Peter Darke
	Mark Kamstra
Elected Student Members:	
Masters Rep.	Farhan Fuad Orzin
BBA/iBBA Rep.	Jasnam Singh
Ex Officio Voting Members:	
Bronfman Business Librarian	Angie An
Research Officer	Farhana Islam

Ex Officio Non-Voting Members:	
Director IST	Brenn Kha

Tenure and Promotions Committee

Chair	Eileen Fischer
Secretary:	Sabine Friedrich
Core Members Continuing:	
Adam Diamant (June 30, 2026) Moshe Milevsky (June 30, 2027) Eileen Fischer (June 30, 2027)	
Acclaimed Member:	
Anoop Madhok (June 30, 2027)	
Elected Student Members:	
Ph.D. Rep	Agulefo Prosper
Noncore Members:	
ACTG	n/a
ECON	n/a
FINE	Kee Hong Bae Yisong Tian
MKTG	n/a
OMIS	Markus Biehl Henry Kim
ORGS	Ruodan Shao Kiridaran Kanagaretnam Chris Bell Brenty Lyons
PROP	Jim Clayton, TBA
SGMT	Theodore Peridis Preet Aulakh
SUST	n/a

Nominating Committee

Chair	Ashwin Joshi
Secretary	Nikki Jagdeosingh

Faculty Representatives:	
	Justin Tan
	TBA
Elected Non-Voting Student Members:	
GBC Designate	Sherry Du
UBS President	Simone Pimenta
Ex Officio Members:	
Associate Dean Academic	Kevin Tasa

Faculty Service Roles

Schulich Behavioral Research Lab	Peter Darke
Affirmative Action Coordinator	Ashwin Joshi
YUFA Stewards	Sylvia Hsu Markus Biehl

Senators

Dean and 5 Faculty Members	Markus Giesler (June 2028)
	Markus Biehl (June 2028)
	Shanker Trivedi (June 2028)
	Preet Aulakh (June 2026)
	Ruodan Shao (June 2027)
Ex Officio	Detlev Zwick
Student Senators:	
Graduate Student rep.	Tushar Arora (June 2027)
Undergraduate Student rep.	Parina Luthra (June 2027)

Senate Committees with Designated Schulich Slots:

Academic Policy, Planning & Research (APPRC)	Viswanath Trivedi (June 2027)
Executive	Markus Giesler (June 2028)
Honorary Degrees and	Matthias Kipping (June 2027)

Ceremonials Sub-Committee	

Other Senate Committee Opportunities

Senate Executive will issue annual calls for expressions of interest. Information about membership opportunities, criteria and committee meeting times is posted on the Elections page of the Senate website. Faculty to inform the Nominating Committee Chair when a position is accepted.

HPRC (subcommittee of APPRC)	Sylvia Hsu (June 2026)
Joint Sub-Committee on Quality Assurance	Theodore Peridis
Academic Standards, Curriculum and Pedagogy (ASCP)	
Appeals Committee	Pouyan Foroughi (June 2028)
Senate Awards Committee	Elizer Prisman (June 2028)
Tenure and Promotions Committee	

Section 3: Administrative Committees and Roles

Chair of Faculty Council: Winny Shen
Vice Chair of Faculty Council: TBA

All Committee Mandates can be found at:
https://teachingandlearning.schulich.yorku.ca/academic-administrative-governance/

These committees and roles in this section are constituted by decanal authority. The slate reflects the public announcements from the Dean's office. As and when new announcements are made, the slate will be modified.

Executive Committee
Operating Committee
Management Committee
Faculty of Graduate Studies
Other Schulich Academic Administrative Roles
Other University Administrative Roles

Executive Committee

Chair:	Winny Shen
Secretary	Kathryn Doyle
Ex Officio Voting Members:	
Dean	Detlev Zwick
Vice-Chair Faculty Council	TBA
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Research	Eileen Fischer
Associate Dean External Relations	Theodore Noseworthy
Associate Dean EMBA	Matthias Kipping
Executive Officer	Jillian Yeung Do
Chairs of Faculty Council Standing Committees:	
Masters Admissions	Kiridaran Kanagaretnam
Research and Library	Eileen Fischer
Nominating Committee	Ashwin Joshi
Student Affairs	Sylvia Hsu
Tenure and Promotion	Eileen Fischer
Equity and Community	Ivona Hideg, Charles Cho
BBA/iBBA Program Committee	Burkard Eberlein
EMBA Program Committee	Kevin Tasa
Ph.D. Program Committee	Peter Darke
Masters Programs/Programs Coordinating Committee	Kevin Tasa
Program Directors:	
BBA/iBBA	Burkard Eberlein

MBA	Mike Valente
EMBA	Matthias Kipping
Ph.D.	Peter Darke
MAcc	Viswanath Trivedi
MSCM	David Johnston
MMkg	Grant Packard
MF	Melanie Cao
MREI	Jim Clayton
MMgt	Luke Zhu
MBAN	David Elsner
MBAt	Murat Kristal
MHIA	Amin Mawani
MMAI	Hjalmar Turesson
GBC President	Tushar Arora
UBS President	Simone Pimenta
Ph.D. President	Lucas Busani Xavier

Operating Committee

Chair:	Dean Detlev Zwick
Secretary	Jaime Naperi
Ex Officio Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Research	Eileen Fischer
Associate Dean External Relations	Theodore Noseworthy
Executive Officer	Jillian Yeung Do
Director, Office of Strategic Initiatives & Engagement	Yvonne Massop
Program Directors:	
BBA/iBBA	Burkard Eberlein
MBA	Mike Valente
EMBA	Matthias Kipping

Ph.D.	Peter Darke
MREI	Jim Clayton
Area Coordinators:	
ACTG	Linda Thorne
ECON	Irene Henriques
FINE	Ming Dong
MKTG	David Rice (Dec. 31, 2025) Ela Veresiu (Jun. 30, 2026)
OMIS	Adam Diamant
ORGS	Ruodan Shao
SGMT	Preet Aulakh
SUST	Geoffrey Kistruck

Management Committee

Chair:	Dean Detlev Zwick
Secretary	Jaime Naperi
Ex Officio Members:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Research	Eileen Fischer
Associate Dean External Relations	Theodore Noseworthy
Executive Officer	Jillian Yeung Do
Executive Director, SSIR	Luba Pan
Executive Director, CCD	TBA
Executive Director, SEEC	Rami Mayer
Executive Director, AAE	Christina Niederwanger
Director, IST	Brenn Kha
Director, OSIE	Yvonne Massop

Faculty Of Graduate Studies Council

Ex Officio	Dean Detlev Zwick
Program Directors and Representatives:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Ph.D.	Peter Darke
EMBA	Matthias Kipping
MAcc	Viswanath Trivedi
MBA	Mike Valente
MBAN	David Elsner
MBAt	Murat Kristal
MFIN	Melanie Cao
MHIA	Amin Mawani
MMKG	Grant Packard
MMgt	Luke Zhu
MMAI	Hjalmar Turesson
MSCM	David Johnston
MREI	Jim Clayton
Diploma Directors:	
Advanced Accounting	Viswanath Trivedi
Art, Media & Entertainment Management	Kenneth Rogers
Business and the Environment	Geoffrey Kistruck
Financial Engineering (Concurrent and Stand Alone)	Melanie Cao
Health Industry Management	Joseph Mapa
Post-MBA Diploma in Advanced Management	Mike Valente
Student Representatives:	
GSA Chief Councillor	TBA

Schulich Academic Administrators

Associate Deans:	
Associate Dean Academic	Kevin Tasa
Associate Dean Programs	Ashwin Joshi
Associate Dean Research	Eileen Fischer
Associate Dean External Relations	Theodore Noseworthy
Associate Dean EMBA	Matthias Kipping
Program Directors:	
BBA/iBBA	Burkard Eberlein
EMBA	Matthias Kipping
MBA	Mike Valente
MAcc	Viswanath Trivedi
MBAN	David Elsner
MBAt	Murat Kristal
MMKG	Grant Packard
MFIN	Melanie Cao
MHIA	Amin Mawani
MMAI	Hjalmar Turesson
MMgt	Luke Zhu
MREI	Jim Clayton
MSCM	David Johnston
Ph.D.	Peter Darke
Diploma Directors: (source: ADA Office, website to be updated)	
Advanced Accounting	Viswanath Trivedi
Art, Media & Entertainment Management	Kenneth Rogers
Business and the Environment	Geoffrey Kistruck
Financial Engineering (Concurrent and Stand Alone)	Melanie Cao

Health Industry Management	Joseph Mapa
Nonprofit Management and Leadership	Geoffrey Kistruck
Post-MBA Diploma in Advanced Management	Mike Valente
Undergraduate Specialization Directors: (source: Undergraduate Academic handbook)	
Accounting	Linda Thorne
Business Analytics	Henry Kim
Economics	Irene Henriques
Entrepreneurial & Family Business Studies	Chris Carder
Finance	Ming Dong
Global Business	Farrokh Zandi
Marketing	David Rice, Ela Veresiu
Operations & Supply Management	Adam Diamant
Organization Studies	Ruodan Shao
Responsible Business	Geoffrey Kistruck
Strategic Management	Preet Aulakh
Graduate Specialization Directors: (source: Graduate Academic Handbook)	
Accounting	Linda Thorne
Arts, Media & Entertainment Management	Kenneth Rogers
Business Consulting	Mike Valente
Digital Transformation	Adam Diamant
Entrepreneurship & Innovation	Chris Carder
Finance	Ming Dong
Fintech	Mike Valente
Global Business	Farrokh Zandi
Health Industry Management	Joseph Mapa
Leading People & Organizations	Ruodan Shao

Real Estate & Infrastructure	Jim Clayton
Strategic Management	Preet Aulakh
Strategic Marketing	David Rice, Ela Veresiu
Supply Chain Management	Adam Diamant
Sustainability	Geoffrey Kistruck
Certificate Directors:	
Certificate in International Management (CIM)	TBD
Area Coordinators:	
ACTG	Linda Thorne
ECON	Irene Henriques
FINE	Ming Dong
MKTG	David Rice (Dec. 25, 2025) Ela Veresiu (Jun 30, 2026)
ORGS	Ruodan Shao
OMIS	Adam Diamant
SGMT	Preet Aulakh
SUST	Geoffrey Kistruck
Other Schulich Administrative Roles: (source: Dean's Office)	
Director, Schulich Teaching Innovation Studio	Stephen Friedman
Senior Advisor, Accreditations	Markus Biehl
MGMT 6100 Coordinator	Ingo Holzinger
Director YCG	Kostas Tsambourlianos
Director Global Relations	Theodore Peridis
Director Professional Development and Experiential Education	Minerva Cernea
Centre for Customer Centricity	Ajay Sirsi

Krembil Centre for Health Management and Leadership	Joseph Mapa
George Weston Ltd. Centre for Sustainable Supply Chains	David Johnston
Other University Administrative Roles:	
York University Pension Plan	Pauline Shum Nolan

FACULTY COUNCIL
SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Schulich Faculty Council for the 2025-26 academic year was held via Zoom on **Friday, March 6, 2026** from **11:30am – 1:00 pm**.

MINUTES

In Attendance:

Chair: W. Shen

Vice-Chair: vacant

Secretary: K. Doyle

Assistant: L. Da Silva

Voting Members of Faculty Council Present:

Senior Admin	D. Zwick, M. Annisette, A. Joshi, K. Kanagaretnam, K. Tasa
ACTG	S. Hsu, G. Saxton, X. Su
ARTM	
ECON	I. Henriques
ENTR	
FINE	M. Dong, P. Foroughi, M. Kamstra, Y. Larkin, M. Milevsky, A. Rzeznik
MKTG	P. Darke, M. Giesler, T. Noseworthy, E. Veresiu
MREI	L. Rolheiser
ORGS	C. Bell, I. Hideg, B. Lyons, R. Shao, L. Zhu
OMIS	M. Biehl, D. Elsner, D. Johnston, H. Kim, M. Kristal, D. Oppong-Tawiah, H. Turesson
PLCY	P. Aulakh, M. Kipping, C. McMillan, T. Peridis, W. Sheremata, O. Weber
PROP	
SUST	C. Cho, B. Eberlein, G. Kistruck, D. Matten, M. Valente
Voting CPM's & Director of 601	L. Pan, J. Yeung Do
Student Reps	

Voting Members of Faculty Council Absent:

E. Auster	Y. Deutsch	M. Hussain (GBC)	J. McKellar	H. Rosin (ret.)
K-H. Bae	A. Devine	R. Imanirad	R. McLean	D. Sikri (UBS)
M. Bamber	V. Dhingra	R. Irving (ret.)	G. Morgan (ret.)	J. Tan
T. Beechy (ret.)	A. Diamant	R. Karambayya (ret.)	N. Nandal (GBC)	T. Tandon (GBC)
R. Belk	D. Dimick (ret.)	A. Kecskes	D. Neu	L. Thorne
A. Bhanich-Supapol	J. Everett	P. Laycock (Alum)	L. Ng	Y. Tian
I. Bicer	M. Farjoun	F. Lazar	R. Nguyen (UBS)	V. Trivedi
A. Campbell	E. Fischer	M. Levesque	C. Oliver (ret.)	M. Voronov

M. Cao	B. Gainer	G. Li	G. Packard	S. Weiss
M. Chowdhury (UBS)	L. Giordano (UBS)	A. Liann (Lib. Rep.)	Y. Pan	T. Wesson (ret.)
J. Clayton	C. Graham	I. Macdonald (ret.)	R. Phillips	E. Westney (ret.)
W. Cook (ret.)	T. Gupta (GBC)	A. Madhok	S. Pimenta (UBS)	B. Wolf (ret.)
A. Coutts	I. Holzinger	A. Majzoubi	E. Prisman	L. Wright (ret.)
J. Darroch	D. Horvath (ret.)	A. Mathivathanan (UBS)	A. Rahaman	J.S. Yeomans
A. DeCarufel (ret.)	C. Huang (PH.D)	A. Mawani	M. Rice	J. Zemans (ret.)

Leaves and Sabbaticals:

M. Farjoun (sab)	J. Rungtusanatham (LOA)

Non-Voting Members of Faculty Council Present

J. Fayt	G. Jajjo	Y. Massop	A. Welsh
A. Ferreira	B. Kha	V. Nallathamby (guest)	F. Zandi
B. Gallagher	S. Kerr	C. Niederwanger	M. Zelver
A. Harris	N. Machado	N. Sutherland	

Non-Voting Members of Faculty Council Absent:

B. Abtan	P. Dillon	A. Konson	Z. Necas	K. Vandezande
W. Al-Hussaini	K. Elliot	H. Koren-Cohen	C. Partland	A. Visram
N. Alexandrian	K. Ellis	L. Lakats	B. Pasquali	A. Volodina
S. Babra	A. Fisher	L. Lee	G. Pau	P. Walker
D. Barret	S. Friedman	D. Lennox	S. Penwarden	M. Waxman
M. Bhutani	A. Garber	R. Lynn	P. Pivato	D. Woticky
S. Browne	S. Gargaro	P. Macdonald	J. Pokrajac	R. Young
K. Butzek-Morris	C. Gray	D. Mak	S. Pulver	W. Zhang
S. Calahan	T. Gosse	J. Mapa	G. Sanchez Cuevas	C. Zhuang
C. Carder	J. Guo	R. Mayer	V. Shanmuganathan	J. Pinto
M. Cernea	C. Hardman	T. McQueen	H. Sinker	C. Sachs
J.M. Clark	B. Hrehoruk	T. Medcof	A. Sriharan	C. Sicoli
M. Collyer	C. Hui	G. Milavsky	T. Stubbs	
M. De Luca	S. Hussain	M. Morriello	S. Thomas	

L. De Wilde	V. Ivankine	C. Mueller	A. Thomson	
G. Deans	K. Kim	K.R. Na	T. Tolias	

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

Chair calls the meeting to order at 11:32 am and reads York University's new Land Acknowledgement. Section 3.3 of the consent agenda (finance courses) are to be tabled until the next meeting at the request of the area and in agreement with the MBA Director.

2. **GBC, PhD Student Remarks** (10 minutes)

No students in attendance. UBS sent regrets due to a conference.

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

RECENT EVENTS

- **SCAN GALA**
  - The **Schulich Chinese Alumni Network** – or **SCAN** for short – held its annual Lunar New Year Gala several weeks ago – becoming a great Schulich tradition that fosters strong alumni engagement and global community building
  - Recognized SCAN leadership and pride in supporting the School
  - SCAN members helped establish the new **$250K, five-year North Horizon Foundation partnership** which is funding our Entrepreneur-in-Residence role, student awards and entrepreneurship initiatives
  - SCAN is looking at providing additional scholarship support – alumni investing meaningfully in next generation of leaders
- **Schulich Venture Academy Graduation**
  - Celebrated Fall 2025 **Schulich Venture Academy** graduates last month – advancing our ambition to be **"Canada's Startup Business School"**
  - The Academy continues to expand with **3 new venture clusters** (including AI) and **3 new tracks** (including Venture Sales)
  - We're building a rapidly growing national entrepreneurship network engaging **500+ businesses** and supporting **1,000+ founders** and venture professionals
- **Certificate in Digital Transformation Graduation**
  - On Wednesday of this week, we graduated the inaugural cohort of the **Certificate in Digital Transformation** – senior leaders from across multiple sectors, reflecting that digital transformation is now a leadership imperative everywhere.
  - This certificate is the flagship initiative of the new **Institute of Digital Business** launched in January – focused on linking technology and strategy in an AI-driven environment.

- **Intensive three-month curriculum** spanning digital strategy, innovation, operations, cybersecurity and change leadership – emphasis on competitive advantage, not just tech adoption.
- Enabled by **RBC Foundation support** – this is **a model we are looking to replicate** (premium non-degree certificate programs delivered outside Schulich ExecEd)

STUDENT SUCCESS: STRING OF CASE COMPETITION VICTORIES

- **Schulich MBA Students Win Sustainable Supply Chain Case Challenge**
    - Hosted **3rd annual Sustainable Supply Chain Case Challenge** here at Schulich last month – case focus was on **extreme weather disruptions** (floods, wildfires, storms) and **retail resilience**
    - National competition featuring five schools from across the country – involved two rounds + live finals judged by senior industry leaders with an emphasis on **digitally enabled supply chain solutions**
    - Schulich MBA team "Chain Reaction" won 1st place and the competition featured strong industry support from **Lead Sponsor Loblaw and CITT**

- **Schulich Master of Finance Students Win CFA Ethics Challenge**
    - Two Schulich Master of Finance teams **placed 1st and 2nd** at the **CFA Ethics Challenge Toronto Final** involving schools from across Ontario
    - Competition focus was real-world ethical dilemmas in investment management and featured a 23-hour case turnaround + live Q&A with industry judges
    - The 1st place team is advancing to **national round in May**
    - A Schulich Master of Finance team also placed 2nd at the **CFA Research Challenge Toronto Final** and demonstrated excellence in equity research and valuation
    - Big thanks to faculty advisors **Gregory Pau** and **Alex Abyaneh** for their outstanding mentorship

- **Schulich Graduate Team Wins Supply Chain Case Competition**
    - A Schulich graduate case team placed first at the Telfer D&I Case Competition in Ottawa last week, tackling a sustainability-focused supply chain case sponsored by **Export Development Canada** and Deloitte
    - Notably, **none of the students had a supply chain background**. They applied core Schulich capabilities – analytical rigour, strategic thinking and financial discipline – in a high-pressure, real-world setting
    - A strong example of experiential learning beyond the classroom, made possible by faculty mentorship, alumni support, and dedicated staff across the School – shout out to **coach Joe Fayt**

4. **Non-academic DEDI Initiatives at Schulich** (*Y. Massop*) (20 minutes)

   Y. Massop presented on the School's non-academic decolonization, equity, diversity, and inclusion initiatives. The slide deck from the presentation was circulated to Faculty Council following the meeting.

5. **Other Business**

   None.

6. **Adjournment**

   Motion to adjourn the meeting
   A. Joshi/M. Biehl
   The meeting adjourned at 12:20 pm.

Schulich School of Business
York University

EXECUTIVE COMMITTEE
SCHULICH SCHOOL OF BUSINESS

A regular meeting of the Executive Committee of Faculty Council for the 2025-26 academic year was held remotely (via Zoom) on Friday, February 20 at 11:30 am.

MINUTES

In Attendance:

Chair: W. Shen
Vice-Chair: TBD
Secretary: K. Doyle
Assistant: L. Da Silva

Members of Executive Committee Present:

B. Eberlein (Director, BBA/iBBA; Chair, BBA/iBBA Committee)	**M. Kristal** (Director, MBAt)
C. Cho (Co-Chair, Community & Equity Committee)	**V. Trivedi** (Director, MAcc)
D. Elsner (Director, MBAN)	**M. Valente** (Director, MBA)
I. Hideg (Co-Chair, Community & Equity Committee)	**J. Yeung Do** (Executive Officer)
D. Johnston (Director, MSCM)	**L. Xavier** (President, PhD)
G. Packard (Director, MMKG)	**L. Zhu** (Chair, Community and Equity Committee; Director, MMgt)
S. Pimenta (President, UBS)	

Members of Executive Committee Absent/Regrets:

T. Arora (President, GBC)	**M. Kipping** (Associate Dean, EMBA; Director, EMBA)
M. Cao (Director, MF)	**A. Mawani** (Director, MHIA)
J. Clayton (Director, MREI)	**T. Noseworthy** (Associate Dean External Relations)
P. Darke (PhD Program; Chair, PhD Committee)	**K. Tasa** (Associate Dean Academic; Chair, Master Programs Committee & Programs Coordinating Committee & EMBA Committee)
E. Fischer (Chair, Tenure & Promotions Committee) (Associate Dean Research; Chair, Research & Library Committee)	**H. Turesson** (Director, MMAI)
S. Hsu (Chair, Student Affairs Committee)	**J. Yeomans** (Director, MBAN and MMAI)
A. Joshi (Associate Dean Programs, Nominating Committee)	**D. Zwick** (Dean)

K. Kanagaretnam (Associate Dean Students; Chair, Masters Admissions Committee)	

1. Welcome & Chair's Remarks

The Chair calls the meeting to order at 11:31 am and provides a brief overview of the university budget consultation for 2025-26.

2. Review of March Faculty Council Agenda and Documentation

The committee approves the agenda by consensus.

3. Other Business

None.

4. Adjournment

The meeting adjourned at 11:35 am.