

**FACULTY COUNCIL
SCHULICH SCHOOL OF BUSINESS**

A meeting of the Schulich Faculty Council for the 2015/2016 academic year will be held on
Friday April 29th 2016 at 11:30 am in SSB E111.

AGENDA

	Pages
1. Welcome & Chair's Remarks	
2. Enquiries & Communications	
a) Presentation by VP Research & Innovation Robert Haché: Plan for the Intensification and Enhancement of Research	
b) Presentation by Teaching Commons Director Celia Popovic	
c) For Information: Senate Synopses (2016.02.25, 2016.03.31)	1-5
d) For Information: Cyclical Review (2005-2013) Final Assessment Report	6-11
3. Dean's Remarks	
4. PHD/GBC/UBS Initiatives	
5. BBA/iBBA Program Committee	
a) Motion: New Course Proposal for ENTR 4400 3.00 - Applied Entrepreneurship Field Study: Competitiveness of Entrepreneurial Firms (<i>D. Zwick</i>)	12-29
6. MBA Program Committee	
a) Motion: New Financial Risk Management Specialization for MBA/IMBA (<i>M. Kamstra</i>)	30-34
b) Motion: Retiring the Financial Engineering (FNEN) Specialization for MBA/IMBA (<i>M. Kamstra</i>)	35-36
c) Motion: Changes to the Financial Engineering Concurrent and Stand Alone Diplomas: (<i>M. Kamstra</i>)	37-39
1. Replacing FNEN 6210 3.00 - Portfolio Management with FINE 6200 3.00 - Investments	
2. Replacing FNEN 6810 3.00 - Derivative Securities with FINE 6800 3.00 - Options, Futures and Other Derivative Securities	
d) Motion: Change to the Financial Engineering Concurrent Diploma: (<i>M. Kamstra</i>)	37-39
1. Replacing CSE 5910 3.00 - Software Foundations with FNEN 6820 3.00 - Advanced Derivative Securities	
e) Motion: New Course Proposal for ENTR 6400 3.00 - Applied Entrepreneurship Field Study: Competitiveness of Entrepreneurial Firms (<i>M. Biehl</i>)	40-57
7. PhD Program Committee	
a) Motion: New Course Proposal for DCAD 7060 3.00 - Introduction to Applied Statistics (<i>E. Fischer</i>)	58-77
8. Adjournment	

If you are unable to attend, please send regrets to Emily Rush at erush@schulich.yorku.ca.

CONSENT AGENDA

A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, a member of the Council of the Faculty of the Schulich School of Business advises the Chair, James McKellar, of a request to debate it.

	Pages
1. BBA/iBBA Program Committee	
a) Curriculum Changes	78
1. ENTR 3400 3.00 - Business Essentials for Technology Entrepreneurs I (prerequisite)	79-90
2. ENTR 3600 3.00 - Business Essentials for Technology Entrepreneurs II (prerequisite)	91-104
3. ENTR 4500 3.00 - Entrepreneurship and Technology Ventures (prerequisite note & CCE)	105-113
4. ENTR 4600 3.00 - Entrepreneurship and New Venture Creation (CCE)	114-124
2. MBA Program Committee	
a) Curriculum Changes	
1. FINE 6400 3.00 - International Financial Management (prerequisite)	125-126
2. FNEN 6210 3.00 - Theory of Portfolio Management (deletion)	127-128
3. FNEN 6810 3.00 - Derivative Securities (deletion)	129-130
4. FNEN 6820 3.00 - Advanced Derivative Securities (prerequisite)	131-132
5. FNEN 6840 3.00 - Enterprise-wide Financial Risk Management (prerequisite)	131-132
6. FNEN 6850 3.00 - Fixed Income Securities (prerequisite)	131-132
7. FNSV 6700 3.00 - Management of Risk in Canadian Financial Institutions (title)	133-145
3. PhD Program Committee	
a) Independent Studies Policy	146-147
4. Minutes from Previous Meeting: April 1st 2016	148-152

Important Dates:

Next Meeting: Friday May 27th (last meeting of the 2015-16 year)

The Senate of York University

Synopsis

The 623rd Meeting of Senate held on Thursday, February 25, 2016

University Academic Plan 2015-2020

Senate approved **University Academic Plan 2015-2020** as recommended by the Academic Policy, Planning and Research Committee. The new UAP was developed by APPRC and its Technical Sub-Committee during an intensive community consultation process culminating in Senate's approval.

Remarks

The Chair of Senate, Professor George Comninel, invited Senators to attend a memorial following the meeting for Professor Ellen Meiksins Wood, a long-time member of the Political Science Department and Fellow of the Royal Society of Canada.

The President, Dr Mamdouh Shoukri, reported on a successful trip to India as a delegate with Premier Wynne's recent trade mission. His itinerary included visits to Schulich's Hyderabad campus and other institutions with close ties to York. A decision on funding for the Markham Centre Campus is expected in the near future. Canadian universities remain optimistic that the federal government will enrich support for research and infrastructure. Seventeen York graduates serving as Members of Parliament (including Navdeep Bains, the Minister of Innovation, Science and Economic Development) attended a dinner hosted by the University in Ottawa.

The President's monthly "Kudos Report" can be accessed from the agenda package.

President's Research Awards for 2016

The Awards Committee profiled recipients of the 2016 President's Research Awards, Professor Bridget Stuchbury (Department of Biology, Faculty of Science) and Professor Rebecca Pillai-Riddell (Department of Psychology, Faculty of Health).

Reports

Under the auspices of the Academic Policy, Planning and Research Committee, Provost Rhonda Lenton and Vice-President Finance and Administration Gary Brewer provided an update on planning for the Markham Centre campus.

A presentation on planning for the Markham Centre campus can be accessed with other material posted on the Senate Website.

Approvals

Senate approved changes to its Rules and Procedures as recommended by the Executive Committee.

The Senate of York University

Synopsis

Senate approved recommendations made by the Academic Standards, Curriculum and Pedagogy Committee to

- establish a *Policy and Guidelines on Withdrawn from Course Option* and a *Policy on Course Relief*
- amend the Senate Policy *on Repeating Passed or Failed Courses for Academic Credit*
- establish new degree options for BA and BSc Programs in Global Health (Faculty of Health)
- close the BA Programs in Italian Culture (Department of Languages, Literatures & Linguistics, Faculty of Liberal Arts & Professional Studies)
- change requirements for the Specialized Honours BA and iBA Programs in Translation (School of Translation, Glendon)
- convert the admission pathway to the Specialized Honours BA and iBA programs in Translation (School of Translation, Glendon) from delayed- to direct-entry, revise admission requirements, and rename its Francophone and Anglophone Streams
- change program and admission requirements for the Certificate in Urban Ecologies, Faculty of Environmental Studies
- amend the Community Arts Practice Certificate, Faculty of Environmental Studies and School of the Arts, Music, Performance & Design by changing its name to *Cultural and Artistic Practices (CAP) for Environmental and Social Justice*; de-link the School of the Arts, Music, Performance & Design as a co-host; revise requirements; and increase the GPA necessary for conferral of the Certificate
- change requirements for the BFA Program in Dance (Department of Dance, School of the Arts, Music, Performance & Design)
- change requirements for the General Education Requirements for BA Programs in the Lassonde School of Engineering
- close the Athletic Therapy Certificate, Consecutive Option (School of Kinesiology & Health Science, Faculty of Health)

Notice of Statutory Motion

APPRC gave notice of its intention to recommend approval of a Department of Computational Arts in the School of the Arts, Media, Performance and Design.

Committee Information Reports

Senate Executive informed Senators that it had approved the addition of four individuals to the pool of prospective honorary degree candidates as recommended for approval by the Sub-Committee on Honorary Degrees and Ceremonial. The Acting Vice-Chair of Senate, Professor Ian Roberge, announced that the Executive would soon issue its annual call for expressions of interest in Senate committee membership and other positions in anticipation of spring elections.

The Awards Committee submitted a report on the disbursal of undergraduate awards.

The Senate of York University

Synopsis

The Appeals Committee filed its 2014-2015 annual report on Faculty and Senate petitions and appeals.

In addition to other matters described in this synopsis, APPRC advised Senate of the topic of discussion for its annual meetings with the Deans, Principal and University Librarian.

ASCP reported that it had approved minor modifications for the following:

Arts, Media, Performance and Design

- Specialized Honours BFA, Dance, Choreograph/Performance Stream Minor Degree Option
- Honours BFA Joint Diploma-Degree Program with Canada's National Ballet School (Option A)
- Honours BFA Joint Diploma-Degree Program with Canada's National Ballet School (Option B)

Graduate Studies

- Master of Design Program
- Graduate Diploma in Professional Accounting
- PhD program in Physics & Astronomy

Glendon

- Accelerated BA program in Translation

Health

- Specialized Honours BA and BSc programs in Global Health

LA&PS

- Classical Studies program (new rubric of CLST)

Science

- Specialized Honours BSc Program, Physics & Astronomy, Space Sciences Stream
- Specialized Honours BSc Program in Biophysics
- BSc Program in Environmental Biology

Please refer to the full Senate agenda posted online for details about these items.

<http://secretariat.info.yorku.ca/files/senate-agenda-20160216.pdf>

Senate's next meeting will be held at 3:00 p.m. on Thursday, March 24, 2016.

The Senate of York University

Synopsis

The 624th Meeting of Senate held on Thursday, March 31, 2016

Remarks

The Chair of Senate, Professor George Connell, wished students and faculty members well as the Winter Term was ending and welcomed the Chair of the Board of Governors, Rick Waugh, who spoke of the importance of the search for the next President and Senate's vital contributions to the process.

The President, Dr Mamdouh Shoukri, reported on postsecondary education elements of the March 23 federal budget. Members have been named to the President's Advisory Committee on Inclusion which will take a lead in further redeeming the University's commitment to diverse and inclusive campuses. The University's formal partial designation as a provider of French language services is a positive recognition of the role played by the University and Glendon. The University is assisting Professor Felipe Montoya and his family in their efforts to obtain permanent residency, and President Shoukri urged Senators to lend their support.

The President's monthly "Kudos Report" can be accessed from the agenda package.

Senate Advisory Statement to the Presidential Search Committee

Senators offered their thoughts on the contents of an advisory statement to the Presidential Search Committee which will be brought to Senate for approval in April after input from Faculty Councils and Senate committees.

Approvals

Senate approved the establishment of a Department of Computational Arts in the School of the Arts, Media, Performance and Design. Academic units are formally approved by the Board of Governors with the concurrence of Senate.

Senate approved recommendations made by the Academic Standards, Curriculum and Pedagogy Committee to establish

- the Degree of Master of Management, Schulich School of Business / Faculty of Graduate Studies
- a Master of Management Program, Schulich School of Business / Faculty of Graduate Studies
- a Dual Credential Program: Master of Public and International Affairs at York University and the Maîtrise en Affaires publiques at Laval University, Glendon / Faculty of Graduate Studies
- a Minor Degree Option in Human Resource Management, School of Human Resource Management, Faculty of Liberal Arts & Professional Studies
- a 90-Credit Degree Option within the BA Program in Digital Media, School of the Arts, Media, Performance and Design / Lassonde School of Engineering
- a Game Arts Stream within the BA Program in Digital Media, School of the Arts, Media, Performance and Design / Lassonde School of Engineering

The Senate of York University

Synopsis

Committee Information Reports

Senate Executive advised that it had issued the annual call for expressions of interest in Senate committee membership and other positions elected by Senate. It also confirmed that a motion first considered under other business at the February meeting had been withdrawn.

APPRC urged Senators to participate in the next stage of consultations on the Plan for the Intensification and Enhancement of Research (PIER). The draft report can be accessed from this link

<http://pier.info.yorku.ca/files/2016/03/DRAFT-PIER-REPORT-March-2016.pdf>

ASCP advised Senate on implementation plans for the three “academic forgiveness” policies approved in February 2016 and reported that it had approved minor modifications for the following:

School of the Arts, Media, Performance and Design

- BA programs in Human Rights and Equity Studies (change to requirements)

Lassonde / Graduate Studies

- Graduate Program in Electrical Engineering and Computer Science (revised rubric)

APPRC and ASCP jointly conveyed a report from the Joint Sub-Committee on Quality Assurance and the Annual Report on Non-Degree Studies prepared by the Vice-Provost Academic, Alice Pitt.

Please refer to the full Senate agenda posted online for details about these items.

<http://secretariat.info.yorku.ca/files/senate-agenda-20160216.pdf>

Senate’s next meeting will be held at 3:00 p.m. on Thursday, April 28, 2016.

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



Report to the Full Committees

The Sub-Committee met on October 20, 2015 and on November 19, 2016 and submits the following report to the full Committees.

1. Membership and Chair for 2015-2016

The Sub-Committee's membership for 2015-2016 is as follows:

Gerald Audette (Member designated by ASCP)
 Barbara Crow (Dean of Graduate Studies ex officio)
 Karen Krasny (Member designated by APPRC)
 Alice Pitt (Vice-Provost Academic ex officio)
 Tom Scott (Member designated by ASCP)
 George Turlakis (Member designated by APPRC)

Robert Everett (APPRC) and Cheryl Underhill (ASCP) serve as the Sub-Committee's secretaries. Additional support is provided by Julie Parna (Office of the Vice-Provost Academic) and Sarah Whitaker (Office of the Dean, Faculty of Graduate Studies). Frances Valerio (Office of the Vice-Provost Academic) helped to manage Cyclical Program Reviews in 2015. Ms Valerio has since moved to a new position, and the Sub-Committee is grateful for her contributions.

Professor Turlakis has agreed to chair the Sub-Committee again this year.

2. Forecast of Items for the Year

The Sub-Committee has received and accepted advice from Vice-Provost Pitt on matters that should be prioritized for the year.

Process: In addition to improved workflow processes to support program reviews and program development, guidelines need to be updated to reflect and align with university priorities and key performance indicators. Data resources need to be further developed.

Governance: The role of the Dean under YUQAP needs to be clarified and graduate program approval processes need to be established within anchor Faculties. Communication flow needs to be improved.

Data: Data and guidelines need to be aligned; additional information, such as alumni satisfaction, market and student interest, needs to be gathered to support the various curriculum and program review processes.

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

Assessment/evaluation Criteria: Criteria for assessing the potential of new programs and for evaluating the quality of existing programs need to be developed and communicated to assist decision making and greater clarity around expectations for program performance. A core feature of the quality assurance system adopted in Ontario is the articulation of degree and program expectations as well as the identification, communication and assessment of student learning outcomes. Programs need support if they are to strengthen their capacity to create and assess appropriate student learning outcomes.

It was recalled that the Sub-Committee had reported to APPRC and ASCP that there had been “preliminary discussions about the utility of adopting a system whereby CPRs would constitute a decision moment for new or established programs, that is they would result in a recommendation about their continuation (akin to an ORU charter). This suggestion, raised by Dean Singer, also emerged in the round of discussions with academic planners, and the Committee believed it was appropriate for the Sub-Committee to pursue this idea” (APPRC Minutes, May 14, 2015). The Sub-Committee plans to take up this matter during the year.

3. Quality Council Audit

The Committee prepared for its meeting with the Quality Council’s audit team in October and met with the auditors in November. Members actively participated during the site visit. We appreciated very much the contributions made by other members of ASCP and APPRC to the discussion. The auditors’ report is due imminently. It will be shared with APPRC and ASCP after it has been studied by the Sub-Committee.

4. Schedule of Cyclical Program Reviews

a. Updated Schedule of 2015-2016 Reviews

The Sub-Committee received the schedule of CPRs due in 2015-2016 – which will be a particularly busy year -- which has now been posted on the Quality Assurance Website at

<http://yuqap.info.yorku.ca/files/2015/01/ROTA-2015-16.-updated-November-11-2015.pdf>

b. Changes in Schedule, De-coupling of Graduate, Undergraduate Reviews

Two changes to the schedule were proposed. The Sub-Committee concurred with the Vice-Provost’s recommendations.

5. Status of Quality Council Decisions and General Issues Associated with Submissions in 2014-2015

a. New Programs and Major Modifications

Academic Policy, Planning and Research Committee

Report to Senate (cont'd)

The Sub-Committee noted a year-end report on the status of Quality Council decisions. All seven of the proposals approved by Senate in the “new and expedited” categories from November 2014 to February 2015 were approved to commence. However, the MASc and PhD programs in Mechanical Engineering MASc and PhD programs in Civil Engineering were approved to commence with a report (focusing on dedicated faculty) in May 2015.

The Sub-Committee was advised that efforts are underway to address some of the ambiguities that remain in terminology applied to various kinds of curriculum, notably the options available to graduate students within certain programs. The Sub-Committee strongly supports those efforts.

6. Cyclical Program Review Reports

a. Completed Cyclical Program Reviews

Attached are the Final Assessment Reports for CPRs completed in the autumn and subsequently transmitted to the Quality Council. In some instances the Sub-Committee delayed completion of the process pending receipt of clarifications and elaborations from the Faculties involved.

The Sub-Committee continues to explore refinements to the dossiers presented. In particular, and given the detail that now appears in Final Assessment Reports, it would appear most beneficial for the Deans and Principal to highlight two or three matters that they believe warrant priority attention. This would provide the Sub-Committee with a base line by which to assess 18-month follow-up reports and, more importantly, for program and Faculty planners to ensure that key issues are prioritized.

b. 18 Month Follow-up Reports

The Sub-Committee has accepted the Vice-Provost's offer to prepare a template for 18-month follow-up reports (see also item 6 a, above).

G. Turlakis, Chair

Business Administration, Schulich School of Business, Undergraduate and Graduate

Cyclical Program Review – 2005 - 2013

Final Assessment Report and Implementation Plan

Reported to Joint-Committee on Quality Assurance: November 2015

**OFFICE OF THE
 VICE-PROVOST
 ACADEMIC**

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 KANEFF TOWER
 4700 KEELE ST
 TORONTO ON
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Program description:

The Schulich School of Business offers a portfolio of degree programs at all three degree levels – two bachelor degrees (BBA and IBBA), three MBA degrees (MBA, IMBA, EMBA), three Masters degrees (MAcc, MF, MBAN), two stand-alone diplomas (PDAM and Financial Engineering) and a PhD program with specializations in six fields. Within the MBA, six subject-matter concentrations offer students the opportunity to earn a graduate diploma during the normal process of fulfilling their MBA requirements. Students may also pursue a combined JD/MBA or MA/MBA within York University. Schulich is predominantly a graduate business school in terms of programs offered, student fulltime-equivalent enrolment, and course offerings. Nevertheless, the bachelor degree programs are a very important part of the School’s mandate.

Program	Accepts 2013	Enrolment FTES 2013	Degrees Awarded 2013
Undergraduate	449	1740	371
Masters	608	979	620 (plus 56 Diplomas)
PhD	10	47	8

Reviewers appointed by the Vice-Provost Academic:

Dr. Jay Handelman, Associate Dean Research and Associate Professor, Queen’s School of Business, Queen’s University

Barbara Trenholm, Professor Emeritus, Faculty of Business Administration, University of New Brunswick

Dr. Stan Shapson, Professor, Faculty of Education, York University

Site Visit: May 19 and 20, 2015

The reviewers met with selected key University Administrators including the Vice-Provost Academic and the Dean of Graduate Studies. Interviews were conducted with all of Schulich’s key stakeholders including the Management Committee, Directors of programs and areas of specialization, Research and Teaching support members, MBA and Master of Accounting students, and selected alumni and Schulich Advisory Board members. The review team was given full access to the both the York campus facilities of Schulich as well as the Miles Nadal Management Centre in downtown Toronto. The Review Team had the opportunity to speak to MBA and Master of Accounting students prior to classes. The reviewers felt that all participants were open, transparent, and eager to work with us for the betterment of the School.



Outcome: The Joint-Committee on Quality Assurance concluded that the Decanal response adequately addressed the review recommendations. Follow-up report due May 2017.

Program Strengths:

The Schulich School of Business has a clear and focused mission and vision. The Review Team was impressed with the School's dedication to developing and adhering to its strategic plan while continually scanning its external environment for necessary changes. Schulich's competitive advantages include internationalization, innovation, and diversity. The Review Team was able to see the many ways in which the ethos "change was the norm and not the exception" is enacted throughout the School. It is this commitment to, and practice of, "continuous improvement" that allows Schulich to ensure the quality of its program curricula and successful delivery of each program's learning outcomes. The School's continuous internal review process has led Program Managers at the graduate and undergraduate level to arrive at very meaningful and insightful Degree Level Expectations that genuinely guide program development and delivery. The Review Team noted that the current building was at capacity but steps were underway to address expansion.

Opportunities for Program improvement (selected from self-study and reviewers' report)

Schulich has made a significant investment in the Career Development Centre in order to provide Undergraduate and Master's students with further skill development to help them prepare for the job market, however, student satisfaction with this element of student services is low. As the student body grows, additional support may be required and how to offer that in the context of York University services will be a subject of discussion.

The Review team noted that funding for PhD students appears to be low compared to other business schools. There was a strong recommendation that there be a concerted effort be placed in the Masters programs to ensure that students appreciate the importance of ethics and codes of conduct in today's workplace and broader society.

Support for Faculty teaching will be enhanced by the Schulich Centre for Teaching Excellence. Support for research funded Tri-Council competitions as well as mentorship for new faculty would enhance research outcomes and the opportunity for knowledge mobilization.

Decanal Implementation Plan (selected)

Schulich has engaged a new director of the Career Development Centre (in 2014) who has taken strong action that improved the variety of firms recruiting Schulich graduates and has increased the recruitment field. In addition a reorganization of the Student Services area (2014) will lead to enhanced student service support. In 2015, software and hardware technology to support student accommodation was acquired to provide in-house support for examinations. Staff is undertaking additional training around student mental health issues.

In 2015 Schulich appointed a director of the Schulich Centre for Teaching Excellence (SCTE) and will also appoint an Associate Director support for service to and development of faculty members. Additional support will be provided by an Academic Affairs Officer,

expected in late 2015 or early 2016.

PhD student support for research and teaching development is a priority. Funding for PhD students was increased for Fall 2015 and is being further reviewed. Support for PhD writing and conference attendance is being examined in the coming year.

A number of measures are in place to support Faculty research but in the coming academic year additional support opportunities will be evaluated.

Schulich was disconcerted at the findings related to ethics and has committed to reminding faculty the importance of drawing out ethical issues in their courses, particularly through case studies and class discussion. Program committees and administrators will also be mindful of this.

The space issue which affects faculty, staff and students is being pursued actively in our plans for a new addition to the Seymour Schulich Building. The space addition has already been designed and approved by the University's Board of Governors—fund raising is under way.

Summary

The Schulich School of Business has a clear and focused mission and vision. The Review Team was impressed with the School's dedication to developing, and adhering to, its strategic plan while continually scanning its external environment for necessary changes. Schulich's competitive advantages include internationalization, innovation, and diversity. The Review Team was able to see the many ways in which the ethos "change was the norm and not the exception" is enacted throughout the School. Enhancements for the programs focused on student service, in particular career development support, mental health support and funding. The Dean's Implementation Plan outlined action items for the coming year. Support for Teaching will be enhanced through the Schulich Centre for Teaching Excellence (SCTE) which hired a new director in 2014. Additional ways to support the research of Faculty and PhD students are under review.

Alice J. Pitt
November 2015

To: Faculty Council, Schulich School of Business
From: Professor Detlev Zwick, BBA/iBBA Program Director
Date: April 12, 2016
Re: BBA/iBBA Program Committee Motion

MOTION:

That Faculty Council approves the following new course proposal:
SB/ENTR 4400 3.00: Applied Entrepreneurship Field Study: Competitiveness of Entrepreneurial Firms

RATIONALE:

The undergraduate program leadership aspires to add continuously relevant, high quality experiential learning opportunities to the undergraduate curriculum. This aspiration is shared by the school's leadership. Therefore, the school has partnered with Entrepreneur's Organization (EO) Toronto and Riipen to provide a field study course on Entrepreneurship. EO, Canada's leading entrepreneurial organization, is dedicated to "giving back" to the community and to providing opportunities and education to individuals who are considering an entrepreneurial career path. Riipen is a platform to enable companies and students to arrange mutually beneficial work/learning experiences.

In this course, these two resources are leveraged to provide BBA/iBBA students the opportunity to obtain firsthand experience inside an entrepreneurial organization, and to get a practitioner's perspective on the challenges growing organizations face.

Student groups admitted to the course will be paired with an EO member for the term to either:

- conduct research on a challenge or opportunity that is currently facing an entrepreneurial company
- work on a short term project that is of importance to an entrepreneurial company

Students will also participate in a limited number of classes that emphasize consulting, market research and presentation skills.

York University
Schulich School of Business

BBA/iBBA NEW ELECTIVE COURSE PROPOSAL FORM

1 Course Number and Credit Value:

Schulich BBA and iBBA Programs
ENTR 4400 3.00

2 Long Course Title:

Applied Entrepreneurship Field Study: Competitiveness of Entrepreneurial Firms

3 Short Course Title:

Applied Entrepreneurship Field Study

4 Effective Session:

Winter 2017

5 Course Description for the Undergraduate Course Registry and Calendar:

This course provides students with firsthand experience of the opportunities and challenges growing organizations face. Student groups are paired with an entrepreneurial firm to research an opportunity or project for the firm. Limited classes emphasize consulting, market research and presentation skills. Prerequisites: Students must have completed at least second year of the BBA or iBBA program. Admission by instructor's permission.

6 Pre-requisites and/or Co-requisites:

Prerequisites/Corequisites/Course Exclusions: Students must have completed the equivalent of at least second year of the BBA/iBBA program. Students must apply for the course with a current resume and list of courses taken. Admission is by permission of the instructor.

7 Rationale:

This course is expected to provide students with an opportunity to put their learning in core courses and other entrepreneurship courses into practice in an integrative way. This experiential learning opportunity will reach across courses in marketing, strategy, finance, accounting, organizational behavior, operations, leadership and analysis to enable the holistic

focus on a specific organizational problem. At the same time, the course will provide Schulich with better linkages into the business community, with the potential for increased employment opportunities for graduates.

**8 Instructors and Faculty Coordinator:
Initial Instructor**

Steve Pulver is expected to teach this course, with back up coming from Charlene Zietsma if necessary. The course is expected to be offered each spring.

Alternative Instructors

Listed above

Course Coordinator

Charlene Zietsma

**9 Specializations:
Primary Area or Specialization**

Entrepreneurial and Family Business Studies

Secondary Areas or Specializations

NA

10 What will be the structure of the contact hours of this course each week?

This course requires four sessions in available classrooms, as well as meeting days in small meeting rooms, which are readily available. No additional physical resources are required for this course.

11 Maximum enrolment

30

Expected Student Enrolment:

10-15

Evidence for enrolment expectations:

Earlier versions of this course in a directed studies version have each attracted 10-15 BBA/iBBA students without being offered through the registration system and without significant advertising. The course is run at the same time as one for MBA students, and together the BBA/iBBA and MBA versions are expected to attract 30 students.

12 Human Participants Research

N/S

13 If any special computer facilities, teaching materials, or physical facilities are required, please list them.

No additional physical resources are required for this course.

14 Course Outline: Attached

See attached

15 Library Statement:

As attached

Textbook: Smith, Jaynie and William Flannagan (2006). *Creating Competitive Advantage: Give Customers a Reason to Choose You Over Competitors*, New York: Doubleday. (Available from Amazon).

Resources from Harvard Business School Publishing (to be included in a downloadable coursepack):

When Consultants and Clients Clash. Harvard Business School Press Reprint 97605X.
Market Research: Listen & Learn. **Product #:** 2750BC-PDF-ENG, Harvard Business School Press.
Why the Lean Start Up Changes Everything. Reprint R1305C, Harvard Business School Press.

Course Originator:

Signature _____

Name Charlene Zietsma

Date _____

Area or Program: ENTR

Supporting Faculty Members:

(The course originator should consult with other interested parties and obtain their approval signatures.)

The undersigned have examined this course proposal and feel it is a worthwhile addition to the curriculum and does not, to our knowledge, significantly duplicate the content of existing course offerings.

Yuval Deutsch
Signature

ENTR – Associate Professor
Area or Position

Geoffrey Kistruck
Signature

ENTR – Associate Professor
Area or Position

James Darroch
Signature

ENTR – Associate Professor
Area or Position

Eileen Fischer
Signature

MKTG – Professor
Area or Position

Moren Levesque
Signature

OMIS – Professor
Area or Position

Larry Ginsberg
Signature

ENTR – Part-Time Faculty
Area or Position

Steve Pulver
Signature

ENTR – Part-Time Faculty
Area or Position

Sofia Johan
Signature

ENTR – Part-Time Faculty
Area or Position

Greg Milavsky
Signature

ENTR – Part-Time Faculty
Area or Position

Approvals:

16.1 Area or Specialization:

This Area/Specialization has reviewed this course proposal and supports the addition of this course to the BBA and/or iBBA curriculum.

Signature

Date

Area Coordinator or Specialization Director

Area or Specialization

16.2 Program:

The BBA/iBBA Program Committee recommends that this new course be added to the list of the courses specified for the program.

Detlev Zwack

Chair, BBA/iBBA Committee (signed)

NOTE: Required Attachments

- Schulich course outline: must conform to program norms; available from the members of Schulich Associate Dean Academic office.
- Librarian's statement indicating that adequate library resources are available for the course
- If applicable, a completed Human Participants Research Protocol form available from the Schulich Associate Dean Research.

SEND TO:

Send an electronic copy of all forms and attachments, and forward emails of support from other faculty members to:

BBA/iBBA Secretary: Nicola Jagdeosingh (njagdeosingh@schulich.yorku.ca)

Program: Schulich BBA/iBBA Program

Course Number: ENTR 4400

Credit Value: 3.00

Long Course Title: Applied Entrepreneurship Field Study: Competitiveness of Entrepreneurial Firms

Short Course Title: Applied Entrepreneurship Field Study

Winter 2017

Instructor

Steve Pulver

Office: SSB N305P

Phone:(416) 540 9167 (cell)

(416) 487 6346 (home)

e-mail: spulver@schulich.yorku.ca

Assistant

Clara Kan

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Course Leadership

Steve Pulver has been an entrepreneur for more than 30 years. He has started, bought and sold a number of business, and brings this practical experience, and Schulich MBA to ENTR 6900 making the course relevant and meaningful to students.

His experience is in the area of marketing and advertising consumer goods with Procter & Gamble, CBS Records, his own firm, Echo Advertising and a number of other organizations. Of note, he funded his MBA by writing and performing stand-up comedy across North America. His perspective reflects these varied experiences.

All communication or questions with respect to the course should be addressed Steve (spulver@schulich.yorku.ca).

Calendar (short) Course Description

This course provides students with firsthand experience of the challenges growing organizations face. Student groups are paired with an entrepreneurial firm to research an opportunity or project for the firm. Limited classes emphasize consulting, market research and presentation skills. Prerequisites: Students must have completed the equivalent of at least the first two years of the full time BBA/iBBA program. Admission by instructor's permission.

Expanded Course Description

The Schulich School of Business has partnered with EO Toronto and Riipen to provide a field study course on Entrepreneurship. EO, Canada’s leading entrepreneurial organization, is dedicated to “giving back” to the community and to providing opportunities and education to individuals who are considering an entrepreneurial career path. Riipen is a platform to enable companies and students to arrange mutually beneficial work/learning experiences.

This course is designed to provide BBA/iBBA students the opportunity to obtain firsthand experience inside an entrepreneurial organization, and to get a practitioner’s perspective on the challenges growing organizations face. Projects vary widely in scope and nature of company/industry/topic, thus students should be willing and prepared to take on projects as assigned.

Student groups admitted to the course will be paired with an EO member for the term to either:

- conduct research on a challenge or opportunity that is currently facing an entrepreneurial company
- work on a short term project that is of importance to an entrepreneurial company

Students will also participate in a limited number of classes that emphasize consulting, market research and presentation skills.

Prerequisites/Corequisites/Course Exclusions: Students must have completed the equivalent of at least the first two years of the full time BBA/iBBA program. Students must apply for the course with a current resume and list of courses taken. Admission is by permission of the instructor.

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Course Learning Outcomes

Through the course, we expect that students will:

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

2. Gain experience in scoping a real business problem facing an entrepreneurial organization, and designing a research plan to address that problem.
3. Learn to implement a research plan and adapt it in real time as data collection and analysis reveal new insights, and feedback processes fine tune understandings.
4. Enhance ability to work with clients in a consulting relationship, scoping a problem, designing a research plan and delivering interim and final reports that meet client needs and ensure maximum buy-in.
5. Learn to produce a compelling final report that clearly addresses the scope of the client problem and effectively presents research and analysis to provide recommendations for the client's issue.

Evaluation

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

Assignment	Deadline/Date	Quantity	% Weight	Total %	Author
Project Plan	January 30, 2017	1	20%	20%	Team
Status Report	March 6, 2017	1	20%	20%	Team
Final Report	April 3, 2017	1	40%	40%	Team
Reflective Journal	April 1, 2017	1	20%	20%	Individual
				100%	

Please note that the focus on group work is meant to reflect the nature of an entrepreneurial firm wherein people regularly form teams to work on key issues. The best time to deal with discord within a group is when it appears, rather than when the final project is due. If team members experience disagreement that they cannot resolve themselves, they should speak with the instructor.

To ensure that the team members each deliver on their commitments to the project, a formal peer evaluation process will be used. A peer grade allocation process will be used to assess the contributions of individual members to the team. Criteria for the peer evaluation include attendance and participation at team meetings; preparation for meetings; cooperativeness in getting work done; time and effort put into the project; timeliness and quality of the work; use of interpersonal and group dynamic skills, and any other elements of teamwork. Take this very seriously, because your instructor does. The instructor will consider this input in assigning the final grade.

Course Material

Required Readings:

Required readings for this course include a downloadable coursepack as well as the following book, available for purchase from Amazon or other popular book outlets.

Smith, Jaynie and William Flannagan (2006). *Creating Competitive Advantage: Give Customers a Reason to Choose You Over Competitors*, New York: Doubleday.

The Coursepack contains additional Harvard Business Review readings. The coursepack is downloadable from Harvard at the following site: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx.

Course Materials Database (CMD):

A Course Materials Database ('CMD') has been created for this course within Lotus Notes. Every CMD includes some important general information for Schulich students. I post rubrics, resources and special instructions on assignments on the CMD. Please get into the habit of checking the CMD on a regular basis. Feel free to e-mail me with questions or concerns throughout the term.

Expectations of Students in the Course

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

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

Assessment Presentations. You will be asked to present your Project Plan and Status Report to your academic project supervisor as a team on or around the due dates (to be scheduled at a mutually agreed upon time). All team members must participate in these presentations. Special arrangements may be made for virtual participation should it be impossible to meet otherwise.

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

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

Class-by-Class Syllabus

<p>Week 1 Class 1 Intro</p>	<p><u>Introduction to the Practicum</u></p> <p>Read:</p> <ul style="list-style-type: none"> • Text: Creating Competitive Advantage (entire book) <p>We will discuss the scoping process, the research process, and the importance of confidentiality. Assignments, course procedures and grading guidelines will also be discussed.</p>
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Week 2 Class 2	<p><u>Talking to Clients</u></p> <p>Case Prep: HBR Case: When Consultants and Clients Clash. Harvard Business School Press Reprint 97605X (in Coursepack).</p> <p>We will discuss the case and identify some key issues of importance when talking to clients. A guest speaker will discuss client relations, and students will role play different client communication scenarios.</p>
Week 3 Class 3 Market Research	<p><u>Market Research</u></p> <p>Read: Market Research: Listen & Learn. Product #: 2750BC-PDF-ENG, Harvard Business School Press (in Coursepack). Why the Lean Start Up Changes Everything. Reprint R1305C, Harvard Business School Press (in Coursepack).</p> <p>A guest speaker will talk about conducting market research.</p>
Week 4 Project Plan Submitted	<p>Project Plan <u>Project Plan Document Submitted</u></p> <p>The team presents their plan for the project and the instructor provides feedback to the presentation in a 1 hour meeting.</p>
Week 5 Optional Project Plan Feedback Meeting	<p><u>Optional Project Plan Feedback Meeting</u></p> <p>Papers are graded and the instructor is available (at the students' option) for discussion of the feedback provided on the project plan document</p>
Week 6 Class 4	<p><u>Emerging issues and presentation tips</u></p> <p>Read: Elsbach, K. "How to Pitch a Brilliant Idea" HBR September 2003</p> <p>In this class, we will talk about making great presentations to clients, then discuss emerging issues. Students will share their experiences so far in the research (being sure to maintain client confidentiality). What difficulties have they experienced in collecting data, and how did have they overcome them? How reliable is the data they found, and how did they detect/deal with that? Are there any organizational/client relations/market dynamics they are experiencing? How do they affect them, and how are they dealing with it? How does their classroom learning in the BBA/iBBA match up to the realities of their project? These reflections will help set the tone for the reflection journal due at the end of the course.</p>
Week 7	<p>Students conduct their field research for the practicum. The instructor is available for any questions from students</p>

Week 8 Status Report Submitted	<u>Status Report Document Submitted</u> Teams present their project status report and the instructor provides feedback in a 1 hour meeting.
Week 9 Optional Feedback Meeting	<u>Optional Status Report Feedback Meeting</u> Students continue to work on their field research and the instructor is available (at the students' option) to answer questions.
Week 10 & 11	Students continue field research. The instructor is available to answer questions.
Week 12	Final Report Submitted and Presented
	Reflective Journal due – one week after last session

Assignments

Performance in this course will be evaluated based on four assignments: the Project Plan, the Status Report, Final Report and the Reflective Journal. A more detailed description of the assignments follows. Rubrics for the written assignments will be posted on the course website.

Submission Instructions: For the written assignments, please complete all written reports in no less than 12-point font. Please submit hard copies of your project plan and status report documents to me at the presentation meetings. Please submit a hard copy of your final report to Clara Kan in the Entrepreneurship/Strategy area.

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

The **Project Plan** will be a preliminary assessment of the company's bases of competitive advantage, and a project plan for addressing a specific issue the company faces, delivered to your academic project supervisor as a presentation with an accompanying report. This will be worth 20% of the course grade, and it will be due on **January 30, 2017**. You will also have to show evidence that the company has signed off on your project plan.

The **Status Report**. Over the following 6 weeks, students will conduct primary research with key customers and suppliers or others whose input is essential to addressing the project, and secondary research on selected competitors. The purpose will be to verify the company's competitive position and collect the data to address the company's project issue. **By March 6, 2017** the latest, the students will make a formal presentation of the second draft of their assessment of the company's competitive position, and a status report on the project plan, including findings to date, and work remaining. This will be worth 20% of the course grade, and should be delivered as a presentation to your academic project supervisor, with an accompanying written report of no more than 10 single-spaced pages, plus appendices.

The **Final Report**. In the final month of the term, students will complete any remaining research and write up the results of their study, incorporating all feedback they have received. They will make recommendations to address the company's issue for this project, as well as for any ways of enhancing the company's competitive position. This will be worth 40% of the course grade, and it will be due on **April 3, 2017** delivered to your academic project supervisor as a written report of no more than 20 single-spaced pages, plus appendices. Importantly, teams must present verification that they have presented the report to the company.

The **Reflective Journal**. To consolidate learning and ensure you have gained the best from your practicum experience, you must reflect on the process and what you have learned. You are encouraged to reflect thoughtfully upon and respond to the specific organizational environment, professional responsibilities, and your own role in furthering the organization through the project. Consider the best and worst parts of the project, why you liked/not liked certain activities and duties, and what you learned from the activities.

The Reflective Journal should be based on the entire project experience and should incorporate the following points of discussion, as relevant:

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

This reflective journal will be worth 20% of the course grade, and it will be due on **April 10, 2017** delivered to your academic project supervisor as a written document of no more than 2000 words.

Evaluation of Assignments

Rubrics for each assignment will be posted on the course website by January 9, 2017.

Calculation of Course Grade

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

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

Undergraduate Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is D (2). To keep final grades comparable across courses, the average course grade within a section of an undergraduate course is normally between 5.5 and 7.0.

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

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Enrolment+Grades+and+Convocation!OpenDocument#tabs-2

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Academic+Honesty!OpenDocument

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

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

Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title & Date	Reading Preparation	Deadlines
Week 1 Practicum Introduction Class	Creating Competitive Advantage... (entire book)	--
Week 2 Client Communications	HBR Case: When Consultants and Clients Clash (Reprint 97605X): Read and prepare	--
Week 3 Market Research	Market Research: Listen & Learn Why the Lean Start Up Changes Everything	--
Week 4	--	January 30, 2017: Presentation and written project plan due
Week 5 (Optional Feedback Meeting)	--	--

Class No., Title & Date	Reading Preparation	Deadlines
Week 6 Emerging issues, research and presentation tips	-Read Elsbach, "How to Pitch a Brilliant Idea, HBR	--
Week 7	Student conduct their research	--
Week 8	Team present their project status report and instructor provides feedback	March 6, 2017: Presentation and written status report due
Week 9 (Optional Feedback Meeting)	--	--
Week 10 & 11	Students continue field research	--
Week 12	--	April 3, 2017: Presentation and written final report due
	--	April 10, 2017: Reflective Journal Due

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for ENTR 4400
Applied Entrepreneurship Field Study

FROM: Angie An
Business Librarian

DATE: March 21, 2016

ENTR 4400: Applied Entrepreneurship Field Study

York Universities Libraries (YUL) are well positioned to support the proposed course ENTR4400: *Applied Entrepreneurship Field Study*, which aims to provide BBA/iBBA students the opportunity to obtain firsthand experience inside an entrepreneurial organization, and to get a practitioner's perspective on the challenges growing organizations face.

An order has been placed to purchase a print copy as well as an electronic copy of the required textbook, *Creating Competitive Advantage: Give Customers a Reason to Choose You Over Competitors* by Jaynie Smith and William Flanagan. A course kit containing readings and cases will be available for the students for purchase. Furthermore, instructor is encouraged to utilize the e-reserve option to make required course readings accessible through the reserves section of the library catalogue. This will make it easier for students to locate readings, as they can search the course reserves using the course code or instructor's name and find a list of electronic readings.

YUL has an excellent collection of relevant circulating print books that will support this course. Keyword searching of the library catalogue shows that the collection contains materials with relevant subject headings, such as Entrepreneurship, Small Business, New Business Enterprises, and Success in Business. Due to the nature of this course's subject, many of the hardcopy publications are located at the Peter F. Bronfman Business Library and Scott library. Many pertinent e-books are available via *Books 24/7* and *Ebrary*, and students may access them anytime anywhere by signing in with a valid Passport York account.

YUL has an excellent collection of periodicals in relevant subjects. The full-text of many of these periodicals is available online, which will increase ease of access for students. Titles such as *Entrepreneurship: Theory and Practice*, *Strategic Entrepreneurship Journal*, *Journal of International Entrepreneurship*, *Journal of Entrepreneurship*, *Journal of Entrepreneurship Education*, *Academy of Entrepreneurship Journal*, and *Entrepreneurship Research Journal* will provide students with useful supplementary resources around the clock.

Additionally, YUL subscribes to various databases that have strong coverage of Canadian and international academic, trade, and popular business periodical titles and will provide students with 24/7 access to articles both on and off-campus. *Proquest Business* (includes five databases: *ABI/Inform Global*, *ABI/Inform Trade and Industry*, *CBCA Complete*, *ProQuest Asian Business and Reference*, and *ProQuest European Business*), *Business Source Premier* and *Scholars Portal* will be particularly useful for students enrolled in this course.

YUL's current and historical Canadian and international newspaper database collections are quite strong. Databases such as *Canadian Newsstand Major Dailies*, *CBCA Current Events*, and *Proquest Historical Newspapers* will give students around the clock on and off-campus access to Canadian content, while YUL's subscription to the *Financial Times Historical Archive (1880-2010)*, *Factiva* and *Lexis Nexis Academic* will give students access to international newspaper articles.

As this course will use case studies, students may be required to do additional research on companies, industries and markets. Students are encouraged to explore and make use of the various tailored business research guides developed by the Bronfman Library:

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

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

Business Plans guide: <http://researchguides.library.yorku.ca/businessplan>

Marketing Research guide: <http://researchguides.library.yorku.ca/marketingresearch>

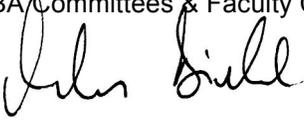
And many other business-specific guides at <http://www.library.yorku.ca/web/bbl/guides>

While relevant information resources in YUL's collection will be fundamental in supporting this course, library services available in support of students are key as well. Core services available to students include reference and instructional support. Assistance with information resources is available from reference staff at the Bronfman Business Library in-person, by email, by telephone, by electronic reference via an IM service, and through appointments with a librarian. Library instruction sessions on relevant materials tailored to this course are available by contacting me at the Peter F. Bronfman Business Library.



Schulich
School of Business
York University

Memorandum

To: BBA/iBBA and MBA Committees & Faculty Council
CC:
From: Markus Biehl 
Date: March 18, 2016
Subject: Applied Entrepreneurship Field Study (ENTR 4400 & 6400)

OFFICE OF THE DEAN

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When requesting a lower than usual limit on class size, two approvals are necessary – an endorsement by the relevant program committee and Faculty Council with regards to their recognition of the academic merits of lower maximum enrolment, and an endorsement from the Dean or his designate with regards to the resource implications of running the course at this lower maximum.

I have carefully read the course outline and am convinced that a lower maximum enrolment of 30 students (instead of 45 students) is warranted for these courses. The courses are essentially mini-601s that provide students that work in very small groups on real problems with real organizations with a highly experiential, project-based experience. Given that all advising is done by the course instructor (rather than a team of professors), limiting the course to about 10 teams will keep things at least somewhat tractable.

As a result, I provide my support for the lower maximum from an administrative perspective.

Memorandum

To: Faculty Council
From: Mark Kamstra, Director, Financial Engineering Program
Date: March 22, 2016

Motion

It is moved that Faculty Council approve the new Financial Risk Management Specialization.

Rationale

Finance area topics are, in general, well-covered at Schulich, with three MBA/IMBA specializations offered by the finance Area (investments, financial management, and private wealth management), a Master of Finance with fields covering capital markets, financial risk management, and regulatory affairs, and a program in financial engineering. The financial engineering options available to MBA students, however, are positioned to produce specialists at pricing derivative securities, basically, rocket scientists. There is a small cohort of MBA/IMBA students with the background to undertake this highly technical specialization, but it leaves a hole in our training of management specialists; specialists to manage employees in a risk management/financial engineering group, with a focus on the financial engineering tool box.

We can easily leverage our existing offerings and accommodate this market niche with a new specialization in financial risk management. Risk management is an enormous growth industry, in particular with the increased attention on the hazards of naïve use of options and derivatives following the global financial crisis.

An MBA with a specialization in financial risk management should also prepare our students for accreditation from professional risk management designations like [GARP](#) or [PRMIA](#).

Consistent with recent developments in the state of the art for financial risk management, the courses in this specialization will ground students in the foundational aspects related to finance theory, risk measurement and options theory and practice (the core and elective finance course requirements) as well as risk management and best practices from a broader perspective (the core and elective financial services courses).

SCHULICH SCHOOL OF BUSINESS
York University

Memorandum

To: D. Horvath, Dean and Faculty Council
From: Mark Kamstra, Finance Area
Subject: New Financial Risk Management MBA/IMBA Specialization
Date: March 22, 2016

INTRODUCTION AND BACKGROUND

Finance area topics are, in general, well-covered at Schulich, with three MBA/IMBA specializations offered by the finance Area (investments, financial management, and private wealth management), a Master of Finance with fields covering capital markets, financial risk management, and regulatory affairs, and a program in financial engineering. The financial engineering options available to MBA students, however, are positioned to produce specialists at pricing derivative securities, basically, rocket scientists. There is a small cohort of MBA/IMBA students with the background to undertake this highly technical specialization, but it leaves a hole in our training of management specialists; specialists to manage employees in a risk management/financial engineering group, with a focus on the financial engineering tool box.

THE FINANCIAL RISK MANAGEMENT MBA/IMBA SPECIALIZATION

We can easily leverage our existing offerings and accommodate this market niche with a new specialization in financial risk management. Risk management is an enormous growth industry, in particular with the increased attention on the hazards of naïve use of options and derivatives following the global financial crisis.

Risk management is composed of several topic areas including

- operational risks such as corporate treasury risk management when investing or raising capital abroad; measuring and managing currency and interest rate risks; estimating cost of capital for foreign investments
- credit risk,
- market risk,
- derivative products in the market,
- the regulatory environment,
- the role of different financial institutions,
- risk management for pension funds and insurance companies, and
- macroeconomic risks including political risks.

An MBA with a specialization in financial risk management should also prepare our students for accreditation from professional risk management designations like [GARP](#) or [PRMIA](#).

From a GARP whitepaper:

“GARP recently completed a Financial Risk Manger (FRM) Job Task Analysis to identify the work performed by financial risk professionals and the knowledge and skills required to effectively perform these tasks. Our findings indicate a need for risk managers to not only have the traditional quantitative and technical skills associated with risk management but also the ability to effectively interpret and communicate their findings to stakeholders.”

GARP emphasizes tasks like estimating VaR (and related probability of default, exposure at default and loss given default), assessing counterparty risk, ensuring compliance with regulatory updates, calculating regulatory capital for credit risk, communicating and reporting deficiencies, identifying risks in derivative positions and individual assets and asset classes. They identify important skills, which echo important tasks (modelling VaR, market risk stress testing, interest rate sensitivity) and also identify “soft” skills like understanding the role of risk management in corporate governance, understanding risk management strategies, understanding of forwards, futures, swaps and options and enterprise risk management as related to liquidity risk.

“No longer are quantitative skills sufficient for success in the risk profession. Risk managers are now being asked to translate risk findings to non-technical managers who can fold them into strategic discussions. Christopher Donohue, PhD, Managing Director of Research and Educational Programs at GARP commented, ‘Effective risk management is not confined to measuring and modeling risk, but includes being able to communicate risk and its impact on the business and to influence in that regard.’”

and

“VaR remains an integral part of the way risk is measured today. Estimating, interpreting and reporting VaR was the second most important task for risk professionals according to the study. Making sense of VaR was also identified as the second most important skill. That said, the ability to recognize and communicate the deficiencies of VaR was also identified as an important skill.”

GARPs’ observations on pedagogy are particularly striking:

“The study found that those teaching risk management placed a higher emphasis on the quantitative aspects of the profession than did practitioners and supervisors. All groups surveyed considered it less important than other elements of risk management. While risk management still encompasses many highly quantitative tasks and requires general quantitative aptitude, emphasis is shifting to more qualitative ways to address risk needs. Regulators are interested in the numbers, but more importantly, they are interested in the insights being pulled from the numbers. Risk professionals must be able to address how an organization’s view of the world is influencing the assumptions used in stress testing. As a result, purely quantitative skills and tasks are seen as less important than in years past. This suggests that the sophisticated math generally associated with the risk profession alone is not enough. It must be coupled with a broader understanding of model limitations and market behavior under stress as well as the ability to communicate effectively.”

From the PRMIA website on their Professional Risk Manager designation, the learning objectives are to demonstrate knowledge and understanding of:

- the classic finance theory underpinning risk management
- the foundations of risk measurement
- the foundation of option theory
- financial instruments and their associated risks and uses
- the daily form and function of trading markets
- risk management best practices
- lessons learned from failed systems and practices and major risk events
- best practices of governance, conduct and ethics

Altogether, these widely recognized designations are leaning toward what they describe as more “holistic” treatments of risk management.

Programs with similar or overlapping aims include Rotman's new [MFRM](#), EDHEC's [MSc in Risk & Finance](#) and NYU Stern's [MSc in Risk Management](#).

Consistent with recent developments in the state of the art for financial risk management, the courses in this specialization will ground students in the foundational aspects related to finance theory, risk measurement and options theory and practice (the core and elective finance course requirements) as well as risk management and best practices from a broader perspective (the core and elective financial services courses).

Financial Risk Management

REQUIREMENTS

- 12.00 credits of courses required and recommended electives as shown below.

REQUIRED ELECTIVES:

- FINE 6200 3.00 Investments
- FINE 6800 3.00 Options, Futures & Other Derivative Securities
- FNSV 6700 3.00 Management of Risk in Financial Institutions

RECOMMENDED ELECTIVES

- FINE 6310 3.00 Econometrics of Financial Markets
- FNEN 6820 3.00 Advanced Derivative Securities
- FNEN 6840 3.00 Enterprise-wide Financial Risk Management
- FNEN 6850 3.00 Fixed Income Securities
- FINE 6860 3.00 Retirement Income Planning Models
- FNSV 6775 3.00 International Credit Markets And Metrics

Learning Objectives Overview: The integration of in-depth investments knowledge, including that of financial markets, traded assets, options and derivatives, valuation, risk measurement and portfolio analysis; an in-depth understanding of issues and best practices in financial risk management from the perspective of non-financial corporations.

Detailed objectives are listed for the required and a subset of recommended courses:

LEARNING OUTCOMES	The specialization is awarded to students who have demonstrated:	SB/ FINE 6200	SB/ FINE 6800	SB/ FNEN 6850	SB/ FINE 6310	SB/ FNEN 6820	SB/ FINE 6860	SB/ FNSV 6700
1. Depth and Breadth of Knowledge	a) Understanding of the critical information necessary to be collected; objectives, tolerance for investment risk, return expectations, time horizon. b) Information synthesis to formulate and evaluate strategies to develop and value new financial instruments and implement risk management schemes. c) Graduates will be able to identify and analyze financial engineering problems and opportunities and apply appropriate methods to develop and evaluate alternative solutions.	*			*		*	*
2. Knowledge of Methodologies	a) Graduates will be able to use fundamental financial engineering mathematical concepts and methods to evaluate the value of financial securities using alternative theories and applications of risk and return, and employ technology to effectively analyze business issues in quantitative terms. b) Risk management related to investment holdings, implications of acquiring/disposing of assets. Identification of risk management vehicles. c) Graduates will be able to use a broad range of modeling methodologies, and underlying statistical techniques, commonly used in the analysis and modeling of complex systems to solve financial engineering/risk management problems.		*	*		*	*	
3. Level of Application of Knowledge	a) Graduates are able to assess the business impact and risks of financial engineering/risk management solutions. b) Application of appropriate analytical skills to numerical data and interpretation of the results of the analysis. c) Ethical judgement. 1. Offers and provides professional services with integrity. 2. Demonstrates objectivity in providing professional services 3. Recognizes limits of competence and voluntarily seeks the counsel of and/or defers to other professionals when appropriate. 4. Performs professional services in a manner that is fair and reasonable. 5. Maintains awareness of changes in the economic, political and regulatory environment.	*	*	*	*	*	*	*
4. Awareness of Limits of Knowledge	Recognition of the limitations of the student's own knowledge and abilities, especially when having to deal with uncertainties and ambiguities that are apt to arise in dealing with new financial assets. Lessons learned from failed systems and practices and major risk events	*	*	*	*	*	*	*
5. Level of Communication Skills	Graduates will be able to communicate effectively and professionally both in writing and by means of presentations using appropriate technical language.	*	*	*	*	*	*	*

Memorandum

To: Faculty Council
From: Mark Kamstra, Director, Financial Engineering Program
Date: March 22, 2016

Motion

It is moved that Faculty Council retire the Financial Engineering (FNEN) Specialization.

Rationale

The FNEN specialization has never enjoyed high enrolments; its lack of breadth in the field of risk management, with little or no emphasis on the regulatory environment, or the role of different financial institutions in risk management, has prompted creation of the new Finance (FINE) specialization in financial risk management. The new FINE specialization is intended to provide our MBA students with a broad base for a career in financial risk management.

The introduction of this new FINE specialization makes the FNEN specialization redundant, hence I propose that we retire it (but not the Diploma programs, which are viable and well-subscribed).

SCHULICH SCHOOL OF BUSINESS
York University

Memorandum

To: D. Horvath, Dean and Faculty Council
From: Mark Kamstra, Finance Area
Subject: Delisting the Financial Engineering (FNEN) MBA/IMBA Specialization
Date: March 18, 2016

INTRODUCTION

Finance area topics are covered at Schulich with three MBA/IMBA specializations offered by the finance Area (investments, financial management, and private wealth management), a Master of Finance with fields covering capital markets, and a program in financial engineering. The financial engineering options available to MBA students include a concurrent diploma taken with the MBA, a standalone diploma, and a specialization which allows MBA students with less technical backgrounds to specialize in risk management. This specialization, in contrast to the diploma options, does not require that students take Math Masters' level courses but is still heavily tilted towards market and credit risk, with little or no emphasis on the regulatory environment, or the role of different financial institutions in risk management. As designed, this specialization fell between two pedagogical objectives - to produce specialists in the pricing of financial derivatives (our Diploma programs in risk management); and, to produce risk managers. The FNEN specialization, perhaps because of this, has never enjoyed high enrolments, and its lack of breadth in the field of risk management has finally prompted creation of the new FINE specialization in financial risk management. The new FINE specialization is intended to provide our MBA students with a broad base for a career in financial risk management.

PROPOSAL

The introduction of this new FINE specialization makes the FNEN specialization redundant, hence I propose that we retire it (but not the Diploma programs, which are viable and well-subscribed).

Memorandum

To: MBA Program Committee
From: Mark Kamstra, Director, Financial Engineering Program
Date: April 19, 2016

Motion

It is moved that the MBA Program Committee approve the following changes to the *Financial Engineering Concurrent and Stand Alone Diplomas*:

1. replacing FNEN 6210 3.00: Portfolio Management with FINE 6200 3.00: Investments, and
2. replacing FNEN 6810 3.00: Derivative Securities with FINE 6800 3.00: Options, Futures and Other Derivative Securities.

Rationale

The FINE courses have always been available as substitutes at the discretion of the Director because the course coverage is very similar. The FNEN courses are more mathematically rigorous than the FINE, but the mathematical rigor in other required courses makes this feature of FNEN 6210/6810 dispensable. In contrast, the FINE courses provide a better context in terms of financial education, which is particularly beneficial for the stand-alone and Mathematics students in the diploma. Finally, as FNEN 6210 and FNEN 6810 have not been offered in years, we propose to retire these courses.

Motion

It is moved that the MBA Program Committee approve the following changes to the *Financial Engineering Concurrent Diploma*:

3. replacing CSE 5910 3.00: Software Foundations with FNEN 6820 3.00: Advanced Derivative Securities.

Rationale

FNEN 6820 was introduced specifically to address changes over the last 10 years or so in the field of financial engineering, integrating software exercises with advanced options and derivatives applications. For the past several years, FNEN 6820 has replaced CSE 5910 at the discretion of the Director. We wish to formalize this now.

Change to Program/Graduate Diploma Academic Requirements Proposal Form

1. Program/Graduate Diploma: Financial Engineering Concurrent and Stand Alone Diplomas

2. Effective Session of Proposed Change(s): Summer 2016

3. Proposed Change(s) and Rationale

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

We propose to replace in the program/graduate diploma course requirements for the Financial Engineering Concurrent Diploma and for the Stand Alone Diploma: FNEN (Financial Engineering) 6210 with FINE (Finance) 6200 and FNEN 6810 with FINE 6800. The FINE courses have always been available as substitutes at the discretion of the Director because the course coverage is very similar. The FNEN 6210 and FNEN 6810 courses are more mathematically rigorous than the FINE counterparts, but the mathematical rigor in other required courses makes this feature of FNEN 6210/6810 dispensable. In contrast, the FINE courses provide a better context in terms of financial education, which is particularly beneficial for the stand-alone and Mathematics students in the diploma. The FNEN 6820 course was introduced specifically to address changes over the last 10 years or so in the field of financial engineering, integrating software exercises with advanced options and derivatives applications. Finally, as FNEN 6210 and 6810 have not been offered in years, we propose to retire these courses.

In addition, we propose to replace, in the program/graduate diploma course requirements for the Financial Engineering Concurrent Diploma: CSE 5910 with FNEN 6820. For the past several years FNEN 6820 has replaced CSE 5910 at the discretion of the Director. We wish to formalize this now.

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/graduate diploma learning objectives.

There are no changes to requirements or associated learning outcomes.

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

Instructors in FNEN, past Program Directors, the Math FNEN Program Director and the finance area faculty at Schulich have all been consulted and have no objections.

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

There are no new resource implications.

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

Currently enrolled students will be unaffected.

4. Calendar Copy

Existing Program/Graduate Diploma Information (change from)	Proposed Program/Graduate Diploma Information (change to)
<p>DIPLOMA REQUIREMENTS (CONCURRENT) The requirements for the concurrent Graduate Diploma in Financial Engineering may be completed in conjunction with the MA by Coursework or MA by Survey Paper program requirements. The requirements for the diploma are as follows: (a) Successful completion of the following courses: <ul style="list-style-type: none"> GS MATH 6910 3.0: Stochastic Calculus in Finance GS MATH 6911 3.0: Numerical Methods in Finance SB FNEN 6210 3.0: Portfolio Management SB FNEN 6810 3.0: Derivative Securities SB FNEN 6850 3.0: Fixed Income Securities SB OMIS 6000 3.0: Models and Applications in Operational Research GS CSE 5910 3.0: Software Foundations </p>	<p>DIPLOMA REQUIREMENTS (CONCURRENT) The requirements for the concurrent Graduate Diploma in Financial Engineering may be completed in conjunction with the MA by Coursework or MA by Survey Paper program requirements. The requirements for the diploma are as follows: (a) Successful completion of the following courses: <ul style="list-style-type: none"> GS MATH 6910 3.00: Stochastic Calculus in Finance GS MATH 6911 3.00: Numerical Methods in Finance SB FINE 6200 3.00: Investments SB FINE 6800 3.00: Options, Futures and Other Derivative Securities SB FNEN 6820 3.00: Advanced Derivative Securities SB FNEN 6850 3.00: Fixed Income Securities SB OMIS 6000 3.00: Models and Applications in Operational Research </p>
<p>DIPLOMA REQUIREMENTS (STANDALONE) The Graduate Diploma in Financial Engineering (Stand Alone) consists of five Master's-level 3 credit courses offered by the Schulich School of Business (SB courses) and the Faculty of Graduate Studies Graduate Program of Mathematics and Statistics (GS courses):The requirements for the diploma are as follows: (a) Successful completion of the following courses: <ul style="list-style-type: none"> GS MATH 6910 3.0: Stochastic Calculus in Finance GS MATH 6911 3.0: Numerical Methods in Finance SB FNEN 6210 3.0: Portfolio Management SB FNEN 6810 3.0: Derivative Securities SB FNEN 6850 3.0: Fixed Income Securities </p>	<p>DIPLOMA REQUIREMENTS (STANDALONE) The Graduate Diploma in Financial Engineering (Stand Alone) consists of five Master's-level 3 credit courses offered by the Schulich School of Business (SB courses) and the Faculty of Graduate Studies Graduate Program of Mathematics and Statistics (GS courses):The requirements for the diploma are as follows: (a) Successful completion of the following courses: <ul style="list-style-type: none"> GS MATH 6910 3.00: Stochastic Calculus in Finance GS MATH 6911 3.00: Numerical Methods in Finance SB FINE 6200 3.00: Investments SB FINE 6800 3.00: Options, Futures and Other Derivative Securities SB FNEN 6850 3.00: Fixed Income Securities </p>

Please submit completed forms and required supporting documentation by email to the Assistant Secretary of Council – mmschiff@yorku.ca

Memorandum

To: Faculty Council
From: Prof. C. Zeitsma
Date: April 12, 2016

Motion

That the MBA Program Committee approve the new course proposal:

ENTR 6400 3.00: Applied Entrepreneurship Field Study: Competitiveness of Entrepreneurial Firms

Rationale:

This field course has been offered for many years as an independent study course and is now being formalized as an elective course.

This course is expected to provide students with an opportunity to put their learning in core MBA courses and other entrepreneurship courses into practice in an integrative way. This experiential learning opportunity will reach across courses in marketing, strategy, finance, accounting, organizational behavior, operations, leadership and analysis to enable the holistic focus on a specific organizational problem. At the same time, the course will provide Schulich with better linkages into the business community, with the potential for increased employment opportunities for graduates.

Faculty of Graduate Studies

New Course Proposal

1. Program

Schulich MBA Program

2. Course Number

ENTR 6400

3. Credit Value

3.00

4. Long Course Title

Applied Entrepreneurship Field Study: Competitiveness of Entrepreneurial Firms

5. Short Course Title

Applied Entrepreneurship Field Study

6. Effective Session

Fall 2016

7. Calendar (Short) Course Description

This course provides students with firsthand experience of the opportunities and challenges growing organizations face. Student groups are paired with an entrepreneurial firm to research an opportunity or project for the firm. Students' firsthand experience will be supported by four scheduled classes emphasizing consulting, market research and presentation skills.

Prerequisites: Students must have completed the equivalent of at least one full time term in the MBA program. Students must apply for the course with a current resume and list of courses taken. Admission is by permission of the instructor.

8. Expanded Course Description

The Schulich School of Business has partnered with EO Toronto and Riipen to provide a field study course on Entrepreneurship. EO, Canada's leading entrepreneurial organization, is dedicated to "giving back" to the community and to providing opportunities and education to individuals who are considering an entrepreneurial career path. Riipen is a platform to enable companies and students to arrange mutually beneficial work/learning experiences.

This course is designed to provide MBA students the opportunity to obtain firsthand experience inside an entrepreneurial organization, and to get a practitioner's perspective on the challenges growing organizations face. Projects vary widely in scope and nature of company/industry/topic, thus students should be willing and prepared to take on projects as assigned.

Student groups admitted to the course will be paired with an EO or Riipen member for the term to either:

- conduct research on a challenge or opportunity that is currently facing an entrepreneurial company
- work on a short term project that is of importance to an entrepreneurial company

Students will also participate in a limited number of classes that emphasize consulting, market research and presentation skills.

Prerequisites: Students must have completed the equivalent of at least one full time term in the MBA program. Students must apply for the course with a current resume and list of courses taken. Admission is by permission of the instructor.

9. Evaluation

Assignment	Deadline/Date	Quantity	% Weight	Total %	Author
Project Plan	Oct. 7, 2016	1	20%	20%	Team
Status Report	Nov. 10, 2016	1	20%	20%	Team
Final Report	Dec 9, 2016	1	40%	40%	Team
Reflective Journal	Dec. 16, 2016	1	20%	20%	Individual
				100%	

Please note that the focus on group work (80%) is meant to reflect the nature of an entrepreneurial firm wherein people regularly form teams to work on key issues. The best time to deal with discord within a group is when it appears, rather than when the final project is due. If team members experience disagreement that they cannot resolve themselves, they should speak with the instructor.

To ensure that the team members each deliver on their commitments to the project, a formal peer evaluation process will be used. A peer grade allocation process will be used to assess the contributions of individual members to the team. Criteria for the peer evaluation include attendance and participation at team meetings; preparation for meetings; cooperativeness in getting work done; time and effort put into the project; timeliness and quality of the work; use of interpersonal and group dynamic skills, and any other elements of teamwork. Take this very seriously, because your instructor does. The instructor will consider this input in assigning the final grade.

Assignments

The **Project Plan** (maximum 4 single-spaced pages plus appendices) will be a preliminary assessment of the company's bases of competitive advantage, and a project plan for addressing a specific issue the company faces. It will require client sign-off.

The **Status Report** will consist of a formal presentation and written report (maximum 10 single-spaced pages plus appendices) of the findings to date and the work remaining to complete the project plan at the mid-point of the course.

The **Final Report** will consist of a formal presentation and written report (maximum 20 single-spaced pages plus appendices) delivered to the academic project supervisor and the client (with client verification), presenting students' research and final recommendations for the company's project, as well as for any ways of enhancing the company's competitive position.

The **Reflective Journal** will consist of a written report (maximum 2000 words) reflecting on the learning experience of the project, including answers to such questions as: "*What have you learned from this experience? How does it integrate with your classroom learning experience? What would you do differently next time? What will you take from the practicum to your next project experience or work assignment?*"

10. Integrated Courses

Not an integrated course.

11. Rationale

This course is expected to provide students with an opportunity to put their learning in core MBA courses and other entrepreneurship courses into practice in an integrative way. This experiential learning opportunity will reach across courses in marketing, strategy, finance, accounting, organizational behavior, operations,

leadership and analysis to enable the holistic focus on a specific organizational problem. At the same time, the course will provide Schulich with better linkages into the business community, with the potential for increased employment opportunities for graduates.

12. Faculty Resources

Steve Pulver is expected to teach this course, with back up coming from Charlene Zietsma, if necessary. The course is going to be offered in the fall of 2016 and in the winter of 2017.

13. Cross-listed Courses

N/A

14. Bibliography and Library Statement

Textbook: Smith, Jaynie and William Flannagan (2006). *Creating Competitive Advantage: Give Customers a Reason to Choose You Over Competitors*, New York: Doubleday. (Available from Amazon).

Resources from Harvard Business School Publishing (to be included in a downloadable course pack):

When Consultants and Clients Clash. Harvard Business School Press Reprint 97605X.

Market Research: Listen & Learn. **Product #:** 2750BC-PDF-ENG, Harvard Business School Press.
Why the Lean Start Up Changes Everything. Reprint R1305C, Harvard Business School Press.

“How to Pitch a Brilliant Idea”, Elsbach, K. HBR September 2003

15. Physical Resources

This course requires four sessions in available classrooms, as well as meeting days in small meeting rooms, which are readily available. No additional physical resources are required for this course.

Faculty of Graduate Studies

New Course Proposal

Part B (Schulich Use Only)

16. Instructors and Faculty Coordinator

Initial instructor

Steve Pulver

Alternative instructors

Charlene Zietsma>

Course coordinator

Charlene Zietsma

17. Specializations

Primary area or specialization

Entrepreneurial Studies

Secondary areas or specializations

18. Student Contact and Enrolment

Contact hours

12 classroom + 5 coaching and presentations

Maximum enrolment

30

Expected enrolment

25

Evidence for enrolment expectations

Two earlier versions of this course in a directed studies version have attracted over 20 MBA students each without being offered through the registration system and without significant advertising.

19. Human Participants Research

N/A

20. Conditions for Approval

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

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

<Specify the course or courses being deleted.>

b) Provide a convincing case for the proposed course.

This course has been offered as a directed studies course over the past few years, resulting in the equivalent teaching credit being given, and as a result, adding this course will be resource-neutral. By formalizing the course, we are seeking to make the benefits of this experiential learning opportunity more visible to students.

Course OriginatorCharlene Zietsma

Signature

February 24, 2016

Date

Charlene Zietsma

Name

Supporting Faculty Members

The course originator should consult with other interested parties and obtain their support. Support should be obtained from other units of the university if their interests are related to this course.

The faculty members whose names appear below confirm that they have examined this course proposal. They feel it is a worthwhile addition to the SSB curriculum and does not, to their knowledge, significantly duplicate the content of existing courses.

James Mackay

Name

Larry Ginsberg

Name

Eileen Fischer

Name

Geoff Kistruck

Name

Moren Levesque

Name

Mary Waller

Name

Yuval Deutsch

Name

Greg Milavsky

Name

Sofia Johan

Name

Chris Bell

Name

James Darroch

Name

Brenda Gainer

Name

Approvals

Area or Specialization

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

Charlene Zietsma
Signature

February 27, 2016
Date

Charlene Zietsma
Area Coordinator or Specialization Director

ENTR
Area or
Specialization

Degree Program

This course has received the approval of the Program Committee, and I support the addition of the course to the SSB curriculum.

Ashwin Joshi
Signature

March 22, 2016
Date

Ashwin Joshi
Program Director

MBA
Program

Required Attachments

- Schulich course outline: must conform to program norms; see the Program Assistant for details
- Librarian's statement indicating that adequate library resources are available for the course
- For cross-listed courses: signed statement of agreement from director of other graduate course
- For integrated courses: signed statement of agreement from chair of undergraduate program
- If applicable, a completed Human Participants Research Protocol Form.

Send to:

Send an electronic copy of all forms and attachments, and forward emails of support from other faculty members, to the appropriate program assistant:

- IMBA: Jamie Heron, Program Coordinator, IMBA (jheron@schulich.yorku.ca)
- MBA/MPA/MS BA/MAcc: Mel Poteck, MBA Program Assistant (mpoteck@schulich.yorku.ca)
- MF: Lucy Sirianni, Faculty Secretary, Finance (lsirianni@schulich.yorku.ca)

Long Course Title: Applied Entrepreneurship Field Study: Competitiveness of Entrepreneurial Firms

**Short Course Title: Applied Entrepreneurship Field Study
Fall 2016**

Instructor

Steve Pulver
Office: SSB N305P
Phone:(416) 540 9167 (cell)
(416) 487 6346 (home)
e-mail: spulver@schulich.yorku.ca

Assistant

Clara Kan
416-736-2100, X 77960
ckan@schulich.yorku.ca

Course Leadership

Steve Pulver has been an entrepreneur for more than 30 years. He has started, bought and sold a number of business, and brings this practical experience, and Schulich MBA to ENTR 6400 making the course relevant and meaningful to students.

His experience is in the area of marketing and advertising consumer goods with Procter & Gamble, CBS Records, his own firm, Echo Advertising and a number of other organizations. Of note, he funded his MBA by writing and performing stand-up comedy across North America. His perspective reflects these varied experiences.

All communication or questions with respect to the course should be addressed to Steve (spulver@schulich.yorku.ca).

Calendar (short) Course Description

This course provides students with firsthand experience of the opportunities and challenges growing organizations face. Student groups are paired with an entrepreneurial firm to research an opportunity or project for the firm. Students' firsthand experience will be supported by four scheduled classes emphasizing consulting, market research and presentation skills.

Prerequisites: Students must have completed the equivalent of at least one full time term in the MBA program. Students must apply for the course with a current resume and list of courses taken. Admission is by permission of the instructor.

Expanded Course Description

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This course is designed to provide MBA students the opportunity to obtain firsthand experience inside an entrepreneurial organization, and to get a practitioner’s perspective on the challenges growing organizations face. Projects vary widely in scope and nature of company/industry/topic, thus students should be willing and prepared to take on projects as assigned.

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- work on a short term project that is of importance to an entrepreneurial company

Students will also participate in a limited number of classes that emphasize consulting, market research and presentation skills.

Prerequisites: Students must have completed the equivalent of at least one full time term in the MBA program. Students must apply for the course with a current resume and list of courses taken. Admission is by permission of the instructor.

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Course Learning Outcomes

Through the course, we expect that students will:

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

2. Gain experience in scoping a real business problem facing an entrepreneurial organization, and designing a research plan to address that problem.
3. Learn to implement a research plan and adapt it in real time as data collection and analysis reveal new insights, and feedback processes fine tune understandings.
4. Enhance ability to work with clients in a consulting relationship, scoping a problem, designing a research plan and delivering interim and final reports that meet client needs and ensure maximum buy-in.
5. Learn to produce a compelling final report that clearly addresses the scope of the client problem and effectively presents research and analysis to provide recommendations for the client's issue.

Evaluation

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

Assignment	Deadline/Date	Quantity	% Weight	Total %	Author
Project Plan	October 7, 2016	1	20%	20%	Team
Status Report	Nov. 10, 2016	1	20%	20%	Team
Final Report	Dec. 9, 2016	1	40%	40%	Team
Reflective Journal	Dec. 16, 2016	1	20%	20%	Individual
				100%	

Please note that the focus on group work (80%) is meant to reflect the nature of an entrepreneurial firm wherein people regularly form teams to work on key issues. The best time to deal with discord within a group is when it appears, rather than when the final project is due. If team members experience disagreement that they cannot resolve themselves, they should speak with the instructor.

To ensure that the team members each deliver on their commitments to the project, a formal peer evaluation process will be used. A peer grade allocation process will be used to assess the contributions of individual members to the team. Criteria for the peer evaluation include attendance and participation at team meetings; preparation for meetings; cooperativeness in getting work done; time and effort put into the project; timeliness and quality of the work; use of interpersonal and group dynamic skills, and any other elements of teamwork. Take this very seriously, because your instructor does. The instructor will consider this input in assigning the final grade.

Course Material

Required Readings:

Required readings for this course include a downloadable coursepack as well as the following book, available for purchase from Amazon or other popular book outlets.

Smith, Jaynie and William Flannagan (2006). *Creating Competitive Advantage: Give Customers a Reason to Choose You Over Competitors*, New York: Doubleday.

The Coursepack contains additional Harvard Business Review readings. The coursepack is downloadable from Harvard at the following site: [details will be provided closer to the course start date](#)

Course Materials Database (CMD):

A Course Materials Database ('CMD') has been created for this course within Lotus Notes. Every CMD includes some important general information for Schulich students. I post rubrics, resources and special instructions on assignments on the CMD. Please get into the habit of checking the CMD on a regular basis. Feel free to e-mail me with questions or concerns throughout the term.

Expectations of Students in the Course

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

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

Assessment Presentations. You will be asked to present your Project Plan, Status Report and Final Report to your academic project supervisor as a team on or around the due dates (to be scheduled at a mutually agreed upon time). Additionally, you are required to present the final report to your client. All team members must participate in these presentations. Special arrangements may be made for virtual participation should it be impossible to meet otherwise.

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

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

Class-by-Class Syllabus

Week 1
Class 1
Intro

Introduction to the Practicum

Read:

- Text: Creating Competitive Advantage (entire book)

We will discuss the scoping process, the research process, and the importance of confidentiality. Assignments, course procedures and grading guidelines will also be discussed.

Week 2 Class 2	<p><u>Talking to Clients</u></p> <p>Case Prep: HBR Case: When Consultants and Clients Clash. Harvard Business School Press Reprint 97605X (in Coursepack).</p> <p>We will discuss the case and identify some key issues of importance when talking to clients. A guest speaker will discuss client relations, and students will role play different client communication scenarios.</p>
Week 3 Class 3 Market Research	<p><u>Market Research</u></p> <p>Read: Market Research: Listen & Learn. Product #: 2750BC-PDF-ENG, Harvard Business School Press (in Coursepack). Why the Lean Start Up Changes Everything. Reprint R1305C, Harvard Business School Press (in Coursepack).</p> <p>A guest speaker will talk about conducting market research.</p>
Week 4 Project Plan Submitted	<p>Project Plan <u>Project Plan Document Submitted</u></p> <p>The team presents their plan for the project and the instructor provides feedback to the presentation in a 1 hour meeting.</p>
Week 5 Optional Project Plan Feedback Meeting	<p><u>Optional Project Plan Feedback Meeting</u></p> <p>Papers are graded and the instructor is available (at the students' option) for discussion of the feedback provided on the project plan document</p>
Week 6 Class 4	<p><u>Emerging issues and presentation tips</u></p> <p>Read: Elsbach, K. "How to Pitch a Brilliant Idea" HBR September 2003</p> <p>In this class, we will talk about making great presentations to clients, then discuss emerging issues. Students will share their experiences so far in the research (being sure to maintain client confidentiality). What difficulties have they experienced in collecting data, and how did have they overcome them? How reliable is the data they found, and how did they detect/deal with that? Are there any organizational/client relations/market dynamics they are experiencing? How do they affect them, and how are they dealing with it? How does their classroom learning in the MBA match up to the realities of their project? These reflections will help set the tone for the reflection journal due at the end of the course.</p>
Week 7	<p>Students conduct their field research for the practicum. The instructor is available for any questions from students</p>

Week 8 Status Report Submitted	Status Report Document Submitted Teams present their project status report and the instructor provides feedback in a 1 hour meeting.
Week 9 Optional Feedback Meeting	Optional Status Report Feedback Meeting Students continue to work on their field research and the instructor is available (at the students' option) to answer questions.
Week 10 & 11	Students continue field research. The instructor is available to answer questions.
Week 12	Final Report Submitted and Presented
	Reflective Journal due – one week after final presentation

Assignments

Performance in this course will be evaluated based on four assignments: the Project Plan, the Status Report, Final Report and the Reflective Journal. A more detailed description of the assignments follows. Rubrics for the written assignments will be posted on the course website.

Submission Instructions: For the written assignments, please complete all written reports in no less than 12-point font. Please submit hard copies of your project plan and status report documents to me at the presentation meetings. Please submit a hard copy of your final report to Clara Kan in the Entrepreneurship/Strategy area.

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

The **Project Plan** will be a preliminary assessment of the company's bases of competitive advantage, and a project plan for addressing a specific issue the company faces, delivered to your academic project supervisor as a presentation with an accompanying report. This will be worth 20% of the course grade, and it will be due on **Oct 7, 2016**. You will also have to show evidence that the company has signed off on your project plan.

The **Status Report**. Over the following 6 weeks, students will conduct primary research with key customers and suppliers or others whose input is essential to addressing the project, and secondary research on selected competitors. The purpose will be to verify the company's competitive position and collect the data to address the company's project issue. **Nov 10, 2016** the latest, the students will make a formal presentation of the second draft of their assessment of the company's competitive position, and a status report on the project plan, including findings to date, and work remaining. This will be worth 20% of the course grade, and should be delivered as a presentation to your academic project supervisor, with an accompanying written report of no more than 10 single-spaced pages, plus appendices.

The **Final Report**. In the final month of the term, students will complete any remaining research and write up the results of their study, incorporating all feedback they have received. They will make recommendations to address the company's issue for this project, as well as for any ways of enhancing the company's competitive position. This will be worth 40% of the course grade, and it will be due on **Dec 9, 2016** delivered to your academic project supervisor as a written report of no more than 20 single-spaced pages, plus appendices. Importantly, teams must present verification that they have presented the report to the company.

The **Reflective Journal**. To consolidate learning and ensure you have gained the best from your practicum experience, you must reflect on the process and what you have learned. You are encouraged to reflect thoughtfully upon and respond to the specific organizational environment, professional responsibilities, and your own role in furthering the organization through the project. Consider the best and worst parts of the project, why you liked/not liked certain activities and duties, and what you learned from the activities.

The Reflective Journal should be based on the entire project experience and should incorporate the following points of discussion, as relevant:

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

This reflective journal will be worth 20% of the course grade, and it will be due on **Dec 16, 2016** delivered to your academic project supervisor as a written document of no more than 2000 words.

Evaluation of Assignments

Rubrics for each assignment will be posted on the course website by September 3, 2016.

Calculation of Course Grade

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

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

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

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

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Enrolment+Grades+and+Convocation!OpenDocument#tabs-2

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Academic+Honesty!OpenDocument

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

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

Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title & Date	Reading Preparation	Deadlines
Week 1 Practicum Introduction Class	Creating Competitive Advantage... (entire book)	--
Week 2 Client Communications	HBR Case: When Consultants and Clients Clash (Reprint 97605X): Read and prepare	--
Week 3 Market Research	Market Research: Listen & Learn Why the Lean Start Up Changes Everything	--
Week 4	--	Oct 7, 2016: Presentation and written project plan due
Week 5 (Optional Feedback Meeting)	--	--
Week 6 Emerging issues, research and presentation tips	-Read Elsbach, "How to Pitch a Brilliant Idea, HBR	--
Week 7	Student conduct their research	--
Week 8	Team present their project status report and instructor provides feedback	Nov 10, 2016: Presentation and written status report due
Week 9 (Optional Feedback Meeting)	--	--
Week 10 & 11	Students continue field research	--
Week 12	--	Dec 9, 2016: Presentation and written final report due
	--	Dec 16, 2016: Reflective Journal Due

TO: Charlene Zietsma, Director, Entrepreneurial Studies

FROM: Xuemei Li, Business Librarian, Peter F. Bronfman Business Library

SUBJECT: Library Statement for ENTR 6400 3.00: Applied Entrepreneurship Field Study: Competitiveness in Entrepreneurial Firms

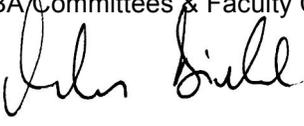
DATE: December 15, 2015

The aim of the course is for students to apply their knowledge of core business disciplines to address an opportunity faced by an entrepreneurial firm. The course facilitates experiential learning and the integration of multiple business disciplines to take a holistic, problem-focused view. This course will be offered at the Schulich School of Business. Library resources required for this course are similar to those required for MGMT 6100, enabling research related to the projects students will perform with entrepreneurial firms. York University Libraries will provide access to a range of e-resources of relevance. This includes periodical databases covering the business literature such as *Proquest Business*, *Scholars Portal Journals* and *Business Source Premier*. The York University Libraries electronic sources in this area are strong and we can support this course.



Schulich
School of Business
York University

Memorandum

To: BBA/iBBA and MBA Committees & Faculty Council
CC:
From: Markus Biehl 
Date: March 18, 2016
Subject: Applied Entrepreneurship Field Study (ENTR 4400 & 6400)

OFFICE OF THE DEAN

Associate Dean Academic

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3

T 416 736 5097
F 416 736 5762

ada@schulich.yorku.ca
ada.schulich.yorku.ca

When requesting a lower than usual limit on class size, two approvals are necessary – an endorsement by the relevant program committee and Faculty Council with regards to their recognition of the academic merits of lower maximum enrolment, and an endorsement from the Dean or his designate with regards to the resource implications of running the course at this lower maximum.

I have carefully read the course outline and am convinced that a lower maximum enrolment of 30 students (instead of 45 students) is warranted for these courses. The courses are essentially mini-601s that provide students that work in very small groups on real problems with real organizations with a highly experiential, project-based experience. Given that all advising is done by the course instructor (rather than a team of professors), limiting the course to about 10 teams will keep things at least somewhat tractable.

As a result, I provide my support for the lower maximum from an administrative perspective.

Memorandum

To: Faculty Council

From: Prof. Eileen Fischer, PhD Committee Chair

Date: April 11, 2016

Motion

That Faculty Council approve the new course proposal

DCAD 7060 3.00: Introduction to Applied Statistics

Rationale:

The proposed course meets the academic objectives of the program in that it serves as the required quantitative methods course for students in the Accounting, Marketing and Organizational Studies streams of the program. (Currently students take this course outside the faculty). While this course will not be required for students in the Finance, Operations Management/Information Systems or Policy/Strategy streams of the program, it will also be available to students in those streams in cases where their advisors deem it an appropriate complement to their training in quantitative methods.

Faculty of Graduate Studies

New Course Proposal

The following information is required for all new course proposals. To facilitate the review/approval process, please use the headings below, REPLACING each <explanation> with your intended text.

1. Program

Schulich PhD Program

2. Course Number

DCAD 7060

3. Credit Value

3.00

4. Long Course Title

Introduction to Applied Statistics

5. Short Course Title

Introduction to Applied Statistics

6. Effective Session

Fall 2016

7. Calendar (Short) Course Description

This course focuses on the use of univariate and multivariate statistics as applied to social and behavioural research within the fields of organizational, management, and consumer studies. It covers descriptive statistics, mean difference testing, analysis of variance and covariance, linear and logistic regression, and a *priori* sample size calculations, as well as power and effect size calculations

8. Expanded Course Description

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

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

9. Evaluation

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

10. Integrated Courses

N/A

11. Rationale

The proposed course meets the academic objectives of the program in that serves as the required quantitative methods course for students in the Accounting, Marketing and Organizational Studies streams of the program. (Currently students take this course outside the faculty). While this course will not be required for students in the Finance, Operations Management/Information Systems or Policy/Strategy streams of the program, it will also be available to students in those streams in cases where their advisors deem it an appropriate complement to their training in quantitative methods.

12. Faculty Resources

Theo Noseworthy will teach this course for the foreseeable future. Peter Darke could also teach the course. It will be offered once per annum, and should not have any effect on faculty resources

13. Cross-listed Courses

N/A

14. Bibliography and Library Statement

There are no required texts for this course. Students may, if they wish, consult an introductory statistics text book such as Colwell and Carter (2011). An Introduction to Statistics for the Social Sciences. McGraw-Hill. The instructor will provide class notes to complement lectures.

15. Physical Resources

The faculty's current physical resources are sufficient for purposes of this course.

Faculty of Graduate Studies New Course Proposal Part B (Schulich Use Only)

16. Instructors and Faculty Coordinator

Initial instructor

Theodore Noseworthy

Alternative instructors

Peter Darke

Course coordinator

N/A

17. Specializations

Primary area or specialization

This course is required for students in the Accounting, Marketing and Organizational Studies streams of the PhD.

Secondary areas or specializations

This course is open to students in all other streams of the PhD (Finance, Operations Management/ Information Systems, and Policy/Strategy).

18. Student Contact and Enrolment

Contact hours

36

Maximum enrolment

20

Expected enrolment

6-8

Evidence for enrolment expectations

The PhD program routinely admits approximately 12-15 students, of whom half are in the streams for which this course is required.

19. Human Participants Research

N/A

20. Conditions for Approval

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

- a) ~~The Area is deleting courses with at least the same total number of credits.~~
- b) Provide a convincing case for the proposed course.

Currently doctoral students enrolled in the program are required to take a quantitative methods course, but for several years there has not been one offered in the School. This course will allow students to meet their methods requirements without having to find an appropriate course outside the Faculty

Course Originator

Theodore Noseworthy
Signature

April 6, 2016
Date

Theodore Noseworthy
Name

Supporting Faculty Members

The course originator should consult with other interested parties and obtain their support. Support should be obtained from other units of the university if their interests are related to this course.

The faculty members whose names appear below confirm that they have examined this course proposal. They feel it is a worthwhile addition to the SSB curriculum and does not, to their knowledge, significantly duplicate the content of existing courses.

Murat Kristal
Name

Name

Stan Li
Name

Name

Lilian Ng
Name

Name

Chris Bell
Name

Name

Name

Name

Approvals

Area or Specialization

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

Signature	<i><Date></i> Date
<i><Name of Coordinator or Director></i> Area Coordinator or Specialization Director	<i><Name of Area or Specialization></i> Area or Specialization

Degree Program

This course has received the approval of the Program Committee, and I support the addition of the course to the SSB curriculum.

 Signature	<i>April 6 2016</i> Date
<i>Eileen Fischer</i> Program Director	<i>Ph.D. Program</i> Program

MEMORANDUM
Peter F. Bronfman Business Library

SUBJECT: Library Statement for DCAD 7060 Section A: Introduction to Applied Statistics

FROM: Xuemei Li, Peter F. Bronfman Business Library

DATE: March 14, 2016

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

The libraries own books of relevance which are also useful for this course. This includes books on SPSS and Statistics which are located primarily at the Scott Library and Steacie Science and Engineering Library, with a relatively small collection at the Bronfman Business Library. The print academic book collection is supplemented nicely by a range of different practitioner e-book collections, e.g. *Springer Link* and *Scholars Portal Books* and more which are offered through e-book collections such as *Books 24x7* and *Safari Books Online*.

Relevant journal/magazine articles are also available through databases listed in the Finding Business Articles research guides:

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

DCAD 7060 3.00 Section A: Introduction to Applied Statistics



Course Outline

Fall 2016

Instructor

Theodore J. Noseworthy
N322, Seymour Schulich Building
(416) 736-2100, ext. 33507
tnoseworthy@schulich.yorku.ca

Office hours: Wednesday afternoon by appointment, please e-mail the instructor

Assistant

Sheila Sinclair
N304A
ssinclair@schulich.yorku.ca

Dr. Noseworthy is a specialist in experimental design and consumer psychology, a Canada Research Chair in Entrepreneurial Innovation and the Public Good, and a tenured associate professor at Schulich. He joined Schulich in 2014 as the Scientific Director of the NOESIS innovation lab.

Brief Description

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

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

Prerequisites/Co-requisites/Course Exclusions: None

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Course Learning Outcomes

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

By the end of this course students will:

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

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

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

Deliverables at a Glance

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

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

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

Course Material

Recommended Textbooks:

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

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

Required Software:

We will use primarily SPSS in the course as it is the most widely used and, in my opinion, the most user-friendly. I will show how to use it in class, and assignments will require you to use SPSS to perform analyses. SPSS is widely used in the across the variety of disciplines in the management field, and may already be loaded on your office computer. SPSS is available on the lab computers in the NOESIS Lab (W254) and on the computers in the Open Access Labs. You can also purchase a student license. Although, we will use SPSS you may wish to explore other analysis programs that are more syntax-based such as SAS, R, or Matlab. Both R and SAS are free. There is an abundance of online resources available to aid in learning how to use these programs.

Student Preparation for Class and Class Participation: Expectations

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

Class-by-Class Syllabus

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

Schedule of Topics

Session #1,: INTRODUCTION

TOPICS	<i>Course Introduction, Requirements, Software Levels of Measurement and Central Tendency, Dispersion, and Distribution</i>
--------	---

Seminar:	<i>Basic Data Summary:</i> Types of data, descriptive statistics, Pareto chart, stem-and-leaf, box-plot, scatter plots, mean, and standard deviation.
-----------------	---

Lab:

SSB – W254	Introduction to the NOESIS Lab and SPSS software. Entering data and coding missing values in SPSS. Generating plots and descriptive statistics.
------------	---

Objectives:

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

Session #2,: THE SCIENTIFIC METHOD

TOPICS	<i>Probability and Normal Curve Null Hypothesis Significance Testing (NHST) Confidence Intervals</i>
--------	--

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

Lab:

SSB – W254	Interpreting statistical significance with p-values and confidence intervals. (Quiz #1)
------------	---

Objectives:

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

Session #3,: SAMPLING AND SAMPLE DISTRIBUTIONS

TOPICS *Z-scores and standardizing data*
Single sample z-scores for proportions
A priori sample calculations

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

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

Lab:

SSB – W254 Exploring G*POWER 3.1: Estimating sample size requirements.
 Exploring and interpreting effect size and power calculations.
 Standardizing data and single sample hypothesis testing.
 Outlier analysis and exclusion in SPSS.
(Quiz #1)

Objectives:

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

Session #4, TESTING DIFFERENCES BETWEEN TWO-GROUPS

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

Seminar: Interval/parametric and ordinal/nonparametric tests for mean differences.
 The t distribution versus the standard normal distribution.
 When to use a t-test, as opposed to a z-test.

- Understanding Journal Articles with Descriptive Statistics, Confidence Intervals, and T-tests.
- Reporting descriptive statistics, confidence intervals, and t-tests in academic articles.

Lab:

SSB – W254 Confidence Intervals and the various t-tests.
 Testing Assumptions of normality and homogeneity of variance.

(Lab Assignment #1 – in class preparation)

Objectives:

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

Session #5 TESTING MULTIPLE GROUP DIFFERENCES AND INTERACTIONS I

TOPICS *Single Factor between-subjects ANOVA*
Single Factor within-subjects ANOVA

Seminar: Repeated-Measures ANOVA
 Omnibus One-way ANOVA
 Estimating effect sizes from reported F and dfs in published articles.
 Understanding (and adjusting for) the impact of multiple comparisons and the relationship with Type 1 error.

- Understanding Journal Articles describing Between-Subjects ANOVAs.
- Reporting both Between- and Within-subjects ANOVAs in academic articles.

Lab:

SSB – W254 Single Factor ANOVA.
 Adjusting for multiple comparisons.
 Testing Assumptions.
(Quiz #2)

Objectives:

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

Session #6 TESTING MULTIPLE GROUP DIFFERENCES AND INTERACTIONS II

TOPICS *Factorial ANOVA*
Mixed Designs (Between and Within Subjects)
ANCOVA (Analysis of Covariance)

Seminar: Interpreting Two-way and Three-way Interactions

Interpreting and using Covariates in ANOVA

Fixed and Random Effects.

- Understanding Journal Articles describing Full (and Fractional) Factorial ANOVAs.
- Reporting main effects and interactions in academic articles.

Lab: Factorial AN(C)OVA.
SSB – W254 Testing Assumptions.
(Quiz #3)

Objectives:

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

Session #7, TESTING MULTIPLE GROUP DIFFERENCES AND INTERACTIONS III

TOPICS *Post-Hoc Tests*
Planned Contrasts/Complex Contrasts
Simple Effects (Estimating the Error Term in SPSS syntax)

Seminar: Estimating the error term for simple effects (and the relationship with Power)
Adjustments for multiple comparisons and types of post hoc tests (including assumptions).
The theory behind complex contrasts.

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

Lab:
SSB – W254 Analyzing two-way and three-way Interactions in ANOVA.
Understanding the “Compare” Syntax in SPSS
Exploring LM-MATRIX syntax for Complex Contrasts.
(Lab Assignment #2 – in class preparation)

Objectives:

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

Session #8, TESTING RELATIONSHIPS I

TOPICS	<i>Correlation</i> <i>Linear Regression</i>
Seminar:	<p><i>The linear model:</i> graphical (scatter plot) and model building analysis. Correlations and Covariance. The principle of least squares. Connecting linear regression and ANOVA Assumptions of linear least square regression. Examining residuals, diagnostics, and residual plots.</p> <ul style="list-style-type: none"> ▪ Understanding Journal Articles reporting Linear Regression and correlations. ▪ Reporting linear regression and correlations from in academic articles.
Lab:	SSB – W254 Linear Regression. (Quiz #4)

Objectives:

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

Session #9, TESTING RELATIONSHIPS II

TOPICS	<i>Linear Regression</i> <i>Multiple Regression</i> <i>Binomial/Multinomial Logistic Regression</i>
Seminar:	<p>The multiple regression model. Dummy and contrast coding. Interpretation of multiple regression coefficients (standardized and unstandardized). Multicollinearity. Spot-light and Flood-light analysis</p> <ul style="list-style-type: none"> ▪ Understanding Journal Articles reporting interactions in regression. ▪ Reporting regression coefficients in academic articles.
Lab:	SSB – W254 Correlation and Multiple regression. Odds Ratios Exploring Simple Slopes Syntax in SPSS. (Lab Assignment #3 – in class preparation)
<u>Objectives:</u>	
1. Know the logic and assumptions of Regression analyses.	

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

Session #10, MEDIATION, MODERATED-MEDIATION, AND MEDIATED-MODERATION

TOPICS *Simple Mediation*
Conditional Indirect Effects

Seminar: The principle and history of testing mediation in social science research.
 Exploring the conceptual distinction between moderated-mediation and mediated moderation.
 Testing indirect, and conditional indirect effects.

- Understanding Journal Articles describing mediation effects.
- Reporting (and graphing) moderated-mediation coefficients in academic articles.

Lab:
 SSB – W254 Analyzing two-way and three-way Interactions in ANOVA.
 Exploring Haye’s PROCESS macros in SPSS Syntax.
 Bootstrapping confidence intervals.
(Quiz #5)

Objectives:

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

Session #11: EXPLORING AND TESTING FACTOR STRUCTURES

TOPICS *Exploratory Factor analysis (EFA) and Principle Component Analysis (PCA)*
Confirmatory Factor Analysis (CFA)

Seminar: Investigating how measured variables relate to theoretical constructs.
 Testing underlying factor structures when structures are known or theorized.
 Basics of structural equation modelling (SEM).

- PCA versus PAF.
- Basic hypothesis of SEM.
- Measurement model specification and estimation.
- Model evaluation.

Understanding Journal Articles with CFA and EFA results.
Reporting CFA and EFA results in academic articles.

Lab:

SSB – W254 Factor extraction and rotation.
Exploring AMOS software for basic SEM concepts.
Understanding model fit.

Objectives:

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

Session #12, PRESENTATIONS

TOPICS *Major Statistics Paper Presentations (Conference Style)*

Written Assignments and Project Descriptions

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

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

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

There will be three assignments, worth 10% each. The assignments will focus on three key statistical approaches (T-tests, ANOVA, and Regression). The assignments will commence in the lab session portion for each respective topic, specified in the “Class-by-Class Syllabus.” During this session, you will be presented with a hypotheses and a corresponding data and will be given time to run the proper analyses. During this period, we will work as a group to explore the data (note: data sets may vary from your peers). You will then be required to write-up the results in a professional manner, and interpret them as you would in an academic article (i.e., state the hypotheses and then provide a results and discussion section of an article). Each formal write-up is due by **5:30pm on the following day** from which the assignment is given/discussed. Please make sure that you prepare and submit these assignments on

time. Each has been carefully designed to accomplish specific learning objectives, and the timing allows you to extract the maximum value from your efforts! Late submissions will be penalized. The assignments will guide you from the simple to the complex, and from the generally statistical approach, to more complex tests of assumptions. Ample support will be available to each of you in the lab sessions and outside of class, both from the instructor and from your peers. Most assignments will not take longer than a couple of hours to complete, and you are welcome to submit them sooner if you are ready. Each assignment is designed as an application that particular week's seminar discussion and lab tutorial which will help you *retain and cement* some of the key concepts we touch on during class discussion.

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

Major Statistical Paper (25%):

Write a paper on a recent methodological controversy or empirical approach that interests you, or -- should you have data of your own -- present the backend analysis of a research paper you are currently preparing for submission. The idea must be timely and the paper must be independent of other coursework. The idea should offer significant depth regardless of the approach, offering insights above and beyond what may have been gleaned in class. Some examples may be as conceptual as covering the recent p-hacking/p-curve scandals and highlighting the underlying statistics (even applying them to a domain; e.g., a p-curve on experiments using Institutional Theory), or it could be more refined and specific empirical problems like the lack of controlling for attenuation in ANOVA analyses, etc. Regardless, of what is chosen, the goal is to approximate a level of expertise and competence with a topic that far exceeds a seminar discussion. E.g., should you choose controversies in model fit statistics, you should forever be the "go to" Schulich PhD on the topic (no pressure). Should you choose to analyse a pre-existing data set and write up the results for publication, the paper will require a brief theoretical front-end and formal hypotheses. This can be done in conjunction with DCAD*7250, whereby the research design major paper would be the front-end of a high-quality manuscript, and this paper would be the backend. No matter what the approach, the paper must be logical, informed, persuasive, and most importantly, tell a story (e.g., the history of mediation, and why we've moved away from B&K approaches, but in some cases may have lost our way). There is no formal structure to the paper, and I am not providing a length restriction -- it is vital that you (a) keep a good length/contribution ratio, and (b) learn to know what is to be expected in research papers (i.e. know when you are 'done').

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

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

Major Paper Presentation (10%):

You will make a presentation of your statistical research paper at the end of the year (ideally in the last class but depending on enrollment, we may have to make it the last two classes). The presentation will approximate a typical conference talk, but will focus on your methodological insight. Each presentation

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

Evaluation of Written Assignments

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

Calculation of Course Grade

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

Each assignment will be returned to students with a letter grade. The letter grade will be transformed into a numerical equivalent factoring in the nine point grading scale and the weight assigned to that assignment. These will then be summed and converted back to a letter grade for the course, using the 9 point grade scale for conversion. I will keep a running tally on the participation grade and students may check to see how they are doing during the course of the term. Late assignments will normally incur a penalty of one letter grade.

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

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

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

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Enrolment+Grades+and+Convocation!OpenDocument#tabs-2

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

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

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

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

To: Faculty Council, Schulich School of Business
From: Professor Moren Lévesque

Proposed Changes:

That the course SB/ENTR 3400 be revised in line with the attached Course Change form. Specifically, that the Prerequisite text be changed to read as follows:

Prerequisite: completion of 30 engineering credits.

That the course SB/ENTR 3600 be revised in line with the attached Course Change form. Specifically, that the Prerequisite text be changed to read as follows:

Prerequisite: completion of 30 engineering credits.

That the course SB/ENTR 4500 be revised in line with the attached Course Change form. Specifically, while keeping the course information at 60 words maximum, that the Prerequisite text be replaced by a note and a course credit exclusion as follows:

Note: open to Year 4 BBA/iBBA students, students who have completed 60.00 engineering credits in the Lassonde School of Engineering, or students with instructor permission
Course Credit Exclusion: SB/ENTR 4600 3.00

That the course SB/ENTR 4600 be revised in line with the attached Course Change form. Specifically, while reducing the current course information at 60 words maximum, that a course credit exclusion be added as follows:

Note: open to Year 4 BBA/iBBA students only.

Course Credit Exclusion: SB/ENTR 4500 3.00

Rationale:

The changes to SB/ENTR 3400, SB/ENTR 3600 and SB/ENTR 4500 matter because they will enable Lassonde undergrad students to develop some business skills in the context of starting new business ventures. SB/ENTR 3400 and SB/ENTR 3600 can now be taken as early as in their second year to expose them to such skills. SB/ENTR 4500 cannot be taken until their third year. Lassonde students can choose to take one, two or all these three courses. However, they can only take a total of three complementary studies courses for credits (which SB/ENTR 3400, 3600 and 4500 fall under), with Lassonde also offering a few competing experiential courses for credits (e.g., a three-week trip to Technion University to develop a new business venture with Israeli expertise). Consequently, at the present time only a few Lassonde students are expected to take this entire suite of three SB/ENTR courses.

Moreover, the changes to SB/ENTR 4500 come from both Schulich and Lassonde undergrad students making the request to be allowed to be mixed. On the one hand, a fast increasing number of new venture ideas from Schulich students require technical expertise they do not possess. On the other hand, all new venture ideas from Lassonde students require business/management expertise they do not possess (only some if they take SB/ENTR 3400, SB/ENTR 3600, or through e.g. the Technion trip). The anticipated result is stronger new venture ideas that will be assessed and developed over the semester and a more rewarding learning experience for both Schulich and Lassonde students who choose to take SB/ENTR 4500.

Course Change Proposal

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below, REPLACING each <explanation> with your intended text.

1. Program

Schulich BBA Program

2. Course Number and Credit Value

ENTR 3400 3.00

3. Course Title

a) Long Course Title

Business Essentials for Technology Entrepreneurs I

b) Short Course Title (if a change in the course title is requested)

Not applicable

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

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

5. Effective Session of Proposed Change(s)

Fall 2016

6. Academic Rationale

The proposed change edits the prerequisite in order to broaden the potential audience for the course. No change in the course content is proposed, and there will be no overlap with existing core or elective courses.

7. Proposed Course Information

Existing Course Information (change from)	Proposed Course Information (change to)
This course has three modules: Organizational Behavior develops skills/knowledge of leadership, teamwork, negotiations and motivation. Marketing presents marketing strategy fundamentals. Operations Management reviews business processes to maximize supply under resource constraints. Prerequisite: completion of 60 credits in the major. Note: Open to	This course has three modules: Organizational Behavior develops skills/knowledge of leadership, teamwork, negotiations and motivation. Marketing presents marketing strategy fundamentals. Operations Management reviews business processes to maximize supply under resource constraints. Prerequisite: completion of 30 engineering credits. Note: Open to

students in the Lassonde School of Engineering or by permission of the instructor and Lassonde Student Services.

students in the Lassonde School of Engineering or by permission of the instructor and Lassonde Student Services.

8. Consultation

Not applicable

9. Approvals

a) Originator



Moren Lévesque
Signature

9 February 2016
Date

Moren Lévesque
Name

b) Area or Specialization

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

Signature

Date

Eileen Fischer/Charlene Zietsma
Name of Area Coordinator / Specialization
Director

Area or Specialization

c) Degree Program

This course change has received the approval of the Program Committee, and I support the proposed changes.

Detlev Zwick
Signature

April 1, 2016
Date

Detlev Zwick
Name of Program Director

BBA/iBBA Program Director
Program

Business Essentials for Technology Entrepreneurs I

Course Outline

Fall 2015

Tuesday, 7:00pm – 10:00pm, beginning on Sept 15, 2015
SSB S128

Instructor

Mr. Narbe Alexandrian
416-736-2100 x77960
nalexandrian@schulich.yorku.ca
Office hours: By email appointment only

Assistant

Clara Kan
N305A SSB
416-736-2100 x77960
ckan@schulich.yorku.ca

Narbe Alexandrian is a venture capitalist at OMERS Ventures, the largest venture capital fund in Canada, responsible for over \$400M in assets under management. In his role as an Associate, Narbe is responsible for researching and executing investment opportunities in the Technology, Media and Telecommunications (TMT) sector.

Prior to joining OMERS Ventures, Narbe worked as a Senior Strategy Manager at TELUS, developing and shaping their Internet of Things (IoT) segment. Narbe has also worked with a number of Software as a Service (SaaS) companies, developing operational and go-to-market strategies. Narbe began his career at Deloitte, within the Corporate Strategy and M&A Advisory groups, primarily working with private equity, pension funds and large corporates on a number of strategic initiatives.

Narbe has taught courses in technology entrepreneurship and accounting at the Schulich School of Business and Rotman Commerce, and has also been an instructor for the Canadian Institute of Chartered Professional Accountants. Narbe is a Chartered Accountant (CA) and Chartered Professional Accountant (CPA), and has a BBA from the Schulich School of Business.

Prerequisites/Corequisites/Course Exclusions:

SC/ENG 3000 3.00 Professional Engineering Practice (or equivalent)

This course is only offered to undergraduate students from York University's Lassonde School of Engineering.

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Course Learning Outcomes

For the *Organizational Behavior Module*:

Learn and practice the skills and behaviors associated with leadership of self, employees and teams, by developing an appreciation for authenticity, character and emotional intelligence in communication, leadership and team participation.

- Understand the benefits and limits of team decision making.
- Understand and apply the principles of motivation and reward systems.
- Learn and practice effective negotiation skills.
- Develop a reflexive awareness of one's own strengths and weaknesses.
- Practice effective communication and teamwork.

For the *Marketing Module*:

This session further examines strategy and entrepreneurship including the concepts of disruptive innovations and marketing. During the first part of the session, the importance and implications of the technology adoption life cycle are examined.

- Survey the key elements of entrepreneurial marketing, including a compelling product/service strategy, a well-crafted positioning statement, competitive differentiation, and a subsequent penetration strategy (including distribution, promotion and pricing).
- Practice assessing a firm's customers, company, competitors, collaborators and context.
- Understand the bases for segmenting markets, selecting an appropriate target market and positioning the firm to appeal to the target market.
- Assess the implications of target market selection for firm profitability.
- Understand and be able to develop an appropriate marketing mix to appeal to a selected target market, including product and packaging, pricing, channel selection and communication decisions.
- Present interim marketing strategies and respond to feedback.
- Produce a marketing plan.

For the *Operations Management Module*:

The Operations Management Module aims to enable the students to organize business processes to maximize supply given the resources available to the firm. The module provides the opportunity to learn these themes through readings, lectures, live discussions and case presentations.

- Assess what constraints business processes from creating more supply.
- Perform a managerial process analysis based on capacity.
- Avoid mismatches between supply and demand of successive process steps.
- Assess a project's completion time, how to accelerate that time, and how to deal with

uncertainty.

- Analyze measures of performance to increase overall firm value from improving its operations.
- Eliminate waste from processes including idle time, defects, unnecessary inventories.
- Recognize the forces behind new business models in order to facilitate their creation.
- Identify new business models that can increase customer value by leveraging firm operations.

Deliverables at a Glance

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

Assignment/Task	Quantity	Total %	Author
Reading & Class participation	1	15%	Individual
Learning Journals	4	10%	Individual
Marketing Plan	1	25%	Group
Problems - Reports	2	20%	Individual
Final Exam	1	30%	Individual
		100%	

Course Material

Required Reading

Required reading for this course includes the following textbook chapters available for purchase online:

1. Byers, T., Daft, R., Nelson, A. 2014. *Technology Ventures: From Idea to Enterprise*, 4th Edition, McGraw-Hill Education
2. Course Kit Electronic Download: <https://www.iveycases.com/Coursepackview.aspx?id=6963>

Student Preparation for Class and Class Participation: Expectations

Class Participation

You will be assessed for your contribution to the discussion of course concepts from all required readings on a weekly basis. It is your responsibility to be prepared for each session according to the class outline. Students are expected to contribute to class discussion individually, which will require approximately 7-9 hours of preparation per week. If a student is unable to attend a particular session, please inform the instructor as early as possible.

Tips for class participation:

- Take brief notes on major issues covered in the assigned readings
- Think of questions of interest
- Be confident to talk and ask questions

Class-by-Class Syllabus

The following list of topics and readings indicate the material to be read, reviewed and/or prepared for the various sessions. Required readings need to be completed **before** class. Assignments are due at the start of class. If any changes in this schedule become necessary, the students will be notified through the course online system or via emails.

Session 1 **Organizational Behaviour Module**

Sept 15 Course Overview and Motivation

Read:

- Course Outline
- Byers, Daft, Nelson - Chapter 1 (Section 1.1 and 1.5)
- **Case:** Gen Y in the Workforce (Ivey R0902X) (**Course Kit**)

Session 2 Creating Value, Leading Teams and People

Sept 22

Read:

- Byers, Daft, Nelson – Chapter 2-4 (Sections 2.1, 2.2, 2.5, 3.3, 3.4, 4.1, 4.4 and 4.5 only)
- Goleman, 1998, "What Makes a Leader?" *Harvard Business Review*
<https://hbr.org/2004/01/what-makes-a-leader>
- Feld, 2014, "Identify Leaders By Giving People Assignments"
<http://www.feld.com/archives/2014/12/identify-leaders-giving-people-assignments.html>
- Horowitz, 2010, "Notes on Leadership: Be More Like Steve Jobs..."
<http://techcrunch.com/2010/03/14/notes-on-leadership-jobs-grove-campbel/>

Learning Journal #1 Due

Session 3 Sales and Negotiations

Sept 29

Read:

- Byers, Daft, Nelson – Chapter 5-6 (Sections 5.1, 5.4, 6.1, 6.5 only)
- Sebenius, 2001, "Six Habits of Merely Effective Negotiators," *Harvard Business Review*
(Course Kit)
- Dixon, Adamson, 2011 "Selling is Not About Relationships"
<https://hbr.org/2011/09/selling-is-not-about-relatio>
- **Case:** Research in Motion: Sincerely, a RIM Employee (A) *Ivey Publishing* (Ivey 9B12C020)
(Course Kit)

Learning Journal #2 Due

Session 4 Globalization, Management and Rewards

Oct 6

Read:

- Byers, Daft, Nelson – Chapter 12 & 15 (Sections 12.3, 12.4, 15.1 and 15.3 only)
- Ben's Blog - Titles and Promotions, *Ben Horowitz*, March 16, 2011
http://www.bhorowitz.com/titles_and_promotions

- Ben's Blog – How to Minimize Politics in Your Company
http://www.bhorowitz.com/how_to_minimize_politics_in_your_company
- Suster, Understanding the Consequences of the Business Decisions You Fudge On
<http://www.bothsidesofthetable.com/2013/03/10/consequences-and-the-decisions-we-make-or-dont/>

Learning Journal #3 Due

Session 5 Marketing Module

Oct 13 Segmenting, Targeting & Positioning

Read:

- Mars Innovation, "How to estimate market size: Business and marketing planning for startups"
<http://www.marsdd.com/mars-library/how-to-estimate-market-size-business-and-marketing-planning-for-startups/>
- Evans, 2015, "Ways to Think About Market Sizing"
<http://ben-evans.com/benedictevans/2015/2/28/market-size>
- Steenburgh and Avery, 2011, "Customer Lifetime Value Analysis," Harvard Business Review **(Course Kit)**
- Schoder, 2007, "The Flaw in Customer Lifetime Value," Harvard Business Review
<https://hbr.org/2007/12/the-flaw-in-customer-lifetime-value>
- **Case:** Customer Segmentation and Business Model Evolution at Unbounce Ivey Publishing (Ivey 9B14A029) **(Course Kit)**

Learning Journal #4 Due

Session 6 Success via Marketing

Oct 20

Read:

- Byers, Daft, Nelson – Chapter 7-8 (Sections 7.1, 7.3, 8.1 and 8.2 only)
- Suster, 2013 How to Know When to Sell vs. When to Market to Customers
<http://www.bothsidesofthetable.com/2013/07/09/how-to-know-when-to-sell-vs-when-to-market-to-customers/>
- [Welcome to the Unicorn Club: Learning from Billion Dollar Startups](#), by Aileen Lee

Guest Lecture: TBD

Learning Journal #5 Due

Session 7 Marketing Mix

Oct 27

Read:

- Byers, Daft, Nelson – Chapter 9 (All)
 - Texiera, 2012, "Marketing Communications," Harvard Business Review **(Course Kit)**
 - **Case:** Social Media Content Strategy at Ayojak Ivey Publishing (Ivey 9B12A007) **(Course Kit)**
-

Session 8 Operations Management Module

Nov 3 Supply Process: Evaluating Process Capacity

Read:

- Byers, Daft, Nelson – Chapter 10-11 (Sections 10.1, 10.5 and 11.1 only)
- Shankar, Ormiston, Bloch and Schaus, 2008, "How to Win in Emerging Markets," MIT Sloan Management Review,
<http://sloanreview.mit.edu/article/how-to-win-in-emerging-markets/>
- "Crossing the Chasm Meets the Lean Startup," Geoffrey Moore,
<https://www.linkedin.com/pulse/article/20140211194912-110300724-crossing-the-chasm-meets-the-lean-start-up>

Guest Lecture: TBD

Session Value Chain

9

Nov 10 **Read:**

- Byers, Daft, Nelson – Chapter 13 and 14 (Sections 13.1, 13.4, 14.1 and 14.5 only)
- Suster, "The Fallacy of Channels: Startups Beware"
<http://www.bothsidesofthetable.com/2010/02/23/the-fallacy-of-channels-startups-beware/>

Written Assignment #1 Due

Session Group Presentations

10

Nov 17 **Marketing Plan - Group Presentations**

Session From Idea to Execution: The Lean Startup Method

11

Nov 24 **Read:**

- Excerpts from The Startup Owner's Manual available on Inc.com - [Introduction](#) and [9 Deadliest Start-up Sins](#)
- Why the Lean Start-Up Changes Everything by Steve Blank
<https://hbr.org/2013/05/why-the-lean-start-up-changes-everything>
- Teaching a 'Lean Startup' Strategy, HBS Working Knowledge
<http://hbswk.hbs.edu/item/6659.html>

Written Assignment #2 Due

Session Course Review

12

Dec 1 **Marketing Group Project Due**

Final exam during exam period

Written Assignments/Projects and Exam[s]: Descriptions

Within the *Operations Management Module*, each student will hand in 2 short assignments on the following case studies. Reports will be written based on the structure presented on Week 10, written with Arial 12-point font, 1" margins, single-spaced at a maximum of 1,000 words.

Due Date

Week 9 Product Management

– Nov 10 Sony PS4: Winning the Gaming War *Ivey Publishing* (Ivey 9B14A048)

Week 11 Lean Startup Mentality

– Nov 24 Pets.com: The Rise and Decline of a Pet Supply Retailer *Ivey Publishing* (Ivey 9B13D007)

Projects and Exams

Note: Late assignments will not be accepted.

Class Participation & Readings: Students are expected to be in class and participate in the discussions. 15% of the final grade is reserved for class participation. Each student must show that s/he has read and seriously thought about the assigned reading material (including cases). Also, each student should be prepared to make contributions from her/his own background. An individual's class participation grade will be my evaluation of the quality and quantity of this individual's contributions to class discussions. The class participation grade will be significantly lower for those who have the habit of showing up late to class.

Learning Journal: For Sessions 2-7, each student is required to hand in a skill and learning reflection of 1-2 pages in length (single-spaced) at the beginning of the next class. Each reflection is worth 2.5%, for a total of 10% of the final grade.

Marketing Plan: For the *Marketing Module*, **groups of 2-3 students** must develop a marketing plan for a product or service of their choice, including market segmentation, targeting and positioning (backed up by solid rationale based on market size and expected profitability), along with marketing mix decisions for product, price, place and promotion. Some class time will be allotted to work on the plan, and groups will present an interim version of the plan for feedback from their classmates. The interim version will be a PowerPoint presentation of no more than 10 slides (excluding title page). The text of the final marketing plan should be no longer than 1500 words, excluding appendices. This assignment is worth 25% of the final grade.

Examination: A closed-book final exam of about 2 hours duration will account for 30% of the final grade, split evenly across all sections of the course. This exam is to be an individual effort and there is no makeup exam in this course. A practice exam will be posted on the course online system in the last week of class. The University's Registrar's office sets specific examination dates after the term begins and enrolment patterns are identified. Students should not make plans to be away from Toronto during any portion of the announced examination period until the dates for their specific examinations have been announced.

Calculation of Course Grade

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

The letter-grade system is the fundamental system of assessment of performance in undergraduate programs at York University. For information regarding the pass/fail option regulations, refer to the grading information available in your Faculty's section of the Undergraduate Calendar.

The corresponding grade points awarded for each grade are:

Grade	Grade Point	Percent Range	Description
A+	9	95 – 100	Exceptional
A	8	90 – 94	Excellent
B+	7	85 – 89	Very good
B	6	75 – 84	Good
C+	5	70 – 74	Competent
C	4	60 – 69	Fairly competent
D+	3	55 – 59	Passing
D	2	50 – 54	Marginally passing
E	1	(Marginally below 50)	Marginally failing
F	0	(Below 50%)	Failing

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

Grades at Schulich are based on a 9-value index system. The top grade is A+ (9) and the minimum passing grade is D (2). To keep final grades comparable across courses, the average course grade within a section of an undergraduate course is normally between 5.5 and 7.0.

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

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

http://schulich.yorku.ca/client/schulich/schulich_lp4w_ind_webstation.nsf/page/Academic+Policies+BBA?OpenDocument

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

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

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

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

Final Exams (Absence from)

Within 24 hours of missing a final examination, students must contact the Associate Director, Undergraduate Programs Unit, at (416) 736-5060 and must also contact their course instructor. Formal, original documentation regarding the reason for missing the exam must be submitted to the <Director

of Student Services, Associate Director, Undergraduate Programs Unit> (SSB Room W262) within 48 hours of missing the final exam. Students who miss a final exam due to illness must have their doctor complete an “Attending Physician’s Statement.” For more details, see:

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

Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title and Date	In-Class Preparation	Reading Preparation	Written Preparation
1. Sept 15 Organizational Behaviour Module Course Overview and Motivation		<ul style="list-style-type: none"> • Course Outline • Byers, Daft, Nelson - Chapter 1 (Section 1.1 and 1.5) • Case: Gen Y in the Workforce (Ivey R0902X) 	
2. Sept 22 Creating Value, Leading Teams and People		<ul style="list-style-type: none"> • Byers, Daft, Nelson – Chapter 2-4 (Sections 2.1, 2.2, 2.5, 3.3, 3.4, 4.1, 4.4 and 4.5 only) • Goleman, 1998, “What Makes a Leader?” <i>Harvard Business Review</i> • Feld, 2014, “Identify Leaders By Giving People Assignments” • Horowitz, 2010, “Notes on Leadership: Be More Like Steve Jobs...” 	Learning Journal on Week 1 due
3. Sept 29 Sales and Negotiations		<ul style="list-style-type: none"> • Byers, Daft, Nelson – Chapter 5-6 (Sections 5.1, 5.4, 6.1, 6.5 only) • Sebenius, 2001, “Six Habits of Merely Effective Negotiators,” <i>Harvard Business Review</i> • Dixon, Adamson, 2011 "Selling is Not About Relationships" • Case: Research in Motion: Sincerely, a RIM Employee (A) <i>Ivey Publishing</i> (Ivey 9B12C020) 	Learning Journal on Week 2 due
4. Oct 6 Globalization, Management and Rewards		<ul style="list-style-type: none"> • Byers, Daft, Nelson – Chapter 12 & 15 (Sections 12.3, 12.4, 15.1 and 15.3 only) • Ben’s Blog - Titles and Promotions, <i>Ben Horowitz</i>, March 16, 2011 • Ben’s Blog – How to Minimize Politics in Your Company • Suster, Understanding the Consequences of the Business Decisions You Fudge On 	Learning Journal on Week 3 due
5. Oct 13 Marketing Module Segmenting, Targeting & Positioning		<ul style="list-style-type: none"> • Mars Innovation, “How to estimate market size: Business and marketing planning for startups” • Evans, 2015, “Ways to Think About Market Sizing” • Steenburgh and Avery, 2011, “Customer Lifetime Value Analysis,” <i>Harvard Business Review</i> • Schoder, 2007, “The Flaw in Customer Lifetime Value,” <i>Harvard Business Review</i> • Case: Customer Segmentation and Business Model Evolution at Unbounce <i>Ivey Publishing</i> (Ivey 9B14A029) 	Learning Journal on Week 4 due
6. Oct 20	Guest Lecture	<ul style="list-style-type: none"> • Byers, Daft, Nelson – Chapter 7-8 (Sections 7.1, 	

Class No., Title and Date	In-Class Preparation	Reading Preparation	Written Preparation
Success via Marketing		7.3, 8.1 and 8.2 only) <ul style="list-style-type: none"> • Suster, 2013 How to Know When to Sell vs. When to Market to Customers • Welcome to the Unicorn Club: Learning from Billion Dollar Startups, by Aileen Lee 	
7. Marketing Mix Oct 27		<ul style="list-style-type: none"> • Byers, Daft, Nelson – Chapter 9 (All) • Texiera, 2012, “Marketing Communications,” Harvard Business Review • Case: Social Media Content Strategy at Ayojak Ivey Publishing (Ivey 9B12A007) 	
8. Operations Management Nov 3 Supply Process: Evaluating Process Capacity	Guest Lecture	<ul style="list-style-type: none"> • Byers, Daft, Nelson – Chapter 10-11 (Sections 10.1, 10.5 and 11.1 only) • Shankar, Ormiston, Bloch and Schaus, 2008, “How to Win in Emerging Markets,” MIT Sloan Management Review, 49(3), 19-23 • "Crossing the Chasm Meets the Lean Startup," Geoffrey Moore 	
9. Value Chain Nov 10		<ul style="list-style-type: none"> • Byers, Daft, Nelson – Chapter 13 and 14 (Sections 13.1, 13.4, 14.1 and 14.5 only) • Suster, “The Fallacy of Channels: Startups Beware” 	Written Assignment #1 Due
10. Group Presentations Nov 17		<ul style="list-style-type: none"> • None 	Marketing Plan - Group Presentations
11. From Idea to Execution: The Lean Startup Method Nov 24		<ul style="list-style-type: none"> • Excerpts from The Startup Owner's Manual available on Inc.com - Introduction and 9 Deadliest Start-up Sins • Why the Lean Start-Up Changes Everything by Steve Blank • Teaching a 'Lean Startup' Strategy, HBS Working Knowledge 	Written Assignment #2 Due
12. Course Review Dec 1		<ul style="list-style-type: none"> • Course Review 	Marketing Plan - Report Due

Course Change Proposal

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below, REPLACING each <explanation> with your intended text.

1. Program

Schulich BBA Program

2. Course Number and Credit Value

ENTR 3600 3.00

3. Course Title

a) Long Course Title

Business Essentials for Technology Entrepreneurs II

b) Short Course Title (if a change in the course title is requested)

Not applicable

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

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

5. Effective Session of Proposed Change(s)

Winter 2017

6. Academic Rationale

The proposed change edits the prerequisite in order to broaden the potential audience for the course. No change in the course content is proposed, and there will be no overlap with existing core or elective courses.

7. Proposed Course Information

Existing Course Information (change from)	Proposed Course Information (change to)
<p>This course has three modules: Accounting presents financial accounting fundamentals for business planning; Finance presents finance fundamentals to enable fund raising and resource allocation decisions; Strategy explores competitive analysis and strategic planning.</p> <p>Prerequisite: completion of 60 credits in the major.</p> <p>Note: Open to students in the Lassonde School of</p>	<p>This course has three modules: Accounting presents financial accounting fundamentals for business planning; Finance presents finance fundamentals to enable fund raising and resource allocation decisions; Strategy explores competitive analysis and strategic planning.</p> <p>Prerequisite: completion of 30 engineering credits.</p> <p>Note: Open to students in the Lassonde School of</p>

Engineering or by permission of the instructor and Lassonde Student Services.

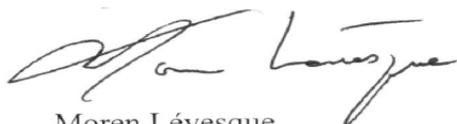
Engineering or by permission of the instructor and Lassonde Student Services.

8. Consultation

Not applicable

9. Approvals

a) Originator



Moren Lévesque
Signature

9 February 2016

Date

Moren Lévesque
Name

b) Area or Specialization

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

Signature

Date

Eileen Fischer/Charlene Zietsma
Name of Area Coordinator / Specialization
Director

Area or Specialization

c) Degree Program

This course change has received the approval of the Program Committee, and I support the proposed changes.

Detlev Zwick
Signature

April 1, 2016
Date

Detlev Zwick
Name of Program Director

BBA/iBBA Program Director
Program

Course Outline

Winter 2016

Thursday, 7:00pm – 10:00pm, beginning on January 7, 2015
S128 SSB

Instructor

Mr. Narbe Alexandrian
416-736-2100 x77960
nalexandrian@schulich.yorku.ca
Office hours: By email appointment only

Assistant

Clara Kan
N305A SSB
416-736-2100 x77960
ckan@schulich.yorku.ca

Narbe Alexandrian is a venture capitalist at OMERS Ventures, the largest venture capital fund in Canada, responsible for over \$400M in assets under management. In his role as an Associate, Narbe is responsible for researching and executing investment opportunities in the Technology, Media and Telecommunications (TMT) sector.

Prior to joining OMERS Ventures, Narbe worked as a Senior Strategy Manager at TELUS, developing and shaping their Internet of Things (IoT) segment. Narbe has also worked with a number of Software as a Service (SaaS) companies, developing operational and go-to-market strategies. Narbe began his career at Deloitte, within the Corporate Strategy and M&A Advisory groups, primarily working with private equity, pension funds and large corporates on a number of strategic initiatives.

Narbe has taught courses in technology entrepreneurship and accounting at the Schulich School of Business and Rotman Commerce, and has also been an instructor for the Canadian Institute of Chartered Professional Accountants. Narbe is a Chartered Accountant (CA) and Chartered Professional Accountant (CPA), and has a BBA from the Schulich School of Business.

Prerequisites/Corequisites/Course Exclusions:

SC/ENG 3000 3.00 Professional Engineering Practice (or equivalent)

This course is only offered to undergraduate students from York University's Lassonde School of Engineering.

Brief Description

This course is comprised of three modules:

- The *Accounting Module* aims to develop students' understanding of the fundamentals of financial accounting. It focuses on teaching students how to create the financial reports required in a business plan. This module has four organizing themes: The accounting process, the accounting reports, analysis of financial statements, and the use of accounting information for decision making.
- The *Finance Module* aims to develop students' understanding of the fundamentals of entrepreneurial finance. It focuses on teaching students how to make educated financial decisions on fund raising and resource allocation. This module has four organizing themes: The

time value of money, managerial investment criteria, valuation methods of new ventures, and financial analytical tools.

- The *Strategy Module* explores the core concepts of strategic management. It focuses on the challenges involved in managing an enterprise. The perspective adopted here is that of the CEO who needs to make decisions in complex and uncertain conditions, while taking into account inter and intra organizational considerations. The module has four organizing themes: the concept of strategy, the external environment, the internal analysis, and strategy in a dynamic environment. Readings, lectures, and role playing are used to expose students to a wide range of concepts and to the many types of situations that managers face, which impact an organization's performance. Case studies are used to further develop students' skills in dealing with complex situations.

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Course Learning Outcomes

For the *Accounting Module*:

- Understand the accounting processes
- Translate economic information into accounting data
- Understand the structure of financial statements
- Read and critically analyze financial reports
- Create the full set of financial reports required for a business plan
- Use accounting information as a tool for refining a firm's business model

For the *Finance Module*:

- Understand future and present values
- Calculate net present values and internal rates of return
- Understand the difference between real and nominal cash flows and interest rates
- Compare among projects' value
- Identify relevant data for calculating cash flows
- Apply accounting information in cash flow analysis
- Perform sensitivity analysis
- Understand the advantages and disadvantages in debt and equity financing
- Understand the advantages and disadvantages of the various valuation methods
- Evaluate new business ventures

For the *Strategy Module*:

- Understand what strategy is and how it creates value for the firm's shareholders
- Integrate and synthesize various perspectives to formulate a coherent firm strategy
- Analyze the competitive environment of an organization
- Assess whether a company possesses the right mix of resources and capabilities to compete successfully
- Learn how managers can leverage their resources and capabilities across several markets or industries
- Put strategy into action by designing structures that are congruent with each other and with the overall strategy of the firm
- Compare among different strategic options, while taking into account the threats and opportunities facing the organization
- Understand how organizations create and capture value

Deliverables at a Glance

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

Assignment/Task	Quantity	% Weight	Total %	Author
Readings & class participation	1	15%	10	Individual
Problems – 2 reports	2	25%	15	Group
Cases – 4 reports	4	20%	20	Group
Final exam	1	40%	55	Individual
			100%	

Course Material

Required reading for this course includes the following custom textbook edition available for purchase from the York University bookstore that is based on:

- For the *Accounting Module* – Friedlan, J. 2010. *Financial Accounting: A Critical Approach, with Connect, 3rd Ed.* McGraw-Hill Ryerson.
- For the *Finance Module* – Byers, T., Daft, R., Nelson, A. 2014. *Technology Ventures: From Idea to Enterprise, 4th Edition*, McGraw-Hill Education
- **Course Kit Electronic Download:** <https://www.iveycases.com/CoursepackView.aspx?id=8404>

Student Preparation for Class and Class Participation: Expectations

Class Participation

You will be assessed for your contribution to the discussion of course concepts from all required readings on a weekly basis. It is your responsibility to be prepared for each session according to the class outline. Students are expected to contribute to class discussion individually, which will require approximately 7-9 hours of preparation per week. If a student is unable to attend a particular session, please inform the instructor as early as possible.

Tips for class participation:

- Take brief notes on major issues covered in the assigned readings
- Think of questions of interest
- Be confident to talk and ask questions

Class-by-Class Syllabus

*The following list of topics and readings indicate the material to be read, reviewed and/or prepared for the various sessions. Required readings need to be completed **before** class. Assignments are due at the start of class. If any changes in this schedule become necessary, the students will be notified through the course online system or via emails.*

Session 1 Accounting Module Introduction

Jan 7 Overview of Financial Statements

Read:

- Friedlan Ch.2

Session 2 The Accounting Cycle

Jan 14 The Balance Sheet / The Income Statement

Read:

- Friedlan Ch.3
- Shaw and Mitchell, 2007, "So You Think You Understand Revenues," Harvard Business Review: <https://hbr.org/2007/05/so-you-think-you-understand-revenues>

Problems: Friedlan Problem 2-1 pp. 69-70

Session 3 Cash Flow & Profitability

Jan 21 The Cash Flow Statement

Read:

- Friedlan Ch.5

Problems: Friedlan Problem 3-18 pp. 160-162

Problem 1 Due in Class: Friedlan, Q2-15, Q2-22, E2-2, E2-7, E2-8, P2-5, P2-11, E3-1, E3-2, E3-6, E3-15, E3-29

Session 4 Using Accounting Information to Refine a Firm's Business Model

Jan 28 A Business Plan's Financial Statements

Read:

- Friedlan Ch.6

Problems: Friedlan Problem 5-11 pp. 283-284

Case: Zipcar (course kit)

Session 5 Finance Module Introduction

Feb 4 Venture Finance I

Read:

- Technology Ventures (Byers, Dorf, and Nelson): Chapters 15, 16, 17 (Sections 15.1, 15.3, 16.1, 16.2, 16.3, 17.1, 17.4, 17.5 only).

- “The Changing Structure of the VC Industry”, by Mark Suster:
<http://www.bothsidesofthetable.com/2014/07/22/the-changing-structure-of-the-vc-industry/>

Problem 2 due in Class: Friedlan E5-8, E5-10, E5-11, E5-17, E5-18, P5-6, P5-10, P5-11, P5-15, P5-17

Session 6 Venture Finance II

Feb 11

Read:

- Technology Ventures (Byers, Dorf, and Nelson): Chapters 18, 19, 20 (Sections , 18.1, 18.3, 18.9, 19.1, 19.2, 20.1, 20.2, 20.3 only).
- de Treville and Trigeorgis, 2010, “It May Be Cheaper to Manufacture at Home,” Harvard Business Review: <https://hbr.org/2010/10/it-may-be-cheaper-to-manufacture-at-home>
- "Should Startups Focus on Profitability or Not?" by Mark Suster:
<http://www.bothsidesofthetable.com/2011/12/27/should-startups-focus-on-profitability-or-not/>

Case: Dropbox (course kit)

Feb 18 *Reading Week – No Class*

Session 7 Valuation Methods

Feb 25

Read:

- Investopedia, “Valuing Startup Ventures”:
<http://www.investopedia.com/articles/financial-theory/11/valuing-startup-ventures.asp>
 - Entrepreneur Magazine, “How to Value Your Startup”,
<http://www.entrepreneur.com/article/72384>
 - FundersandFounders, Valuation Infographic <http://fundersandfounders.com/how-startup-valuation-works/>
 - Thenextweb.com, Looking for investors? Here’s how to value your startup
<http://thenextweb.com/entrepreneur/2014/02/27/looking-investors-heres-value-startup/>
 - WSJ.com, Tech Startups Feel an IPO Chill, <http://www.wsj.com/articles/tech-startups-feel-an-ipo-chill-1445309822?mg=id-wsj>
 - Rappaport and Mauboussin, 2002, “Valuation Matters,” Harvard Business Review (course kit)
-

Session 8 Breakeven Analysis

Mar 3

Sensitivity Analysis

Read:

- Investopedia, Break-even Analysis:
<http://www.investopedia.com/terms/b/breakevenanalysis.asp>
 - Inc. Magazine, How to Perform a Break-Even Analysis:
<http://www.inc.com/guides/2010/12/how-to-perform-a-break-even-analysis.html>
 - RedRocketVC, Lesson #105: Run a Sensitivity Analysis on Your Projections:
<http://redrocketvc.blogspot.ca/2012/01/lesson-105-run-sensitivity-analysis->
-

[on.html](#)

- Business Insider, Startups Without Financial Projections are Doomed: <http://www.businessinsider.com/startups-without-financial-projections-are-doomed-2011-6>

Assignment 1 Due: Tom.com: Valuation of an Internet Company (course kit)

Session 9 Stock Options

Mar 10

Read:

- Technology Ventures (Byers, Dorf, and Nelson): Review Section 12.8 (Recruiting and Retention)
- MaRS Discovery District, Employee Stock Options : <https://www.marsdd.com/mars-library/offering-employees-equity-startup-stock-options-plans/>
- Inc. Magazine, How to Explain Stock Options to Employees: <http://www.inc.com/bill-harris/how-to-explain-stock-options-to-employees.html>
- Forbes, All You Need to Know About IPOs, Going Public and Stock Options: <http://www.forbes.com/sites/kellyphillipserb/2012/05/14/all-you-need-to-know-about-ipos-going-public-and-stock-options/>

Case: Barbara's Options (available in the Appendix of Byers, Dorf and Nelson textbook, page 538)

Assignment 2 Due: Hohner Musikinstrumente GmbH & Co. KG: Break-Even Analysis (course kit)

Session **Strategy Module Introduction**

10 Analyzing the Internal and External Environment

Mar 17

Read:

- Porter, 2008, "The Five Competitive Forces That Shape Strategy," Harvard Business Review (course kit)
- Mark Suster, Why Startups Need a Well Articulated Strategy (And How to Think About Yours): <http://www.bothsidesofthetable.com/2013/06/04/why-startups-need-a-well-articulated-strategy-and-how-to-think-about-yours/>

Case: Akamai's Edge (A) (course kit)

Session Creating & Sustaining Competitive Advantages

11

Mar 24

Read:

- Jacobides and MacDuffie, 2013, "How to Drive Value Your Way," Harvard Business Review (course kit)
- TheNextWeb, Barriers to entry: How to build a startup that has an unfair advantage: <http://thenextweb.com/entrepreneur/2014/05/28/barriers-entry-build-startup-unfair-advantage/>
- VentureBeat, Design is becoming a competitive advantage for startups: <http://venturebeat.com/2011/10/05/design-is-becoming-a-competitive-advantage-for-startups/>

Case: AmTran Technology Ltd. (course kit)

Assignment 3 Due: Netflix Inc.: Streaming Away from DVDs (course kit)

Session Entrepreneurship and Your Future

12

Mar 31

Read:

- TED video: Why 30 is not the new 20 (video)
- Leave Your Legacy: <http://vimeo.com/43950969> (video)

Assignment 4 Due: MusicJuice.net: The Challenges of Starting Up a New Internet Venture, Ivey Publishing (course kit)

Final exam during exam period

Written Assignments/Projects and Exam[s]: Descriptions

Within the *Strategic Management* module, each student will hand in 2 short assignments on the following case studies. Reports will be written based on the structure presented on Week 9, written with Arial 12-point font, 1" margins, single-spaced at a maximum of 1,000 words.

Due Date

Mar 3	<u>Valuation</u> Tom.com: Valuation of an Internet Company (Ivey 9B00N013)
Mar 10	<u>Break-Even Analysis</u> Hohner Musikinstrumente GmbH & Co. KG: Break-Even Analysis (Ivey 3-112-001)
Mar 24	<u>Internal/External Analysis</u> Netflix Inc.: Streaming Away from DVDs, Ivey Publishing(Ivey 9B12M040)
Mar 31	<u>Competition</u> MusicJuice.net: The Challenges of Starting Up a New Internet Venture, Ivey Publishing (Ivey 9B10A013)

Evaluation of Written Assignments/Projects and Exams

Class Participation & Readings: Students are expected to be in class and participate in the discussions. **15%** of the final grade is reserved for class participation. Each student must show that s/he has read and seriously thought about the assigned reading material (including cases). Also, each student should be prepared to make contributions from her/his own background. An individual's class participation grade will be my evaluation of the quality and quantity of this individual's contributions to class discussions. The class participation grade will be significantly lower for those who have the habit of showing up late to class.

Problems: Each student will hand in 2 short assignments as per the detailed schedule below. These problems are included in the required textbook. Each assignment comprises 7.5% for a total of **25%** of the final grade. Late reports will not be accepted.

Cases Analysis: For the *Accounting and Finance Modules*, **groups of 2-3 students** must read and write an analysis of each of the 2 cases described in the detailed schedule below. For the *Strategy Module*, **each student** must read and write a brief report on each of the 2 cases described in the detailed schedule below (these cases are included in the required textbook). Each report comprises 5% for a total of **20%** of the final grade. The report is due on the day the corresponding case is assigned for class discussion. Late reports will not be accepted. In the case analysis, students act as consultants and are expected to advise the entrepreneur in the case how to proceed. Students are encouraged to utilize concepts studied in this course in their analysis. A good writing style and creativity are important. Diction, grammar, spelling, and neatness will also be important parts of the grade. Reports are to be two double-spaced typed pages (Times New Roman, 12 point font), exclusive of exhibits and references. The axiom that a

report either should be good or long does not apply here; rather the report simply should be good.

Examination: A closed-book final exam of about 3 hours duration will account for **40%** of the final grade. This exam is to be an individual effort and there is no makeup exam in this course. A practice exam will be posted on the course online system in the last week of class. The University's Registrar's office sets specific examination dates after the term begins and enrolment patterns are identified. Students should not make plans to be away from Toronto during any portion of the announced examination period until the dates for their specific examinations have been announced.

Calculation of Course Grade

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B	6	75 – 84	Good
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C	4	60 – 69	Fairly competent
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The Schulich School does not use a percentage scale or prescribe a standard conversion formula from percentages to letter grades. Conversions within a course are at the discretion of the instructor.

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

http://schulich.yorku.ca/client/schulich/schulich_lp4w_ind_webstation.nsf/page/Academic+Policies+BBA?OpenDocument

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

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

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

Exams (Absence from)

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

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

Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
1. Jan 7 Accounting Module Introduction Overview of Financial Statements		<ul style="list-style-type: none"> Friedlan Ch.2 	
2. Jan 14 The Accounting Cycle The Balance Sheet / The Income Statement	Problems: Friedlan Problem 2-1 pp. 69-70	<ul style="list-style-type: none"> Friedlan Ch.3 So You Think You Understand Revenues (link) 	
3. Jan 21 Cash Flow & Profitability The Cash Flow Statement	Problems: Friedlan Problem 3-18 pp. 160-162	<ul style="list-style-type: none"> Friedlan Ch.5 	Problem 1: Friedlan Q2-15, Q2-22, E2-2, E2-7, E2-8, P2-5, P2-11, E3-1, E3-2, E3-6, E3-15, E3-29
4. Jan 28 Using Accounting Information to Refine a Firm's Business Model A Business Plan's Financial Statements	Problems: Friedlan Problem 5-11 pp. 283-284 Case: Zipcar	<ul style="list-style-type: none"> Friedlan Ch.6 	
5. Feb 4 Finance Module Introduction Venture Finance I		<ul style="list-style-type: none"> Byers, Dorf, and Nelson: Chapters 15, 16, 17 The Changing Structure of the VC Industry (link) 	Problem 2: Friedlan E5-8, E5-10, E5-11, E5-17, E5-18, P5-6, P5-10, P5-11, P5-15, P5-17
6. Feb 11 Venture Finance II	Case: Dropbox	<ul style="list-style-type: none"> Byers, Dorf, and Nelson: Chapters 18,19,20 It May Be Cheaper to Manufacture at Home (link) Should Startups Focus on Profitability or Not? (link) 	
Feb 18	<i>NO CLASS (Reading Week)</i>		
7. Feb 25 Valuation Methods		<ul style="list-style-type: none"> Valuing Startup Ventures (link) How to Value Your Startup (link) Looking for investors? Here's how to value your startup (link) Tech Startups Feel an IPO Chill Valuation Matters (Course Kit) 	
8. Mar 3 Breakeven Analysis Sensitivity Analysis		<ul style="list-style-type: none"> Break-even Analysis (link) How to Perform Break-Even Analysis (link) Lesson #105: Run a Sensitivity Analysis on Your Projections 	Assignment 1: Tom.com (course kit)

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
		(link) <ul style="list-style-type: none"> Startups Without Financial Projections are Doomed (link) 	
9. Stock Options Mar 10	Case: Barbara's Options (textbook)	<ul style="list-style-type: none"> Byers, Dorf, and Nelson: Review Section 12.8 Employee Stock Options (link) How to Explain Stock Options to Employees (link) All Your Need to Know About IPOs, Going Public and Stock Options (link) 	Assignment 2: Hohner Musikinstrumente GmbH & Co. KG (course kit)
10. Analyzing the Internal and External Environment Mar 17	Case: Akamai's Edge (A) (course kit)	<ul style="list-style-type: none"> The Five Competitive Forces That Shape Strategy (link) Why Startups Need a Well Articulated Strategy (link) 	
11. Creating & Sustaining Competitive Advantages Mar 24	Case: AmTran Technology Ltd. (course kit)	<ul style="list-style-type: none"> How to Drive Value Your Way (link) Barriers to Entry: How to build a startup that has an unfair advantage (link) Design is becoming a competitive advantage for startups (link) 	Assignment 3: Netflix Inc. (course kit)
12. Entrepreneurship and Your Future Mar 31			Assignment 4: MusicJuice.net (course kit)

Course Change Proposal

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below, REPLACING each <explanation> with your intended text.

1. Program

Schulich BBA Program

2. Course Number and Credit Value

ENTR 4500 3.00

3. Course Title

a) Long Course Title

Entrepreneurship and Technology Ventures

b) Short Course Title (if a change in the course title is requested)

Not applicable

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

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

5. Effective Session of Proposed Change(s)

Winter 2017

6. Academic Rationale

The proposed changes are to allow Year 4 BBA/iBBA students to take this course along with Lassonde students (while keeping the course information at 60 words maximum). No change in the course content is proposed. However, since it overlaps with an existing elective course, the changes also include a Course Credit Exclusion: SB/ENTR 4600 3.00.

7. Proposed Course Information

Existing Course Information (change from)	Proposed Course Information (change to)
<i>This course provides an understanding of the challenges and opportunities facing an entrepreneur creating a technology-based business. By developing a cohesive and effective business plan, students are expected to turn an idea into an enterprise, engaging potential customers and revisiting the plan to focus on what customers really</i>	<i>This course brings forward the challenges and opportunities facing an entrepreneur creating a technology start-up. Students turn an idea into an enterprise by focusing on what customers want</i> Note: open to Year 4 BBA/iBBA students, students who have completed 60.00 engineering credits in the

want. Prerequisite: LE/ENG 3000 3.0 Professional Engineering Practice or by permission.	Lassonde School of Engineering, or students with instructor permission Course Credit Exclusion: SB/ENTR 4600 3.00
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8. Consultation

Not applicable

9. Approvals

a) Originator



Moren Lévesque
Signature

9 February 2016
Date

Moren Lévesque
Name

b) Area or Specialization

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

Eileen Fischer/Charlene Zietsma
Signature

Date

Eileen Fischer/Charlene Zietsma
Name of Area Coordinator / Specialization Director

Area or Specialization

c) Degree Program

This course change has received the approval of the Program Committee, and I support the proposed changes.

Detlev Zwick
Signature

April 1, 2016
Date

Detlev Zwick
Name of Program Director

BBA/iBBA Program Committee
Program

Required Attachments

- For changes in the number of credits, course title or course description, please attached the new Schulich course outline (must conform to program norms; see the Program Assistant for details)

Course Outline

Winter 2016

Tuesday & Thursday, 1:00-2:30pm, beginning on January 5, 2016
Bergeron Centre for Engineering Excellence 423

Instructor

Dr. Moren Lévesque
N305J, Seymour Schulich Building
416 736 2100 ext 44591
mlevesque@schulich.yorku.ca
Office hours are by appointment

Assistant

Clara Kan
N305A SSB
416-736-2100 ext 77960
ckan@schulich.yorku.ca

Moren Lévesque is Professor and The Certified General Accountants of Ontario Chair in International Entrepreneurship at the Schulich School of Business. She has been on the faculty at Université Laval, Carnegie Mellon University, Rensselaer Polytechnic Institute, Humboldt Universität, Case Western Reserve University, and the University of Waterloo as a Canada Research Chair in Innovation & Technical Entrepreneurship. Her research applies the methodologies of analytical and quantitative disciplines to the study of decision making in new business formation.

Brief Description

This course brings forward the challenges and opportunities facing an entrepreneur creating a technology start-up. Students turn an idea into an enterprise by focusing on what customers want.

Prerequisites/Corequisites/Course Exclusions:

Open to Year 4 BBA/iBBA students, students who have completed 60.00 engineering credits in the Lassonde School of Engineering, or students with instructor permission.

Course Credit Exclusion: SB/ENTR 4600 3.00

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Course Learning Outcomes

You will acquire knowledge and skills related to:

- Understanding why entrepreneurship matters.
- Developing and assessing your business idea.
- Protecting that idea and the resulting business venture.

- Understanding the importance of using the right business model for your offering.
- Making that offering what the market wants.
- Assessing whether or not your venture is financially viable.
- Understanding what investors are looking for and how to make a pitch.
- Understanding how to scale up the startup as well as how to exit an entrepreneurial career.
- Assessing whether an entrepreneurial career is for you.

Deliverables at a Glance

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

Assignment/Task	Quantity	% Weight	Total %	Author
Elevator pitch	1	5	5	Individual
Business plan slide deck	2	5	10	Team
Business plan presentation	2	10	20	Team
Business plan write-up	2	20	40	Team
Acting on a judging panel	1	10	10	Team
Class participation & readings	1	15	15	Individual
			100%	

For details, see “Written Assignments/Projects and Presentations: Descriptions” and “Evaluation of Written Assignments/Projects and Presentations” below.

Course Material

Recommended textbook is available for purchase from the York University Bookstore (<http://bookstore.blog.yorku.ca>):

Spinelli, S., Ensign, P., Adams, R. 2014. New Venture Creation, Second Canadian Edition. McGraw-Hill Ryerson.

Recommended readings can be found on the *Course Materials Database (CMD)* that has been created within Schulich’s Lotus Notes. It contains general information for Schulich students and information and materials specific to this course. Check it frequently.

Popular press readings are strongly encouraged, such as, but not limited to:

Magazines: e.g., Inc.; Entrepreneur; PROFIT

Books: e.g., Ries, E., 2011, *The Lean Startup*; Christensen, C.M., 2011, *The Innovator’s Dilemma*; Osterwalder, A., Pigneur, Y., 2010, *Business Model Generation*; Moore, G.A., 2002, *Crossing the Chasm*

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

Student Preparation for Class and Class Participation: Expectations

You are expected to be in class and participate in the discussions. You must show that you have prepared yourself for class and seriously thought about the assigned reading material. Also, you should be prepared to make contributions from your own background. This course is about putting knowledge into practice to create a new business venture. You are therefore expected to be creative and think outside the box. You

are also expected to identify problems and workable solutions. In addition, you are expected to analyze and assess feasible options and action plans.

An individual's class participation grade will be my evaluation of the quality and quantity of your individual's contributions to class discussions. The class participation grade will be significantly lower for those who have the habit of showing up late to class, or not showing up.

Class-by-Class Syllabus

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

Note: If any changes in this schedule become necessary or changes need to be announced between classes, an email will be sent to the students notifying them of the changes.

Jan 5 & 7 Week 1	<p>Course Introduction: What are you going to learn? Nature and Importance of Entrepreneurship</p> <p>Prep for Jan 7: To effectively introduce and “sell” yourself as a potential leader or member of an entrepreneurial team Textbook reading: Spinelli et al. Ch. 1 & 2 Other reading: <i>Building an effective team</i></p>
Jan 12 & 14 Week 2	<p>The Individual Entrepreneur and the Team: Are you right for the job?</p> <p>Prep for Jan 14: An elevator pitch where you introduce a business opportunity/idea Textbook reading: Spinelli et al. Ch. 5 & 6 Other reading: <i>Making of a successful entrepreneur</i> <i>Comparison of entrepreneurs</i> <i>Opportunity assessment</i></p>
Jan 19 & 21 Week 3	<p>Creativity & the Business Idea: What makes you tick?</p> <p>Prep for Jan 21: Smart questions for the guest speaker Textbook reading: Spinelli et al. Ch. 3 & 7 Guest speaker on Jan 21: Angie An, Bronfman Business Library</p>
Jan 26 & 28 Week 4	<p>An Overview of the Business Plan: Should you focus on the technology or the business?</p> <p>Prep for Jan 28: Smart questions for the guest speaker Textbook reading: Spinelli et al. Ch. 4 & 8 Other reading: <i>Core of mission statements</i> <i>Fourteen people questions</i> <i>Glossary of a business plan</i> <i>Nine questions every business plan should answer</i> <i>Writing the business plan</i> Guest speakers on Jan 28: David Bercovitch, Yappn</p>
Feb 2 & 4 Week 5	<p>Marketing Research & the Marketing Plan: Can you speed the diffusion of your technology?</p> <p>Prep for Feb 4: Smart questions for the guest speaker Other reading: <i>Market research for the new venture</i> <i>Steps in preparing the marketing plan</i> Guest speaker on Feb 4: Scott Stirrett, Venture for Canada</p>

Feb 9 & 11 Week 6	<p>Prep: Presentation #1 on the Industry, Idea & Organizational Plan Acting on a judging panel</p> <p>Assignment due on Feb 8 or 10 by 1:00pm: Slide deck for presentation #1</p>
Feb 23 & 25 Week 7	<p>The Financial Plan: Is your venture at all feasible?</p> <p>Prep for Feb 25: Smart questions for the guest speaker</p> <p>Textbook reading: Spinelli et al. Ch. 10</p> <p>Other reading: <i>Financial data balance sheet</i> <i>Pro forma income statement</i> <i>Due diligence template</i></p> <p>Assignment due on Feb 25: Business plan report #1</p> <p>Guest speaker on Feb 25: Albert Behr, Behr & Associates</p>
Mar 1 & 3 Week 8	<p>Financing the New Venture: How do you tame a dragon?</p> <p>Prep for Mar 3: Smart questions for the guest speaker</p> <p>Textbook reading: Spinelli et al. Ch. 9 & 11</p> <p>Other reading: <i>Survey on financing and growth of SMEs</i> <i>Alternative sources of financing</i> <i>Running ballistics on the Dragons' eight silver bullets</i></p> <p>Guest speaker on Mar 3: Dan Tzotzis, AWAKE Corporation</p>
Mar 8 & 10 Week 9	<p>Startup & Growth Opportunities: Can you take advantage of business clusters?</p> <p>Prep for Mar 10: Smart questions for the guest speaker</p> <p>Textbook reading: Spinelli et al. Ch. 12 & 13</p> <p>Other reading: <i>Agreement of confidentiality</i> <i>Guide to effective use of patents</i> <i>Patent template explanation</i> <i>Partnership agreement template</i></p> <p>Guest speaker on Mar 10: Rochelle Hanson, Attorney-at-Law</p>
Mar 15 & 17 Week 10	<p>Managing Growth: What do all ventures need to know?</p> <p>Prep for Mar 17: Smart questions for the guest speaker</p> <p>Textbook reading: Spinelli et al. Ch. 14</p> <p>Other reading: <i>Country selection for new business ventures</i> <i>Requirements for initial public offering</i> <i>TSX and TSX Venture</i></p> <p>Guest speaker on Mar 17: Husam Sha'ath, FORTE Management</p>
Mar 22 & 24 Week 11	<p>Ending the Venture: How do you plan on moving on? Ending the course: What did you learn?</p> <p>Prep for Mar 24: Smart questions for the guest speaker</p> <p>Textbook reading: Spinelli et al. Ch. 15</p> <p>Guest speaker on Mar 24: Nilay Goyal, Innovation York</p>
Mar 29 & 31 Week 12	<p>Prep: Presentation #2 on the Marketing Plan, Assessment of Risk & Financial Plan For facing a 'real' judging panel (on Mar 31): Oana Bantus, Lotek Wireless Inc.; Andrew Maxwell, Lassonde's BEST Program; Husam Sha'ath, FORTE Management Consulting Inc.</p> <p>NOTE: Write-up for Presentation #2 due on Thu 7 April 2016, 5:00pm, SSB N305J</p>

Written Assignments/Projects and Presentations: Descriptions

Due Date

Jan 14	<p><u>Elevator pitch</u> An elevator pitch where you introduce a business opportunity/idea. The goal of this exercise is for you to try to form a team potentially interested in your business idea. <i>Max length: 1 minute</i> <i>Value: 5%</i></p>
Feb 8 or 10	<p><u>The slide deck</u> Your team's deck of slides for the business plan presentation must be emailed to me and your judging-panel team no later than 1:00am (i.e., 24 hours prior to the beginning of class on your presentation day). <i>Max length: for a 15 minute presentation</i> <i>Value: 5%</i></p>
Feb 9 or 11	<p><u>Business plan presentation #1</u> Present your business idea by focusing on the Industry Analysis, Description of the Venture and an Organizational Plan. <i>Max length: 15 minutes + 10 minutes Q&A</i> <i>Value: 10%</i></p>
Feb 9 or 11	<p><u>Judging panel exercise</u> Act as a judge for one of the business plan presentation I will assign to your team. <i>Max length: 10 minutes</i> <i>Value: 10%</i></p>
Feb 25	<p><u>Business plan report #1</u> This write-up must contain your Industry Analysis, Description of the Venture and an Organizational Plan. A hard copy must be submitted to me at the beginning of class on that day. <i>Max length: 10 pages (excluding appendices) double-spaced typed pages (Times New Roman 12 point font)</i> <i>Value: 20%</i></p>
Mar 31	<p><u>The slide deck</u> Your team's deck of slides for the business plan presentation must be emailed to me (only) no later than 9:30am (i.e., 2 hours prior to the beginning of class). <i>Max length: for a 15 minute presentation</i> <i>Value: 5%</i></p>
Mar 31	<p><u>Business plan presentation #2</u> Present your Marketing Plan, Assessment of Risk and your Financial Plan. <i>Max length: 15 minutes + 10 minutes Q&A</i> <i>Value: 10%</i></p>
Apr 7	<p><u>Business plan report #2</u> This write-up must contain your Marketing Plan, Assessment of Risk and your Financial Plan. A hard copy must be submitted to me that day by 5:00pm in SSB N305J. <i>Max length: 10 pages (excluding appendices) double-spaced typed pages (Times New Roman 12 point font)</i> <i>Value: 20%</i></p>

Evaluation of Written Assignments/Projects and Presentations

Note:

Late assignments will not be accepted after 24 hours and heavily penalized for every hour that an assignment is delayed.

Business Plan:

You will work in teams of 3 to 4 students. Each team will write 2 reports and give 2 presentations on various aspects of the proposed business. The team project represents a total of 80% of the final grade, a major teaching tool of the course and a semester long project. A good writing style and creativity are important. Diction, grammar, spelling, and neatness will be important parts of the grade. The project requires a wide range of knowledge. Consequently, a broad range of backgrounds among the team members is beneficial. **Choose your team members very carefully.** In an effort to mitigate potential “free-rider” problems, you will be asked to grade the participation and contribution of each member of your group (including yourself) on the team project. These scores will be taken into account when I calculate your project grade and when I assign each individual’s grade. A copy of the Peer Evaluation sheet will be distributed toward the end of the semester. However, you should not wait until then to take corrective actions regarding “free riders” because they can lower the grade of every team member.

Business Plan Report & Presentation #1: Industry Analysis, Description of Venture & Organizational Plan. This portion of your business plan should be **10 pages in length (excluding appendices) double-spaced typed pages (Times New Roman 12 point font)**. One section should provide a detailed analysis of the industry in which the venture will operate. This section should include future outlook and trends, analysis of competitors, market segmentation and industry forecasts. Another section should provide a detailed explanation of the idea for your start-up, a detailed description of the strategy your firm will employ to differentiate itself, a mission statement, well developed objectives (short term and long term) and a description of the characteristics of the venture (e.g., if appropriate, location, office requirements, equipment requirements, etc.). A third section should provide a detailed description of the ownership and structure of the organization. This section should include the form of ownership, identification of partners and shareholders, organizational chart, delineation of responsibilities and authority, job descriptions and qualifications (if major hires are quickly required), and background of the management team and board of directors.

Business Plan Report & Presentation #2: The Marketing Plan, Assessment of Risk & Financial Plan. This portion of your business plan should again be **10 pages in length (excluding appendices) double-spaced typed pages (Times New Roman 12 point font)**. One section should provide a detailed analysis of the target market(s). In addition, it should provide a detailed marketing plan including your marketing strategy (e.g., image of the firm, communication tools, advertising and promotional activities, pricing strategy, sales forecasts and detailed marketing budget). A second section should present a critical assessment of the ventures weaknesses, critical risks and contingency plans. A third section should provide a detailed discussion of the financial resource requirements of the firm, sources and uses of the financial resources, your strategy for obtaining the resources, equity positions and structure of the investment deal, along with projected returns and pro-forma financial statements (balance sheet, income statement, and cash flows) for 3-5 years.

Slide deck:

You must prepare a deck of slides (preferably in MS PowerPoint) for each of the two presentations of your business plan. The first deck is due 24 hours prior to the beginning of class where it will be presented to allow a team that will be acting as a judging panel for your pitch to familiarize itself with your topic. The second deck is due only 2 hours prior to the beginning of class where it will be presented and only to your instructor (there will then be only one panel of industry experts for all the pitches). You are encouraged to build entertaining and engaging slides. Here too a good writing style and creativity are important. Diction, grammar, spelling, and neatness will also be important parts of the grade.

Presentation:

The two presentations of the business plan are expected to be 15 minutes each, plus 10 minutes for Q&A (the presentation length will be confirmed in class as it depends on the number of teams). A team can choose to have a subset of its members do the presentation. **Those who do not present must be those who answer questions.** Each team member is expected to look and sound professional, even if not presenting.

For the judging panel where your team will be judging the presentation of another team, **each one of your team members must ask at least one question** within the total allocated time (10 minutes). You should thus focus on important issues only and make your question(s) concise.

Calculation of Course Grade

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

Grade	Grade Point	Percent Range	Description
A+	9	95 – 100	Exceptional
A	8	90 – 94	Excellent
B+	7	85 – 89	Very good
B	6	75 – 84	Good
C+	5	70 – 74	Competent
C	4	60 – 69	Fairly competent
D+	3	55 – 59	Passing
D	2	50 – 54	Marginally passing
E	1	(Marginally below 50)	Marginally failing
F	0	(Below 50%)	Failing

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

Grades at Schulich are based on a 9-value index system (as shown above). The top grade is A+ (9) and the minimum passing grade is D (2). To keep final grades comparable across courses, the average course grade within a section of an undergraduate course is normally between 5.5 and 7.0.

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

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

http://schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Academic+Policies+BBA?OpenDocument

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Academic+Honesty!OpenDocument

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

Course Change Proposal

The following information is required for all course change proposals. To facilitate the review/approval process, please use the headings below, REPLACING each <explanation> with your intended text.

1. Program

Schulich BBA Program

2. Course Number and Credit Value

ENTR 4600 3.00

3. Course Title

a) Long Course Title

Entrepreneurship and New Venture Creation

b) Short Course Title (if a change in the course title is requested)

Not applicable

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

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

5. Effective Session of Proposed Change(s)

Winter 2017

6. Academic Rationale

The proposed change is to add a Course Credit Exclusion: SB/ENTR 4500 3.00 (while reducing the course information at 60 words maximum), because Year 4 BBA/iBBA students are being allowed to take SB/ENTR 4500 3.00 (with Lassonde students), but this course content overlaps with SB/ENTR 4600 3.00.

7. Proposed Course Information

Existing Course Information (change from)	Proposed Course Information (change to)
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The purpose of this course is to explore the many dimensions of new venture creation and growth and to foster innovation and new business formations in independent and corporate settings. The focus will be on content and process questions as well as on formulation and implementation issues that relate to conceptualizing, developing and managing successful new ventures. This is an intensively interactive capstone course that applies and synthesizes concepts and techniques from the functional areas of accounting, finance, managerial economics, marketing, operations management, and organizational behaviour in the context of new venture development. The course is centred on the creation of a detailed business development plan. Note: Open to 4th year BBA-iBBA students only.

This course explores the many dimensions of new venture creation and growth and fosters innovation and new business formations. The focus will be on content and process questions as well as on formulation and implementation issues that relate to conceptualizing, developing and managing successful new ventures.

Note: open to Year 4 BBA/iBBA students only

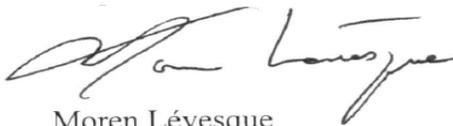
Course Credit Exclusion: SB/ENTR 4500 3.00

8. Consultation

Not applicable

9. Approvals

a) Originator



Moren Lévesque
Signature

28 March 2016
Date

Moren Lévesque
Name

b) Area or Specialization

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

Signature

Date

Eileen Fischer/Charlene Zietsma
Name of Area Coordinator / Specialization
Director

Area or Specialization

c) Degree Program

This course change has received the approval of the Program Committee, and I support the proposed changes.

Detlev Zwick
Signature

April 1, 2016
Date

Detlev Zwick
Name of Program Director

BBA/iBBA Program Director
Program

Required Attachments

- For changes in the number of credits, course title or course description, please attached the new Schulich course outline (must conform to program norms; see the Program Assistant for details)
- For cross-listed / integrated courses: signed statement of agreement from director of other graduate course / other degree program

Send to:

Send an electronic copy of all forms and attachments, and forward emails of support from other faculty members, to the appropriate program assistant:

- BBA/IBBA Program Committee Secretary Nicola Jagdeosingh (njagdeosingh@schulich.yorku.ca)

Course Outline

Winter 2016

Wednesday, 11:30am-2:30pm, beginning on January 6, 2015
Seymour Schulich Building W357

Instructor

Dr. Moren Lévesque
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Moren Lévesque is Professor and The Certified General Accountants of Ontario Chair in International Entrepreneurship at the Schulich School of Business. She has been on the faculty at Université Laval, Carnegie Mellon University, Rensselaer Polytechnic Institute, Humboldt Universität, Case Western Reserve University, and the University of Waterloo as a Canada Research Chair in Innovation & Technical Entrepreneurship. Her research applies the methodologies of analytical and quantitative disciplines to the study of decision making in new business formation.

Brief Description

This course explores the many dimensions of new venture creation and growth and fosters innovation and new business formations. The focus will be on content and process questions as well as on formulation and implementation issues that relate to conceptualizing, developing and managing successful new ventures.

Prerequisites/Corequisites/Course Exclusions:
Open to Year 4 BBA/iBBA students only.
Course Credit Exclusion: SB/ENTR 4500 3.00

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Course Learning Outcomes

You will acquire knowledge and skills related to:

- Understanding why entrepreneurship matters.
- Developing and assessing your business idea.

- Protecting that idea and the resulting business venture.
- Understanding the importance of using the right business model for your offering.
- Making that offering what the market wants.
- Assessing whether or not your venture is financially viable.
- Understanding what investors are looking for and how to make a pitch.
- Understanding how to scale up the startup as well as how to exit an entrepreneurial career.
- Assessing whether an entrepreneurial career is for you.

Deliverables at a Glance

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

Assignment/Task	Quantity	% Weight	Total %	Author
Elevator pitch	1	5	5	Individual
Business plan slide deck	2	5	10	Team
Business plan presentation	2	10	20	Team
Business plan write-up	2	20	40	Team
Acting on a judging panel	1	10	10	Team
Class participation & readings	1	15	15	Individual
			100%	

For details, see “Written Assignments/Projects and Presentations: Descriptions” and “Evaluation of Written Assignments/Projects and Presentations” below.

Course Material

Recommended textbook is available for purchase from the York University Bookstore (<http://bookstore.blog.yorku.ca>):

Spinelli, S., Ensign, P., Adams, R. 2014. New Venture Creation, Second Canadian Edition. McGraw-Hill Ryerson.

Recommended readings can be found on the *Course Materials Database (CMD)* that has been created within Schulich’s Lotus Notes. It contains general information for Schulich students and information and materials specific to this course. Check it frequently.

Popular press readings are strongly encouraged, such as, but not limited to:

Magazines: e.g., *Inc.*; *Entrepreneur*; **PROFIT**

Books: e.g., **Ries, E., 2011, *The Lean Startup*; Christensen, C.M., 2011, *The Innovator’s Dilemma*; Osterwalder, A., Pigneur, Y., 2010, *Business Model Generation*; Moore, G.A., 2002, *Crossing the Chasm***

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

Student Preparation for Class and Class Participation: Expectations

You are expected to be in class and participate in the discussions. You must show that you have prepared yourself for class and seriously thought about the assigned reading material. Also, you should be prepared to make contributions from your own background. This course is about putting knowledge into practice to create a new business venture. You are therefore expected to be creative and think outside the box. You

are also expected to identify problems and workable solutions. In addition, you are expected to analyze and assess feasible options and action plans.

An individual's class participation grade will be my evaluation of the quality and quantity of your individual's contributions to class discussions. The class participation grade will be significantly lower for those who have the habit of showing up late to class, or not showing up.

Class-by-Class Syllabus

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

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

Jan 6 Week 1	<p>Course Introduction: What are you going to learn? Nature and Importance of Entrepreneurship</p> <p>Prep: To effectively introduce and “sell” yourself as a potential leader or member of an entrepreneurial team Textbook reading: Spinelli et al. Ch. 1 & 2 Other reading: <i>Building an effective team</i></p>
Jan 13 Week 2	<p>The Individual Entrepreneur and the Team: Are you right for the job?</p> <p>Prep: An elevator pitch where you introduce a business opportunity/idea Textbook reading: Spinelli et al. Ch. 5 & 6 Other reading: <i>Making of a successful entrepreneur</i> <i>Comparison of entrepreneurs</i> <i>Opportunity assessment</i></p>
Jan 20 Week 3	<p>Creativity & the Business Idea: What makes you tick?</p> <p>Prep: Smart questions for the guest speaker Textbook reading: Spinelli et al. Ch. 3 & 7 Guest speaker: Scott Stirrett, Venture for Canada</p>
Jan 27 Week 4	<p>An Overview of the Business Plan: Should you focus on the technology or the business?</p> <p>Prep: Smart questions for the guest speaker Textbook reading: Spinelli et al. Ch. 4 & 8 Other reading: <i>Core of mission statements</i> <i>Fourteen people questions</i> <i>Glossary of a business plan</i> <i>Nine questions every business plan should answer</i> <i>Writing the business plan</i> Guest speaker: Marnie Walker, 401 Bay Centre</p>

Feb 3 Week 5	<p>Marketing Research & the Marketing Plan: Can you speed the diffusion of your technology?</p> <p>Prep: Smart questions for the guest speaker Other reading: <i>Market research for the new venture</i> <i>Steps in preparing the marketing plan</i> Guest speaker: Carol Leaman, Axonify Inc.</p>
Feb 10 Week 6	<p>Prep: Presentation #1 on the Industry, Idea & Organizational Plan Acting on a judging panel Assignment due on Feb 9 by 11:30am: Slide deck for presentation #1</p>
Feb 24 Week 7	<p>The Financial Plan: Is your venture at all feasible?</p> <p>Prep: Smart questions for the guest speaker Textbook reading: Spinelli et al. Ch. 10 Other reading: <i>Financial data balance sheet</i> <i>Pro forma income statement</i> <i>Due diligence template</i> Assignment due: Business plan report #1 Guest speaker: Dan Tzotzis, AWAKE Corporation</p>
Mar 2 Week 8	<p>Financing the New Venture: How do you tame a dragon?</p> <p>Prep: : Smart questions for the guest speaker Textbook reading: Spinelli et al. Ch. 9 & 11 Other reading: <i>Survey on financing and growth of SMEs</i> <i>Alternative sources of financing</i> <i>Running ballistics on the Dragons' eight silver bullets</i> Guest speaker: Demetrius Tsafaridis, CAREGO</p>
Mar 9 Week 9	<p>Startup & Growth Opportunities: Can you take advantage of business clusters?</p> <p>Prep: Smart questions for the guest speaker Textbook reading: Spinelli et al. Ch. 12 & 13 Other reading: <i>Country selection for new business ventures</i> <i>Requirements for initial public offering</i> <i>TSX and TSX Venture</i> Guest speaker: Andrew Oh, Mint Ultimate</p>
Mar 16 Week 10	<p>Managing Growth: What do all ventures need to know?</p> <p>Prep: : Smart questions for the guest speaker Textbook reading: Spinelli et al. Ch. 14 Other reading: <i>Agreement of confidentiality</i> <i>Guide to effective use of patents</i> <i>Patent template explanation</i> <i>Partnership agreement template</i> Guest speaker: Rochelle Hanson, Attorney-at-Law</p>
Mar 23 Week 11	<p>Ending the Venture: How do you plan on moving on? Ending the course: What did you learn?</p> <p>Prep: Smart questions for the guest speaker Textbook reading: Spinelli et al. Ch. 15 Guest speaker: Nilay Goyal, Innovation York</p>

Mar 30 **Prep:** Presentation #2 on the Marketing Plan, Assessment of Risk & Financial Plan
 Week 12 For facing a 'real' judging panel: Oana Bantus, Lotek Wireless Inc.; Albert Behr, Behr & Associates; Andrew Maxwell, Lassonde's BEST Program;
NOTE: Write-up for Presentation #2 due on Thu 7 April 2016, 5:00pm, SSB N305J

Written Assignments/Projects and Presentations: Descriptions

Due Date

- Jan 13 Elevator pitch
 An elevator pitch where you introduce a business opportunity/idea. The goal of this exercise is for you to try to form a team potentially interested in your business idea.
Max length: 1 minute
Value: 5%
- Feb 9 The slide deck
 Your team's deck of slides for the business plan presentation must be emailed to me and your judging-panel team no later than 11:30am (i.e., 24 hours prior to the beginning of class on your presentation day).
Max length: for a 15 minute presentation
Value: 5%
- Feb 10 Business plan presentation #1
 Present your business idea by focusing on the Industry Analysis, Description of the Venture and an Organizational Plan.
Max length: 15 minutes + 10 minutes Q&A
Value: 10%
- Feb 10 Judging panel exercise
 Act as a judge for one of the business plan presentation I will assign to your team.
Max length: 10 minutes
Value: 10%
- Feb 24 Business plan report #1
 This write-up must contain your Industry Analysis, Description of the Venture and an Organizational Plan. A hard copy must be submitted to me at the beginning of class on that day.
Max length: 10 pages (excluding appendices) double-spaced typed pages (Times New Roman 12 point font)
Value: 20%
- Mar 30 The slide deck
 Your team's deck of slides for the business plan presentation must be emailed to me (only) no later than 9:30am (i.e., 2 hours prior to the beginning of class).
Max length: for a 15 minute presentation
Value: 5%
- Mar 30 Business plan presentation #2
 Present your Marketing Plan, Assessment of Risk and your Financial Plan.
Max length: 15 minutes + 10 minutes Q&A
Value: 10%

Due Date

Apr 7

Business plan report #2

This write-up must contain your Marketing Plan, Assessment of Risk and your Financial Plan. A hard copy must be submitted to me that day by 5:00pm in SSB N305J.

Max length: 10 pages (excluding appendices) double-spaced typed pages (Times New Roman 12 point font)

Value: 20%

Evaluation of Written Assignments/Projects and Presentations

Note:

Late assignments will not be accepted after 24 hours and heavily penalized for every hour that an assignment is delayed.

Business Plan:

You will work in teams of 3 to 4 students. Each team will write 2 reports and give 2 presentations on various aspects of the proposed business. The team project represents a total of 80% of the final grade, a major teaching tool of the course and a semester long project. A good writing style and creativity are important. Diction, grammar, spelling, and neatness will be important parts of the grade. The project requires a wide range of knowledge. Consequently, a broad range of backgrounds among the team members is beneficial. **Choose your team members very carefully.** In an effort to mitigate potential “free-rider” problems, you will be asked to grade the participation and contribution of each member of your group (including yourself) on the team project. These scores will be taken into account when I calculate your project grade and when I assign each individual’s grade. A copy of the Peer Evaluation sheet will be distributed toward the end of the semester. However, you should not wait until then to take corrective actions regarding “free riders” because they can lower the grade of every team member.

Business Plan Report & Presentation #1: Industry Analysis, Description of Venture & Organizational Plan. This portion of your business plan should be **10 pages in length (excluding appendices) double-spaced typed pages (Times New Roman 12 point font)**. One section should provide a detailed analysis of the industry in which the venture will operate. This section should include future outlook and trends, analysis of competitors, market segmentation and industry forecasts. Another section should provide a detailed explanation of the idea for your start-up, a detailed description of the strategy your firm will employ to differentiate itself, a mission statement, well developed objectives (short term and long term) and a description of the characteristics of the venture (e.g., if appropriate, location, office requirements, equipment requirements, etc.). A third section should provide a detailed description of the ownership and structure of the organization. This section should include the form of ownership, identification of partners and shareholders, organizational chart, delineation of responsibilities and authority, job descriptions and qualifications (if major hires are quickly required), and background of the management team and board of directors.

Business Plan Report & Presentation #2: The Marketing Plan, Assessment of Risk & Financial Plan. This portion of your business plan should again be **10 pages in length (excluding appendices) double-spaced typed pages (Times New Roman 12 point font)**. One section should provide a detailed analysis of the target market(s). In addition, it should provide a detailed marketing plan including your marketing strategy (e.g., image of the firm, communication tools, advertising and promotional activities, pricing strategy, sales forecasts and detailed marketing budget). A second section should present a critical assessment of the ventures weaknesses, critical risks and contingency plans. A third section should provide a detailed discussion of the financial resource requirements of the firm, sources and uses of the financial resources, your strategy for obtaining the resources, equity

positions and structure of the investment deal, along with projected returns and pro-forma financial statements (balance sheet, income statement, and cash flows) for 3-5 years.

Slide deck:

You must prepare a deck of slides (preferably in MS PowerPoint) for each of the two presentations of your business plan. The first deck is due 24 hours prior to the beginning of class where it will be presented to allow a team that will be acting as a judging panel for your pitch to familiarize itself with your topic. The second deck is due only 2 hours prior to the beginning of class where it will be presented and only to your instructor (there will then be only one panel of industry experts for all the pitches). You are encouraged to build entertaining and engaging slides. Here too a good writing style and creativity are important. Diction, grammar, spelling, and neatness will also be important parts of the grade.

Presentation:

The two presentations of the business plan are expected to be 15 minutes each, plus 10 minutes for Q&A (the presentation length will be confirmed in class as it depends on the number of teams). A team can choose to have a subset of its members do the presentation. **Those who do not present must be those who answer questions.** Each team member is expected to look and sound professional, even if not presenting.

For the judging panel where your team will be judging the presentation of another team, **each one of your team members must ask at least one question** within the total allocated time (10 minutes). You should thus focus on important issues only and make your question(s) concise.

Calculation of Course Grade

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

Grade	Grade Point	Percent Range	Description
A+	9	95 – 100	Exceptional
A	8	90 – 94	Excellent
B+	7	85 – 89	Very good
B	6	75 – 84	Good
C+	5	70 – 74	Competent
C	4	60 – 69	Fairly competent
D+	3	55 – 59	Passing
D	2	50 – 54	Marginally passing
E	1	(Marginally below 50)	Marginally failing
F	0	(Below 50%)	Failing

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

Grades at Schulich are based on a 9-value index system (as shown above). The top grade is A+ (9) and the minimum passing grade is D (2). To keep final grades comparable across courses, the average course grade within a section of an undergraduate course is normally between 5.5 and 7.0.

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

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

http://schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Academic+Policies+BBA?OpenDocument

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

http://www.schulich.yorku.ca/client/schulich/schulich_lp4w_lnd_webstation.nsf/page/Academic+Honesty!OpenDocument

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

Faculty of Graduate Studies

Course Change Proposal

1. Program

MBA & IMBA Programs

2. Course Number and Credit Value

FINE 6400 3.00

3. Course Title

a) Long Course Title

International Financial Management

b) Short Course Title (if a change in the course title is requested)

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

	in course number
	in credit value
	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 integration (provide statement of approval from other program)
	in cross-listing (provide statement of approval from other program)
X	in pre/co-requisite
	expire course
	other (please specify)

5. Effective Session of Proposed Change(s)

FALL 2016

6. Academic Rationale

FINE 6100 3.00: Financial Management (the current prerequisite for FINE 6400) is an advanced corporate finance course, while FINE 6400 leans more towards investments-related topics and so does not require an advanced course in corporate finance as background. The coverage of corporate finance that MBA students receive in FINE 5200 3.00: Managerial Finance (a required first year core course) and IMBA students receive in IMBA 5103 3.00: Introduction to Managerial Finance for International Managers (a required first year core course) is adequate training.

7. Proposed Course Information

Existing Course Information (change from)	Proposed Course Information (change to)
<p>Prerequisites</p> <p>Prerequisite for MBA students: FINE 6100 3.00 (It is recommended that students take ECON 6510 3.00 before commencing this course)</p> <p>Prerequisite for IMBA students: All 5100-series Required Foundations of Management Core Courses (FINE 6100 3.00 is recommended as a prerequisite or co-requisite.)</p>	<p>Prerequisites</p> <p>Prerequisite for MBA students: FINE 5200 3.00</p> <p>Prerequisite for IMBA students: IMBA 5103 3.00</p>

8. Consultation

N/A

9. Approvals

a) Originator

Lilian Ng
Signature

Feb 24, 2016
Date

Lilian Ng
Name

b) Area or Specialization

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

Kee-Hong Bae
Signature

March 4, 2016
Date

Kee-Hong Bae
Name of Area Coordinator / Specialization
Director

Finance Area
Area or Specialization

c) Degree Program

This course change has received the approval of the Program Committee, and I support the proposed changes.

Ashwin Joshi
Signature

March 22, 2016
Date

Ashwin Joshi
Name of Program Director

MBA
Program

Course Change Proposal

1. Program

Schulich MBA Program

2. Course Number and Credit Value

FNEN 6210 3.00

3. Course Title

a) Long Course Title

Theory of Portfolio Management

b) Short Course Title (if a change in the course title is requested)

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

	in course number
	in credit value
	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 integration (provide statement of approval from other program)
	in cross-listing (provide statement of approval from other program)
	in pre/co-requisite
X	expire course
	other (please specify)

5. Effective Session of Proposed Change(s)

Summer 2016

6. Academic Rationale

This course has not been offered in years. Students have been directed to take FINE 6200 as a substitute.

7. Proposed Course Information

Existing Course Information (change from)	Proposed Course Information (change to)
<p>This course deals with portfolios of financial assets such as stocks and bonds. It explores the basic principles underlying rational portfolio choice and what these mean for prices determined in the marketplace. Much of the analysis developed in the course is equally applicable to real assets. The first part of this course is devoted to the problems of decision-makers – how to structure their problems so that they are left with a manageable number of alternatives. The second part of the course deals with rational choice among these alternatives, methods</p>	

<p>for implementing and controlling the decision process and equilibrium conditions in the capital markets to which the previous analysis leads. The course takes a rigorous approach to portfolio management and builds upon the use of symbolic and numerical tools. Maple will be used from the very beginning as a computer algebra system and then as a generator of codes in C++ and/or FORTRAN.</p>	
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8. Consultation

This course is not cross-listed with other Schulich programs or areas, and its de-listing will not impact Schulich offerings as FINE 6200 is used as a substitute. Math Masters students in the FNEN program can (and have been) using FINE 6200 as a substitute. The course has not been offered for several years.

9. Approvals

a) Originator

<u>Mark Kamstra</u>	<u>January 17, 2015</u>
Signature	Date
<u>Mark Kamstra</u>	
Name	

b) Area or Specialization

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

<u>Mark Kamstra</u>	<u>November 6, 2015</u>
Signature	Date
<u>Mark Kamstra</u>	<u>FNEN</u>
Name of Area Coordinator / Specialization Director	Area or Specialization

c) Degree Program

This course change has received the approval of the Program Committee, and I support the proposed changes.

<u>Ashwin Joshi</u>	<u>March 22, 2016</u>
Signature	Date
<u>Ashwin Joshi</u>	<u>MBA</u>
Name of Program Director	Program

Course Change Proposal

1. Program

Schulich MBA Program

2. Course Number and Credit Value

FNEN 6810 3.00

3. Course Title

a) Long Course Title

Derivative Securities

b) Short Course Title (if a change in the course title is requested)

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

	in course number
	in credit value
	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 integration (provide statement of approval from other program)
	in cross-listing (provide statement of approval from other program)
	in pre/co-requisite
X	expire course
	other (please specify)

5. Effective Session of Proposed Change(s)

Summer 2016

6. Academic Rationale

This course has not been offered in years. Students have been directed to take FINE 6800 as a substitute.

7. Proposed Course Information

Existing Course Information (change from)	Proposed Course Information (change to)
<p><i>This course blends theory and practice that incorporates a new approach to teaching derivative securities. A unified approach to option pricing utilizing Maple’s symbolic power and its connection to numerical valuation is presented. This is an advanced course combining theory and practice of pricing and hedging derivative securities. The course emphasizes the applications of financial engineering and covers option and futures pricing theory and practice.</i></p>	

<i>Institutional material will be assigned mostly as reading material and the course will concentrate on the theory and practical applications of currency and commodity derivatives, as well as exotic options. Registration with permission of the Director, Financial Engineering Program</i>	
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8. Consultation

This course is not cross-listed with other Schulich programs or areas, and its de-listing will not impact Schulich offerings as FINE 6800 is used as a substitute. Math Masters students in the FNEN program can (and have been) using FINE 6800 as a substitute. The course has not been offered for several years.

9. Approvals

a) Originator

Mark Kamstra
Signature

November 6, 2015
Date

Mark Kamstra
Name

b) Area or Specialization

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

Mark Kamstra
Signature

January 17, 2015
Date

Mark Kamstra
Name of Area Coordinator / Specialization
Director

FNEN
Area or Specialization

c) Degree Program

This course change has received the approval of the Program Committee, and I support the proposed changes.

Ashwin Joshi
Signature

March 22, 2016
Date

Ashwin Joshi
Name of Program Director

MBA
Program

Course Change Proposal

1. Program

Schulich MBA Program

2. Course Number and Credit Value

FNEN 6820 3.00

FNEN 6840 3.00

FNEN 6850 3.00

3. Course Title

a) Long Course Title

Advanced Derivative Securities

Enterprise-wide Financial Risk Management

Fixed Income Securities

b) Short Course Title (if a change in the course title is requested)

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

	in course number
	in credit value
	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 integration (provide statement of approval from other program)
	in cross-listing (provide statement of approval from other program)
X	in pre/co-requisite
	expire course
	other (please specify) <i>change in rubric from FNEN to FINE</i>

5. Effective Session of Proposed Change(s)

Summer 2016

6. Academic Rationale

Enrolment in these courses currently require the permission of the Director, Financial Engineering Program. This process was meant to manage the enrolments so that we aren't giving spots away in these courses to those who need it (largely Diploma students in Financial Engineering). We can accomplish the same goal through Student Services with filters applied on each course. Taking away the permission requirement would streamline enrolment and serve everyone well. Also, FNEN6210 and FNEN6810 are being retired, so these prerequisites need to be updated.

7. Proposed Course Information

Existing Course Information (change from)	Proposed Course Information (change to)
<p><i>FNEN 6820:</i></p> <p><i>Registration with permission of the Director, Financial Engineering Program</i></p> <p><i>Prerequisites: FNEN 6810 3.00</i></p> <p><i>FNEN 6840:</i></p> <p><i>Registration with permission of the Director, Financial Engineering Program</i></p> <p><i>Prerequisites: FINE 6200 3.00 and FINE 6800 3.00, or FNEN 6210 3.00 and FNEN 6810 3.00</i></p> <p><i>FNEN 6850:</i></p> <p><i>Registration with permission of the Director, Financial Engineering Program</i></p> <p><i>Prerequisites: FNEN 6810 3.00</i></p>	<p><i>FNEN 6820:</i></p> <p><i>MBA: Prerequisite: FINE 6800 3.00</i></p> <p><i>FNEN 6840:</i></p> <p><i>MBA/IMBA: Prerequisites: FINE 6200 3.00 and FINE 6800 3.00</i></p> <p><i>MFIN: Prerequisite: MFIN 5600, Corequisite: FINE 6800 3.00</i></p> <p><i>FNEN 6850:</i></p> <p><i>MBA/IMBA: Prerequisites: FINE 6800 3.00</i></p> <p><i>MFIN: Prerequisite: MFIN 5600, Corequisite: FINE 6800 3.00</i></p>

8. Consultation

N/A

9. Approvals

a) Originator

Mark Kamstra
Signature

February 8, 2016
Date

Mark Kamstra
Name

b) Area or Specialization

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

Mark Kamstra
Signature

February 8, 2016
Date

Mark Kamstra
Name of Area Coordinator / Specialization
Director

FNEN
Area or Specialization

c) Degree Program

This course change has received the approval of the Program Committee, and I support the proposed changes.

Ashwin Joshi
Signature

March 22, 2016
Date

Ashwin Joshi
Name of Program Director

MBA
Program

Course Change Proposal

1. Program

Schulich MBA Program

2. Course Number and Credit Value

FNSV 6700 3.00

3. Course Title

a) Long Course Title

Current: Management of Risk in Canadian Financial Institutions

New: Management of Risk in Financial Institutions

b) Short Course Title (if a change in the course title is requested)

Current: Management of Risk in Canadian Financial Institutions

New: Management of Risk in Financial Institutions

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

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

5. Effective Session of Proposed Change(s)

Summer 2016

6. Academic Rationale

The nature of Risk Management has dramatically changed since the course was introduced because of the role of the Basel Committee of the Bank for International Settlements (BIS) in establishing a common international framework for financial sector regulation, and hence, risk management. In fact, the Canadian Office of the Superintendent of Financial Institutions (OSFI) has been one of the leading voices at Basel in promoting new approaches to capital and liquidity requirements. Hence, Canadian risk management should be seen in an international context to understand how and why Canadian banks were successful in avoiding most of the pitfalls of the Atlantic Financial Crisis of 2007.

Since all of the Canadian banks have some international operations, it is also important to understand how different national regulatory regimes affect risk management in Canadian banks. One cannot understand the practices of Canadian banks without understanding the impact of US regulations, especially Dodd Frank, or the US regulatory regimes. The same could be said of many capital market regulators around the world that affect the global treasury operations of the banks.

Consequently, the use of “Canadian” may mislead students into thinking the course only applies to Canada while the Canadian banks are seen as a model for risk management in many other jurisdictions.

7. Proposed Course Information

Existing Course Information (change from)	Proposed Course Information (change to)
Management of Risk in Canadian Financial Institutions	Management of Risk in Financial Institutions

8. Consultation

9. Approvals

a) Originator

James Darroch
Signature

January 17, 2016
Date

James Darroch
Name

b) Area or Specialization

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

James Darroch
Signature

January 17, 2016
Date

James Darroch
Name of Area Coordinator / Specialization
Director

Financial Services
Area or Specialization

c) Degree Program

This course change has received the approval of the Program Committee, and I support the proposed changes.

Ashwin Joshi
Signature

April 4, 2016
Date

Ashwin Joshi
Name of Program Director

MBA
Program

Course Outline - Winter 2016

FNSV 6700 - Management of Risk in Canadian Financial Institutions

Monday, 11:30 am – 2:30 pm, on Campus – Room E118

Monday, 10:00 am – 1:00 pm, Downtown at Banks

DO NOT REGISTER FOR A CLASS BEFORE THIS CLASS AS YOU NEED TIME TO GET TO THE 10:00 AM DOWNTOWN TIME, a 2:30 pm class is fine as there will be time to get back to Schulich.

Beginning on Monday, January 11, 2016

The class is a synthesis of risk management theory and practical application of the regulation and practices of risk management. Classes will be held on campus, and at the locations of the major financial institutions. CROs from the major institutions provide valuable insight into the current challenges facing the industry.

Instructor

Lois Tullo

N203G Seymour Schulich Building

416 317-4409

ltullo@jlt.net

Office hours: Monday before and after class by appointment

Assistant

Filomena Ticzon

Room: SSB N205B

Tel: 416-736-5068

fticzon@schulich.yorku.ca

Lois Tullo is in her 19th year of teaching Financial Services and Risk Management at the executive, MBA and undergraduate level. Previously she was CFO at CIBC Finance Inc a non-wholly own subsidiary of CIBC, responsible for Finance, Accounting, HR, and interim Risk Management. CIBC FI had a portfolio of \$6 billion student and car loans. Previously she was Director of Process redesign at Unitel, Management Consultant at Nolan, Norton Canada a Business Strategy and Technology Architecture firm, Accountant for Food for the Hungry Ethiopia, Data Analyst TCPL, Chartered Accountant E&Y, and PWC.

Brief Description

FNSV 6700 3.00 Management of Risk in Canadian Financial Institutions

Risk is the fundamental element that influences the behavior of financial institutions. FNSV 6700 provides a comprehensive introduction to risk management. Presented within the framework of financial institutions, the course covers the design and operation of a risk-management system, modeling and the interplay between internal oversight and external regulation. The theory of risk management (market, credit, and operational risk) comes alive through practical case evaluations and presentations from senior executives in the risk management field. The course provides the essential analytical foundations of risk management in a way appropriate for those who **do not** have a mathematical background.

Prerequisites: FNSV 5500 1.50 (may be waived if industry experience)

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Course Learning Outcomes

In this course, each student will:

1. Gain a practical working knowledge of the theory and practice of managing financial institutions in the context of Canadian and global capital markets.
2. Understand current capital market trends and the strategic issues they pose for financial institutions and other capital markets participants.
3. Gain experience in applying this knowledge and understanding through Bank visits, discussing problems, cases and current events as well as preparing research reports.

Deliverables at a Glance

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

Assignment/Task	Quantity	% Weight	Total %	
Strategic Risk Analysis	1	50	35	group
Class Participation	12	15	15	individual
Final Exam	1	35	35	individual
			100%	

For details, see “Written Assignments/Projects and Exam[s]: Descriptions” (p. 7) and “Evaluation ...” (p. 8).

Course Material

Required reading for this course includes the following book[s].

Required: Carol Alexander and Elizabeth Sheedy, *The Professional Risk Managers’ Handbook, Volume III*, book 1, 2, 3, PRMIA Publications, 2015, Wilmington, DE, Available online on PRMIA website. Join PRMIA as a student member, then purchase textbook.

Required: Saunders, Cornett, McGraw, *Financial Institutions Management, A Risk Management Approach*, **Fifth** Canadian Edition, MCGraw-Hill Ryerson, available in the University Bookstore.

In addition to completing required readings in the text and readings posted on the CMD, students are expected to keep up with current financial news by regularly reading either the Globe and Mail, Financial Post, or Financial Times of London.

The *Course Materials Database (CMD)* has been created within Schulich’s Lotus Notes. It contains general information for Schulich students and information and materials specific to this course. Check it frequently.

Student Preparation for Class and Class Participation: Expectations

Class participation marks are allocated half on attendance taken at the beginning of the class. Half of the attendance marks are for quality participation in class discussions. Each class will have either a specific topic in risk management or a visit to a bank for an executive speaker. Students should prepare quality questions to ask executives about how risk is managed in their particular organization.

Class-by-Class Syllabus

Topics, readings, and other preparations for every class are listed below. The schedule outlines if the classes are held at Schulich or at an alternative location such as the banks.

Mon, Introduction to financial markets and risk management

Jan 11
Class 1
11:30 –
2:30

Prep:

- If you have not taken FNSV 5500, please review chapters 1 – 6 in Saunders, Cornett, McGraw, Financial Institutions Management, A Risk Management Approach, Fifth Canadian Edition, MCGraw-Hill Ryerson
- Review course outline

Read:

1. **Chapter 7 Risks of Financial Institutions**, Saunders, Cornett, McGraw, Financial Institutions Management, A Risk Management Approach, Fifth Canadian Edition, MCGraw-Hill Ryerson
2. **PRM Handbook Volume III Book 1 – Skim chapter 1,**
3. **PRM Handbook Volume III Book 1 – Skim chapter 2;**
4. **PRM Handbook Volume III Book 1 – READ Chapter 3**
PRMIA Publications, Available online through PRMIA website

View

World Change

<https://www.youtube.com/embed/k8L7kq1VVFc?autoplay=0&autohide=1&border=0&egm=0&showinfo=0&showsearch=0>

- identify one risk issue facing the Global Financial Markets.

Assignment Due:

- Form group for Strategic risk project, allocate a financial institution to each group member, hand in group members contact emails

Mon, Intro to Market Risk management

Jan 18
Class 2
11:30 –
2:30

Prep:

1. Read Globe and Mail, Financial Post, or Financial Times of London, identify one market risk issue facing the Global Financial Markets.

Read:

2. **Chapter 8 Interest rate risk, Ch 9 Interest Rate Risk II, Ch 15 Market Risk**, Saunders
3. **PRM Handbook Volume III Book 3 – READ chapter 1 – Market Risk introduction,**
4. **PRM Handbook Volume III Book 3 - skim chapter 2 – Market risk governance & mgt;**
5. **PRM Handbook Volume III Book 3 - READ Chapter 2 appendix,**
6. **PRM Handbook Volume III Book 3 - skim chapter 8 – An intro to ALM,**
7. **PRM Handbook Volume III Book 3 – skim chapter 9 – Interest Rate Risk**
PRMIA Publications, Available online through PRMIA website

Assignment Due:

8. Update group on contacts made at each assigned FI.

View

Investment Banking and Technology Risk

<https://www.youtube.com/embed/h->

UOI5H5WwMo?autoplay=0&autohide=1&border=0&egm=0&showinfo=0&showsearch=0

Intro to Market Risk management (con't)

**Mon,
Jan 25** Prep: Review Annual Reports Market Risk Section

Class 3 Read:
10am – 1pm

1. **PRM Handbook Volume III Book 3 – Read chapter 3 Market Risk Measurement, (skim formulas, not tested on), -**
2. **PRM Handbook Volume III Book 3 - skim chapter 4 – Market Risk in the Trading Book**
3. **PRM Handbook Volume III Book 3 – skim 5 Commodities Market Risk Management**
PRMIA Publications, Available online through PRMIA website

**Mon,
Feb 1** Visit CIBC – 10 am Date TBC
Location: CIBC - Location - Commerce Court North, 25 King St W, 4th Floor, contact my cell: 416 317-4409 if any delays, Cindy Browning 416 956-3304

Class 4
10am – 1pm

Guest speaker: Laura Dottori-Attanasio, CRO
SVP - Michael Donovan, 416 552-1309
Prep:

- Prepare risk questions for CIBC visit

Read:

1. **PRM Handbook Volume III Book 3 – READ chapter 6, Market Risk Stress Testing - skim appendix,**
2. **PRM Handbook Volume III Book 3 - READ chapter 11, Balance Sheet Management**
PRMIA Publications, Available online through PRMIA website

**Mon,
Feb 8** **Still TBC**
TD – Meet at 10am
Class 5 **Guest Speaker – Mark Chauvin, CRO, Margaret Roberts, Exec Assistant 416 982-5542**
4th floor, TD tower, 55 King St W, Carmichael Rm

Visit TD
Time tbc
10 am – 1 pm

Prep:

1. Prepare risk questions for TD visit

Credit Risk management continued

Prep:

- Read Globe and Mail, Financial Post, or Financial Times of London, identify one credit risk issue facing the Global Financial Markets.

Read:

1. **Ch 11 – Credit Risk, Loan Portfolio and Concentration Risk, Saunders,**
2. **PRM Handbook Volume III Book 2 – skim chapter 1 Classic Credit Products**
3. **PRM Handbook Volume III Book 2 – READ chapter 2 Classic Credit life cycle**
4. **PRM Handbook Volume III Book 2 – READ chapter 3 Classic Credit risk methodology**

View

Asian Risk

<https://www.youtube.com/embed/F3J2uZFWIkQ?autoplay=0&autohide=1&border=0&egm=0&showinfo=0&showsearch=0>

Feb 15

No class: Family Day**Monday, Still TBC****Feb 22 – Visit RBC – 1pm start - 2:30pm speaker -**

Class 6

Royal Bank – 40th floor, [York plaza room](#), Royal Bank Plaza

Visit RBC

Time tbc

1pm -

3:30

2:30 am speaker - meet at 1pm – Mark Hughes, CRO, Cecily Gee, Exec Assistant 416 974-3332Prep:

2. Prepare risk questions for RBC visit

Read:

1. **PRM Handbook Volume III Book 2 – READ chapter 5 Modern Credit Risk Modeling**
2. **PRM Handbook Volume III Book 2 – READ chapter 6 Credit Portfolio Management**
3. **PRM Handbook Volume III Book 2 – skim chapter 7 Basics of Counterparty Risk**
4. **PRM Handbook Volume III Book 2 – skim chapter 8 Risk Mitigation**

Monday, CONFIRMED Nov, 2015**Feb 29 –**

Class 7

Meet at BMO –10 am - location - BMO, 1st Cnd, 100 King St. W, 68th floor, Walker boardroom**Guest speakers: Surjit Rajpal, CRO**

10 – 1pm

Ex Asst - Emma Coughlan, emma.coughlan@bmo.com 416 359-6985Prep:

- Prepare risk questions for BMO visit

Read -

- **PRM Handbook Volume III Book 2 – READ chapter 9 Credit Valuation Adjustment, CVA**
- **PRM Handbook Volume III Book 2 – skim chapter 10 CVA related aspects**
- **PRM Handbook Volume III Book 2 – skim chapter 11 Managing Counterparty risk and CVA**

Mon, CONFIRMED Nov, 2015**Mar 7 –**

Class 8

Meet at BNS for regular class at 10 am, speaker at 11:30 – Steven Hart, CRO**Location – Scotia Plaza, 40 King St East, 6th floor, emergency contact – my cell – 416 317-4409, last resort contact – Pamela Saw Exec Sec for Steven Hart 416 866-2065****10 – 1****pm**Prep:

1. Prepare risk questions for BNS visit

Read:

1. **PRM Handbook Volume III Book 1 – READ chapter 4 Operational Risk Assessment**

Mon, Intro to Operational Risk management**Mar 14 – Prep:**

Class 9

2. Read Globe and Mail, Financial Post, or Financial Times of London, identify one operational

	<u>risk issue facing the Global Financial Markets.</u>
11:30- 2:30	<u>Read:</u> 3. Chapter 14 – Technology and other Operational Risks , Saunders, 4. PRM Handbook Volume III Book 1 – READ chapter 5 Risk Information 5. PRM Handbook Volume III Book 1 – skim chapter 6 Risk Modeling 6. PRM Handbook Volume III Book 1 – skim chapter 7 Insurance Mitigation
Mon, Mar 21 –	<u>Operational Risk management Continued and Liquidity Risk</u>
Class 10	<u>Prep:</u> 1. <u>Read Globe and Mail, Financial Post, or Financial Times of London, identify one operational or liquidity risk issue facing the Global Financial Markets.</u>
11:30	<u>Read:</u> 2. PRM Handbook Volume III Book 3 – READ chapter 10 Liquidity Risk 3. PRM Handbook Volume III Book 3 – skim chapter 12 Transfer Pricing 4. Ch 18 – Liability and Liquidity Management , Saunders, 5. http://globalriskinsights.com/2015/07/news-really-not-the-time-for-a-liquidity-crisis/
Mon, Mar 28 –	<u>Current Risks and Disasters In Risk Management</u>
Class 11	<u>Prep:</u> 1. <u>Read Globe and Mail, Financial Post, or Financial Times of London, identify one operational or liquidity risk issue facing the Global Financial Markets.</u>
11:30	<u>Read:</u> 2. http://globalriskinsights.com/2015/07/news-really-not-the-time-for-a-liquidity-crisis/ 3. PRM Handbook Volume III Book 3 – skim chapter 7 ALM and Lessons from Credit Crisis
	Assignment Due: 4. Strategic Risk Management Project Due
Mon, Apr 4 –	Still TBC - Modelling Risk Management
Class 12	Algorithmics, 10am
10am- 1pm	185 Spadina Ave 5nd floor
	Guest speaker: Andrew Aziz, VP Algorithmics - IBM 416 478-4916
	<u>Prep:</u> Review Alorithmics - IBM's website FINAL presentations and exam review
April 6 to 20th	Final exam period, date TBC (hopefully on Monday)

Description of Written Projects

Project: Strategic Risk Analysis – Due: Mar 28, 2016

MAX 30 pages including appendix, soft copy also required on a flash or e-mailed.

As a consultant to the BIS, you have been asked to conduct an industry scan and analysis of the Canadian Banking industry. Your analysis will serve as input into their review of the Canadian banking risk management practices. The paper should begin with an overview of the banking sector using Porter's environmental analysis model. Specifically identifying the risk that the Canadian banks are exposed to. The majority of the report should focus on a comparison and analysis of how the major banks in Canada measure up to the BIS Risk Management Best Practices (BIS I+ II, and III), how their risk management practices address the risks identified in the industry analysis, and your recommendations for them to proceed in the future. The report is limited to 30 double-spaced pages including appendices and tables.

Sources for project include, but are not limited to, interviews, company annual reports, the financial press, material on the internet, reports by investment and industry analysts, course reading and articles (where appropriate). All sources must be footnoted.

Evaluation of Projects

Students are to work in-groups of 5 or 6 on the project. Papers must be typewritten, conform to the rules on attribution and plagiarism in the York Handbook, contain a bibliography, footnotes and be written in correct English. Papers which fail to conform to the required standards will either be returned for correction or penalized. The professor reserves the right to penalize late submissions.

Under no circumstances will faxed assignments for term papers be accepted. If, under extenuating circumstances, you are unable to hand in your assignment personally, please make arrangements for a classmate to hand it in for you or mail it in. Late penalties will not be applied providing the envelope is postmarked by the due date.

Calculation of Course Grade

In this class, final course grades will be determined by the following process: Final exam 35%, Project 50%, and class participation 15%.

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

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

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

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

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

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

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

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

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

Exams (Absence from)

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

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

Quick Reference: Summary of Classes, Activities and Deliverables

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
1. Monday, Jan 11 Intro to financial markets and risk management 11:30 – 2:30 on campus		Ch 7 Saunders, 1. PRM Handbook Vol III Bk 1 – Skim ch 1, 2, READ ch 3	Hand in group names and assigned bank responsibility
2. Monday, Jan 18 Market Risk Mgt 11:30 on campus	https://www.youtube.com/embed/h-UOI5H5WMMo?autoplay=0&autohide=1&border=0&egm=0&showinfo=0&showsearch=0	Ch 8 Interest rate risk, Ch 9 Interest Rate Risk II, Ch 10 Market Risk, Saunders 1. PRM Volume III Bk 3 – READ ch 1, skim ch 2, READ ch 2 Appd, READ ch 8, 9	
3. Monday, Jan 25 Mkt risk con't 11:30 on campus		1. PRM Vol III Bk 3 – Read ch 3, skim 4, 5 (skim formulas, not tested on)	

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
<p>4. Monday, Feb 1 Visit CIBC 10am – 1pm At CIBC</p> <p>Stress testing & B/S mgt</p>	<p>CIBC - Location - Commerce Court West, 56th floor.</p> <p>Cindy Browning: 416 956-3304</p> <p>CRO Laura Dottori- Attanasio, Michael Donovan, SVP 416 552-1309</p>	<p>1. PRM Vol III Bk 3 – READ ch 6, - skim appendix, READ ch 11</p>	
<p>5. Monday, Feb 8 Intro to Credit Risk management TD 11:30–2 pm TBC</p>	<p>TD – Meet at 11:30 CRO – Mark Chauvin, Margaret Roberts, Exec Asst 416 982-5542</p> <p>4th floor, TD tower, 55 King St W, Carmichael Rm</p>	<p>1. PRM Vol III Bk 2 – skim ch 1, READ ch 2, 3 Ch 11 – Saunders</p>	
<p>NO CLASS (Family Day) Feb 15, 2016</p>			
<p>6. Monday, Feb 22 1pm at RBC Speaker at 2:20</p>	<p>Royal Bank – 40th floor, York Plaza Room, Royal Bank South Plaza Mark Hughes, CRO, Cecily Gee, Exec Asst: 416 974-3332</p>	<p>1. PRM Vol III Bk 2 – READ ch 5, 6 skim ch 7, 8</p>	
<p>7. Monday, Feb 29 BMO 10am 1st Cnd place, 100 King St. W., 68th fl, Walker bdrm</p>	<p>Guest speakers: Surjit Rajpal, CRO</p> <p>Emma Coughlan emma.coughlan@BMO.com 416 359-6985</p>	<p>1. PRM Vol III Bk 2 – READ ch 9 skim ch 10, 11</p>	

Class No., Title and Date	In-Class Case/Exercise	Reading Preparation (excluding cases and optional readings)	Written Preparation
8. Monday, Mar 7 Visit BNS, Scotia Plaza, 40 King St East, 43 th floor,	Meet at BNS for regular class at 10 am, speaker at 11:30 last resort contact – Pamela Saw Exec Sec for Steven Hart 416 866-2065	1. PRM Vol III Bk 1 – READ ch 4 Ch 14 –Saunders	
9. Monday, Mar 14 Intro to Op risk mgt		1. PRM Vol III Bk 1 – READ ch 5, skim ch 6, 7	
10. Monday, Mar 21 Operational Risk mgt Continued and liquidity risk	1. http://globalriskinsights.com/2015/07/nows-really-not-the-time-for-a-liquidity-crisis/	2. PRM Vol III Bk 3 – READ ch 10, skim ch 12 3. Ch 18 - Saunders,	
11. Monday, Mar 28 Current Risks and Disasters in Risk Mgt	ONCE (On-line Course Evaluation)	1. PRM Vol III Bk 3 – skim ch 7	Assignment Due: Strategic Risk Management Project due.
12. Monday, Apr 4 Modelling Risk Management Visit Algorithmics	Algorithmics, 185 Spadina Ave 5nd floor Guest speaker: Andrew Aziz, VP Algorithmics, Exec. Sec. 416 478-4916	Review for Final Exam Presentations	Group Presentations
April 6 - 20	Final Exam date to be confirmed.		

SCHULICH INDEPENDENT STUDY 7900 X.XX SERIES

Proposed effective date: Fall, 2016

In addition to registering in regular Ph.D. elective courses, a student may also work with an individual faculty member on a topic of mutual agreement. Please note that faculty members are not obligated to accept independent study proposals from students.

Principles

Learning Outcomes. These studies are co-designed by the student and the faculty member to have a clearly defined problem and/or area of focus including:

1. Expected learning outcomes
2. Means of achieving these outcomes
3. Methods of evaluation for the achievement of the learning outcomes; normally, multiple assessment / feedback points should be used

Purpose. The Independent Study is normally focused on a particular research area. It should not replace or have significant overlap with existing courses that are offered regularly.

Groups. Any independent study (or independent studies that are related to each other) involving a group of students is an ad-hoc course and requires decanal approval from the Associate Dean, Academic before students can be enrolled. The Ph.D program director should also be advised when a group elective course is being offered.

Workload. The workload is equivalent to a course of the same credits. For a 3.00-credit Individual Study, this means an effort of about 100 hours of the student's time.

Supervision. Given their research-oriented nature, Independent Studies are always supervised by a tenure stream faculty member.

Logistics

- Students are advised to give careful thought to the title that they use to describe the course since it will appear on their transcript.
 - Independent Studies are coded as XXXX 7900 Y.YY. The XXXX portion of the course code uses the functional area or program a faculty member is associated with while the Y.YY indicates that the study is worth 3.00 credits (e.g., FINE 7900 3.00.)
-

Enrolment in Independent Study Elective Courses¹

- Print the Independent Study form from www.schulich.yorku.ca/forms.
- Include on the form a clearly defined title, set of learning outcomes and assessment structure, signature of the supervising faculty member as well as the signatures of the Program Director and Associate Dean Academic if multiple students are to be enrolled.
- Return the completed form to the Student Services Office, W262, by the end of Week 1 of the term in which the course is undertaken.
- Upon receipt of the approved form, you will be advised by e-mail to enrol in the course online.

¹ Original text from Graduate Academic Handbook 2015, p. 6

Schulich School of Business
Faculty Council Minutes

A meeting of Faculty Council for the 2015-2016 academic year was held on
Friday April 1st 2016 at 11:30am in room SSB E111.

In Attendance:

J. McKellar, Chair
E. Rush, Secretary

Voting Members of Faculty Council Present:

Senior Administration	D. Horváth, M. Biehl, T. Beechy, M. Annisette, M. Judd, C. Oliver		
Student Council Reps	M. Maringola (UBS), J. Naggar (GBC)		
ACTG	C. Graham		
ARTM/NMLP			
BSUS			
ECON	A. Bhanich-Supapol		
FINE	Y. Larkin		
MKTG	A. Campbell, B. Gainer, M. Giesler, A. Joshi, Y. Pan, M. Rice, E. Veresiu, D. Zwick		
ORGS	C. Bell, R. Karambayya, H. Rosin, K. Tasa, L. Wright		
OMIS	A. Diamant, R. Irving, D. Johnston		
PLCY	B. Eberlein, D. Matten, T. Peridis, W. Sheremata		
PROP		OTHER:	S. Bury (Library)

Voting Members of Faculty Council Absent:

K. Armstrong (GBC)	P. Darke	G. Kistruck	T. Noseworthy	V. Trivedi
P. Aulakh	A. deCarufel	R. Kozinets	N. Obaid (Ph.D.)	A. Tsang
K-H. Bae	D. Dimick	M. Kristal	S. Prasad (GBC)	M. Valente
K. Bathija (GBC)	M. Dong	S. Kumar (GBC)	E. Prisman	E. Waitzer
R. Belk	E. Fischer	F. Lazar	S. Qu	M. Waller
M. Bilal (UBS)	M. Farjoun	S. Li	G. Roberts	E. Westney
M. Cao	J. Gahtan (UBS)	Z. Li	P. Sadorsky	B. Wolf
J. Chung	B. Graham (Alumni)	R. McClean	J. Smithin	Z. Yang (GBC)
W. Cook	I. Henriques	C. McMillan	M. Szaki	S. Yeomans
W. Cragg	I. Holzinger	G. Morgan	H. Tan	J. Zemans
A. Crane	M. Kamstra	D. Neu	L. Thorne	
D. Cumming	A. Khazak (UBS)	L. Ng	Y. Tian	

Regrets, Leaves, Sabbaticals (*):

E. Auster*	K. Kanagaretnam	A. Madhok*	J. Tan
J. Darroch	A. Kecskes	A. Mawani	D. Thomassin-Sing (LOA)
Y. Deutsch*	H. Kim*	E. Maynes (LOA)	S. Weiss*
J. Everett	M. Kipping	M. Milevsky*	T. Wesson*
C. Farrell (GBC)	M. Levesque	P. Shum*	C. Zietsma*
S. Hsu*	I. Macdonald	Ajay Sirsi	

Non-Voting Members of Faculty Council Present:

K. Gray	J. MacKay	S. Siddik	N. Sutherland	F. Zandi
M. Armstrong (Univ. Secretary & Gen. Counsel)	F. Paul (Incoming GBC President)			

Non-Voting Members of Faculty Council Absent:

J. Adams	T. D'Agostino	J. Jeyakumaran	T. Mcqueen	P. Pivato	D. Woticky
T. Anderson	P. Deonandan	L. Korhani	A. Middleton	V. Raghunathan	J. Wu
D. Bell	P. Dillon	A. Kuzmicki	R. Moy	G. Sue	
M. Bhutani	E. Farrell	M. LeFranc	A. Mustapha	S. Tenn	
T. Bowes	A. Gravel	R. Lynn	S. Nahm	A. Tung	
M. Cernea	L. Hillcoat	A. Makooie	C. Niederwanger	C. Ward	
G. Chen	R. Hines	J. Mapa	M. Orlan	D. Weitzner	
A. Choi	S. Hussain	R. Mayer	C. Partland	K. Welsby	

1. Welcome & Chair's Remarks

The Chair called the meeting to order and welcomed council members and guests.

Maureen Armstrong, University Secretary and General Counsel, was in attendance to seek the input of the council with regards to the development of an advisory statement for the Presidential Search Committee. M. Armstrong provided the following information about the search process before opening the floor to gather input from council members:

- The search committee is seeking input with regards to the challenges and opportunities the next president will face as well as the key attributes this person should possess.
- The search committee is composed of 7 Board-nominated members and 7 Senate-nominated members (faculty and students).
- The new president will take office on July 1, 2017.
- More information on the search process can be found on the presidential search website: <http://secretariat.info.yorku.ca/board-of-governors/presidential-search/>
- All comments made at the meeting remain anonymous.

The following input was provided by council members:

- This person should be open to a more decentralized approach to running the university.
- This person must understand university environments and be sensitive to opposing viewpoints.
- An understanding of both internal and external environments is essential, with a demonstrated ability to be consultative in both environments.
- The committee should be open to candidates who don't have PhDs as some successful presidents (Waterloo, Ryerson) did not possess one.
- A good provost, with an internal focus on teaching and research, would allow the President to focus externally and bring leadership qualities to serve a broader community.
- The president must be accessible as demonstrated by attendance at collegial meetings and interest in listening.
- Challenges that York faces include weakening rankings, a damaged reputation, declining enrolments, financial challenges and uneven quality across the university, and yet outstanding work is being done that goes largely unnoticed.
- Reputation is top of mind for many in the university and the President needs to directly address this, which may entail saying no to certain interest groups and dealing with labour unrest and perceived violence.
- The committee should assess the characteristics that make certain presidents highly successful in turning universities around – what they did, why, and how (e.g., Rod Thompkins, Sheldon Levy, Bob Pritchard). The committee should also look at the past presidents of York, who achieved recognized successes and understand how they accomplished it.
- This person needs to do more significant fundraising.

The Chair encouraged members to review the Senate's yearly call for volunteers to fill positions on various Senate committees. M. Biehl provided an overview of the various committees and positions and indicated that those interested can either contact him or Bob Everett. The Chair reiterated the importance of a Schulich presence on Senate committees.

2. Dean's Remarks

Dean Horvath remarked that many new faces were in attendance. He welcomed new GBC President Frank Paul and asked him to introduce himself. He then asked M. Judd to introduce new members of the SSIR team, including Hollis Sinker (Associate Director, Undergraduate Programs Services), Andrea Banerjee (Student Experience & Communications Coordinator), Boris Remes (Assistant Director, Graduate Recruitment & Admissions) and Imran Kanga (Assistant Director, Recruitment and Admissions). The Dean indicated that more new faces will be joining the team in the near future.

Dean Horvath then provided a series of updates regarding past and future events in the Schulich community:

- Recruiting efforts are well underway, with significant progress made towards bringing in the first senior level external person in Real Estate and Infrastructure. Other recruiting efforts are still in discussion phase and updates will be reported at the next Operating Committee.
- The Master of Management program has been approved and can now be marketed. The Dean thanked the task force and others for their efforts in putting the proposal together and carrying it through the approval process in such a short timeframe.
- A Master of Marketing is currently in development. A Master of Supply Chain Management will soon be developed.
- Schulich's new building is a first priority for funding. It will be one of the most advanced buildings in North America. The Board will make a final decision regarding funding in April. Some funding may also come from the Ontario government.
- A long-serving staff list has been released. A long-serving staff reception (25-40 years) took place on February 10th. Six staff members were recognized.
- A welcome dinner for the largest-ever incoming EMBA class took place on January 8th. Guest speaker Doug McCuaig (IAC member) spoke on the topic of digital transformation. Schulich will look into having a chair position in this field.
- Recently Dean Horvath and colleagues joined Ontario Premier Kathleen Wynne's mission to India and Mayor Frank Scarpitti's City of Markham delegation for a visit to the Schulich Hyderabad campus. The guests were very impressed by the facility. The City of Markham invited our India students to an information session in Markham. Michael Chan, Ontario's Minister for Citizenship, Immigration and International Trade, visited the school and delivered an engaging session to students, answering their questions on immigration to Canada.
- A successful Developer's Den conference took place at Schulich on March 4th, with MIT as the winner.
- Thanks to Sean Siddik for his quick response to the flooding that occurred over the Family Day long weekend.
- The Dean met with alumni in London to continue his fundraising efforts as part of the ongoing 50th anniversary celebrations.
- On March 22nd, fifty years ago, the legal documents were signed to create our faculty.
- The AMBA accreditation was a success. Thanks to the many members of the Schulich community that helped with the process.
- A celebration of the life of the founding Dean James Gillies will take place on April 19th.
- The undergraduate formal will take place on April 21st, and the graduate formal on April 29th. The Dean encouraged faculty and staff to attend.
- An India Advisory Board meeting has been set for May 2nd.
- The 50th Anniversary Gala will take place on May 27th. Be sure to sign up as there are a limited number of spaces available and it will be a full event.

- The 2016 Connect event will take place on May 28th, and many of our graduates will be in attendance.

3. PHD/GBC/UBC Initiatives

UBS VP M. Maringola stated that they've had a good year and that there is only one event left, the upcoming undergrad formal.

GBC VP J. Naggar thanked council members all of their help throughout the year. The GBC enjoyed working with everyone in the administration, and details of a new GBC initiative will be shared at the upcoming formal.

The Dean commented that both the UBS and GBC have done a superb job this past year. The level of engagement has been very good and feedback from students has been positive.

No remarks were made regarding PhD Student Association initiatives.

4. MBA Program Committee

B. Eberlein moved for approval of the new course proposal PUBL 6050 3.00 Managing for Public Purpose. He explained that the course is the first step in a larger effort to reinvigorate the public sector offerings at Schulich and that the course will better meet the career needs of our students. Seconded by M. Biehl. All in favour. Motion carried.

5. Programs Coordinating Committee

T. Beechy moved that eight new course proposals (listed below) for the Master of Management program be approved by the council. He provided an overview of the courses and explained that a ninth new course proposal will follow later in the year. Seconded by M. Annisette. All in favour. Motion carried.

1. MSTM 5000 3.00 - Business Communication and Team Dynamics
2. MSTM 5030 3.00 - Applied Macroeconomics
3. MSTM 5050 3.00 - Business and Sustainability
4. MSTM 5060 3.00 - Managerial Decision Analysis
5. MSTM 5210 3.00 - Design and Management of Organizational Processes
6. MSTM 5220 3.00 - Managerial Finance
7. MSTM 5260 3.00 - Managerial Accounting
8. MSTM 5300 3.00 - Strategic Thinking

M. Biehl moved for approval of a motion that allows the substitution of ex-officio committee members with other qualified personnel. As the number of committees has grown, the motion aims to increase flexibility by allowing ex officio members to delegate representation to appropriate faculty or staff. The motion was seconded by C. Bell. All in favour. Motion carried.

M. Biehl moved for approval of an updated Guided/Individual Studies policy. He explained that our existing policy has been updated to reflect a shift towards output-oriented teaching and experiential education. Seconded by A. Joshi. A friendly amendment was made to replace 'a topic of mutual *interest*' with 'a topic of mutual *agreement*' as sometimes a student may work with a faculty member on a particular topic but the topic may not be of specific interest to that faculty member. All in favour. Motion carried.

6. **IMBA Program Committee**

A. Campbell moved for approval of a curricular change to IMBA 6200 3.00 International Strategy Field Study that allows IMBA students to do their 602 with MBA students. She explained that the change aims to open up options for students and improve their experience in the program. The motion was seconded by C. Bell. A comment was made to clarify that the change is reciprocal for MBA students and is advantageous to them as well. All in favour. Motion carried.

7. **Adjournment**

A. Joshi moved to adjourn. Seconded by M. Annisette. The Chair acknowledged that a great deal of work goes on behind the scenes to prepare agenda items for the council's consideration and he thanked council members for their efforts in enabling the meeting to run smoothly.

Consent Agenda

The following items were approved by consent.

1. **Nominating Committee**

- a) Approval of Changes for 2015-2016 SSB Faculty Committees

2. **BBA/iBBA Program Committee**

a) **Consent Agenda: Curriculum Changes**

1. Course Number Change: INTL 1300 3.00 to INTL 2300 3.00 - Organizational Behaviour Across Cultures
2. Course Number Change: INTL 4400 3.00 to INTL 3000 3.00 - Strategic Management for International Business
3. Course Number Change: MKTG 2030 3.00 to MKTG 1030 3.00 - Marketing Management
4. Course Number Change: ORGS 1000 3.00 to ORGS 2100 3.00 - Individuals and Groups in Organizations
5. Course Number Change: ORGS 2010 3.00 to ORGS 2200 3.00 - Organizations and their Environments
6. Course Retirement: INTL 4100 3.00 - Internship Abroad
7. Course Title & Calendar Description Change: IBUS 4100 3.00 - Internship Abroad

3. **MBA Program Committee**

a) **Consent Agenda: Curriculum Changes**

1. Course Deletion: PUBL 5500 3.00 - Public Policy and Management
2. Course Title and Description Change: FNSV 6960 1.50 - Activity-Based Costing and the Financial Services Industry

4. **EMBA Program Committee**

a) **Consent Agenda: Curriculum Changes**

1. Course Title Change: EMBA 6870 2.00 - Strategic Issues in Commodity Industries
2. Course Title & Course Description Change: EMBA 6510 2.00 - Strategic Management in Non-Market Environments

5. **For Information:** February 2016 Convocation Graduand List

6. **Minutes from Previous Meeting:** December 3rd, 2015