

SIMON FRASER UNIVERSITY

S. 83-17

MEMORANDUM

To..... SENATE
..... PROPOSED NEW MASTER OF BUSINESS
Subject..... ADMINISTRATION PROGRAM.....

SENATE GRADUATE STUDIES COMMITTEE
From.....
SENATE COMMITTEE ON ACADEMIC PLANNING
.....
Date..... DECEMBER 28, 1982.....

Actions undertaken by the Senate Graduate Studies Committee and by the Senate Committee on Academic Planning give rise to the following motion:-

MOTION:

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.83-17, the proposed new Master of Business Administration Program."

The proposal was approved in principle by SCAP in July, 1982, went forward to the Assessment Committee for New Graduate Programs, and was discussed, external assessors were appointed and reported, a number of changes were incorporated and further discussion was held with the Assessment Committee. The report was approved by the Senate Graduate Studies Committee and was transmitted to SCAP, including some revisions. Debate at that body indicated the need to write the proposal under currently existing UCBC guidelines for new programs and this has been done in the present proposal. SCAP approval was given December 8, 1982. The organization of the data is designed to ensure that all required items are addressed in as straightforward a manner as possible. The rewriting and positioning of material is a direct attempt to correct deficiencies in the original proposal.

The comments of the external assessors were based on the original proposal; a number of changes were made; there are some differences of opinion on philosophy/practice; the rewriting addresses a number of these issues; the Dean of Business Administration has included a memorandum responding to the assessors' comments.

SCAR instructed that, in view of the length of the documentation, some guidelines to the material be given in summary form. They follow:

1. See sheet 3 - Memo Hoyt/Webster, November 26, 1982
2. The next 20 pages constitute the main proposal including -
 - I. General Information, page 1
Title, Credential, Faculty Responsible, Proposed Dates
 - II. Program Description and Related Matters, pages 1 - 8 incl. including Philosophy and Objectives (Educational, Program), Relationship to the Role and Mission of the University, Programs at other Institutions, Complementarities and Distinctions, Curriculum Details of Consultation with Non-University Agencies.

- III. Need for the Program - pages 8 - 11 incl.
Needs of Society, Forecast Enrollment, Types of Jobs, Placement History.
- IV. Present and Projected Resources - pages 11 - 20 incl.
Administrative Personnel, Instructional Positions, Library Resources,
Capital Costs, External Funding, Budget Request, Faculty Research Awards.
- V. Evaluation, pages 20, 21
By other B.C. Institutions, External Expert Evaluations, etc.

3. Appendix A is the Library Resources Report, pages A1 - A5 inclusive.
4. Appendix B contains the new course proposals, outlines and reading lists,
pages B1 - B119 inclusive.
5. Appendix C contains the reports of the External Assessors, before changes were
made and the proposal rewritten under now existing UCBC guidelines. It
contains a memorandum from the Dean of Business Administration responding to
the comments (pages C20 - C22 inclusive) - pages C1 - C22 inclusive.
6. Graduate Calendar Entry, pages D1 - D12 inclusive.

SIMON FRASER UNIVERSITY SCAP 82-05

MEMORANDUM

To..... Dr. J. Munro, Chairman,
Senate Committee on
Academic Planning.....

Subject..... Graduate Programme Proposal.....
in Business Administration

From..... John M. Webster.....

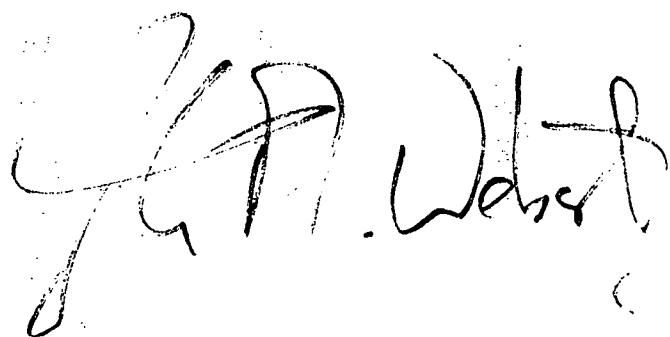
..... Dean of Graduate Studies.....

Date..... December 1, 1982.....

I have pleasure in forwarding to you the request for a new MBA Programme for the Faculty of Business Administration. The Proposal has received approval by the Senate Graduate Studies Committee after a complete review and a positive recommendation by the Graduate Programme Assessment Committee.

Please note that the twenty pages of the Proposal (excluding the appendices) have been rewritten to incorporate the suggestions of the Graduate Studies Assessment Committee and of the External Assessors.

I ask that the Senate Committee on Academic Planning support this Proposal which is a good expression of the new ideas emerging from the Faculty of Business Administration.



attachment

SIMON FRASER UNIVERSITY

MEMORANDUM

To.....John Webster, Dean.....

.....Graduate Studies.....

Subject.. Graduate Program Proposal.....

From.....G.C. Hoyt, Dean.....

.....Business Administration.....

Date....November 26, 1982.....

This is my memorandum of transmittal to you regarding our proposal for a new residence M.B.A. program. This memorandum supplants my original memorandum of December, 1981 which was forwarded on the then existing guidelines for new program proposals. This proposal is now fully redrafted according to the presently existing guidelines. Accordingly, the statement of the philosophy and objectives of the program, its costs, entrance requirements, etc. are now more clearly stated.

In addition to the main body of the proposal there are four Appendices:

- 1) Appendix A is the Library Resources Report,
- 2) Appendix B contains the new course proposals, outlines and reading lists,
- 3) Appendix C contains the reports of the External Assessors together with a memorandum from me responding to their comments,
- 4) Appendix D contains the copy of the new graduate calendar.

I wish to call your attention and the attention of the members of the Senate Committee on Academic Planning to my memorandum in Appendix C (pages C 20 to C 22). Because the proposal which was reviewed by the External Assessors was under the pre-existing program guidelines, there was some confusion as to the philosophy and objectives of the program. I feel that many of the objections that the assessors raised were due to the lack of clarity in the original document. Therefore, I specifically draw your attention to my memorandum responding to their comments.

If there is any further information you or the Committee need from us, please do not hesitate to contact either John Herzog or myself.

GCH/pm



Attachment

I. GENERAL INFORMATION

A. Title of the Program

Master of Business Administration

B. Credential to be Awarded

Master of Business Administration (M.B.A.) Degree

C. Faculty to offer Program

Business Administration

D. Date of Senate Approval

January 6, 1983 (tentative)

E. Schedule for Implementation

September 6, 1983 (tentative)

II. PROGRAM DESCRIPTION AND RELATED MATTERS

A. Philosophy and Objectives of the Proposed Program

Simon Fraser University has, since 1968, offered an Executive M.B.A. Program. That Program has had a highly successful history. Applications remain at a high level, the quality of applicants and students accepted into the Program has increased over the years, and graduates number nearly 400 -- more than any other graduate program at the University. The Program has acquired a reputation for excellence, both within the University and in the broader community. Several of our graduates have reached the highest levels of management in government and industry.

Why, then, is there a need to offer yet another Program -- indeed one so different in kind? The answer is to be found both in the acknowledged needs of Canadian (and, more particularly, British Columbian) society for well-educated managers and in identifying the kinds of programs which will best meet these needs. The demands are great, but the sources of supply are all too limited. In fact, the seriousness of the situation recently has been underscored by the SSHRC through implementation of a Strategic Grants Program specifically aimed at management studies. The only question is whether the opportunities can be seized upon in a manner which is fully consistent with our educational philosophy, with student needs, and with the needs of society.

1. Educational Philosophy

We believe that the M.B.A. Degree should signify what the letters imply -- a Master of Business Administration. Mastery, in the educational setting, need not imply, even within the same discipline, a uniformity of process. Different client (student) groups will come to us with different requirements. The end product we seek, however, is the same for all groups. The graduate of either of our Programs should have a broad perspective on management, a capacity for dealing with complex, strategic issues in an uncertain and dynamic environment, and exceptional proficiency in at least one of the functional areas of administration.

In our Executive M.B.A. Program, entrants will have already acquired functional proficiency. This may have come through previous formal education in some discipline such as engineering, accounting, quantitative analysis (including computer science), or the natural sciences, or it may have come through the acquisition of on-the-job training, following a liberal arts or humanities education in university. However that expertise may have been obtained, the Executive M.B.A. entrant will have accumulated substantial work experience and will have already ascended to the middle or upper reaches of management. What this kind of student needs is an education which enables him/her to view management problems in a comprehensive framework -- to grasp both the rational and the human aspects of decision-making. The Executive M.B.A. curriculum is designed to attain these ends, for this special type of student.

The M.B.A. Program we now propose is aimed at a much different kind of clientele. The typical entrant into this Program will have already completed a Bachelor's Degree in Business Administration. That course of study will have covered the "core" areas of Business and will have been capped off with such

integrating courses as Business Policy, and Business, Government, and Society. There may have been, additionally, an opportunity for the student to gain some degree of specialization, but at a level which is appropriate for undergraduate -- not graduate -- students. Our own undergraduate calendar requirements are typical of those for such programs. What is important to keep in mind is that such degree-holders will have already been exposed to the integrative aspects of management studies. That background, together with the student's emerging interests in one or more of the functional areas of administration, can be utilized as a basis for developing a higher level of technical skill. We propose to develop such skills, not only within specific functional areas but in research and investigative techniques as well.

2. Program Objectives

The objectives of this Program are readily ascertained from our educational philosophy. Simply put, these are:

"To prepare students for life careers in management by giving them mastery over some functional discipline and over investigative/research method. It is assumed that students embarking upon this Program will have already attained command over the "core" subjects of Business Administration and the integrative framework from which management issues must be addressed."

More specifically, the Program is designed to meet the educational aspirations of recent graduates of Business Administration Programs (or those who have otherwise acquired proficiency in the "core" disciplines) by providing them with:

1. Advanced, graduate instruction within a functional area of Business Administration and one or more supporting areas.
2. Instruction in research methods, together with supervised execution of an applied research project or original thesis.

While our aim is to enable students who have the personal qualities necessary to reach top management positions to do so, we are also cognizant of the fact that many of our graduates will not reach these lofty heights. Whether they do or not, our intention is to prepare each of them to assume a responsible position in mid- to upper-management ranks, staff positions, management consulting, or in Business education at the college or university level.

An additional aim is to permit students in other Programs at the University to pursue studies in selected Business Administration fields and to enable our own M.B.A. candidates to choose, if they wish, supporting fields of study in Departments outside Business Administration.

B. Relationship of the Program to the Role and Mission of the University

While the proposed program is clearly intended to meet the demand for more highly qualified managers, it will have, as well, salutary effects on other programs within the University. Students in existing programs in Natural Resource Management, Pest Management, Computer Science, Economics, and Criminology (Criminal Justice Administration) will have available to them courses in Administration and Management which do not now exist. In addition, students in our own Executive M.B.A. Program will have new electives from which to choose.

It is also contemplated that students within the proposed M.B.A. Program will incorporate courses from other departments (beyond the few listed) in their choices of supporting fields. In short, there will be ample opportunity for inter-departmental involvement in the design of individual students' programs.

C. M.B.A. Programs at other Institutions

The traditional M.B.A. Program, which serves as the "model" for the American Assembly of Collegiate Schools of Business (AACSB) has been widely adopted in Canada. It must be noted, however, that specific calendar requirements across the U.S. and Canada vary widely. Moreover, even where calendar requirements appear to be the same, the quality of students, the quality of faculty, and the quality of support facilities (.e.g., libraries and computer facilities) are anything but uniform. Indeed, both the AACSB and the Canadian Federation of Deans (of Business Administration) encourage flexibility and experimentation.

In this regard, it is useful to contrast what we propose with what U.B.C. is already doing -- and apparently doing very well. The U.B.C. M.B.A. Program requires core studies in Decision Analysis, Quantitative Methods, Accounting and Management Information Systems, Economics, Human Resources Management, Marketing, and Finance. Specialization within any functional area is explicitly discouraged. That Program, if it is to avoid wasteful duplication of undergraduate exposure, is best suited to students who do not have an undergraduate degree

in Business Administration (U.B.C.'s undergraduate curriculum is similar to our own). The M.Sc. (Business Administration) Program at U.B.C. "allows as much concentration in any one field of study as may be consistent with the individual student's educational goals." It does not require entering students to have prior preparation in Business Administration, nor is there any common core of study. Specialization within some Business subject is the primary aim and preparation for general management cannot be assumed for the M.Sc.-holder.

D. Complementarities and Distinctions

The Program we propose, while it is similar in some respects to M.B.A. Programs offered elsewhere in Canada, is clearly distinct from either the M.B.A. or M.Sc. (Business Administration) offered at U.B.C. It is also quite distinct, as noted previously, from our Executive M.B.A. Program. This Program will require, for admission, an undergraduate degree in Business Administration or Commerce. Neither of U.B.C.'s Programs do. In addition, this Program builds specialization and research training on the undergraduate "core" offerings. U.B.C. requires no such background for either of the degrees it offers.

We have no quarrel with U.B.C. or with other Universities in Canada as to what qualities the well-educated manager should possess. We are merely attempting to recognize the fact that students seeking the M.B.A. Degree will not necessarily all have the same backgrounds or maturity. Our Executive M.B.A. Program addresses the needs of one group; U.B.C.'s Programs address the needs of another; and the Program we propose addresses the needs of yet another. One, we might add, that is both large and growing rapidly in Canada.

E. Curriculum

Among potential major fields of specialization, six have been identified as falling within the teaching interests of a sufficient number of faculty so as to make viable commitments to them. These are:

Accounting and Management Information Systems
Business, Government and Society
Finance
Management Science
Marketing
Organization Behavior

Considering the research requirements, fields of specialization, and supporting fields required for the proposed Program, 32 courses are directly identified with the degree. Nine of these courses are currently listed in the Graduate Calendar (though under the Economics Department heading), nineteen are new subject matter courses, and four are new Selected Topics, Directed Studies, or Research Methods courses.

These existing courses are:

BUEC 815-4 Portfolio Theory
BUEC 817-4 Theory of Capital Markets
BUEC 819-4 Mathematical Programming for Economics and Business
BUEC 820-4 Analysis of Dynamic Processes
BUS 845-4 Marketing Measurement
BUS 846-4 Marketing Theory and Models
BUS 847-4 Consumer Behavior
BUS 871-4 Seminar in Financial Accounting
BUS 872-4 Seminar in Managerial Accounting

The new courses are:

BUS 801-4 Research Techniques
BUEC 818-4 Advanced Topics in Business Finance
BUS 821-4 Analysis of Inventory and Queueing Systems
BUS 822-4 Decision Theory
BUEC 823-4 Business and Economic Forecasting
BUS 831-4 Industrial Relations
BUS 833-4 Trends and Issues in Micro-Organizational Behavior
BUS 834-4 Macro Perspectives on Organizations
BUS 836-4 Human Resources Management
BUS 839-4 Organizational Assessment and Planned Change
BUS 852-4 Researching the Corporation in Canadian Society
BUS 854-4 Business and Government Regulation
BUS 858-4 Business and the Public Interest
BUS 860-4 Administration of Public Enterprises
BUS 862-4 Contemporary Topics in International Business
BUS 873-4 History of Accounting Thought
BUS 874-4 Advanced Topics in Accounting
BUS 875-4 International Accounting
BUS 876-4 Decision Support Systems
BUS 896-4 Selected Topics in Business
BUS 897-4 Directed Readings
BUS 898 MBA Thesis
BUS 900-4 Methodology Seminar/Research Workshop

F. Evidence of Formal Consultation with Professional Organizations

(Not required)

G. Evidence of Accreditation by Profession

(Not applicable)

H. Details of Consultation with Non-University Agencies

Formal consultations with non-university agencies were considered to be neither necessary nor appropriate in designing the proposed Program. The Program's design, however, was clearly influenced by the experiences of other Universities, our own 14 year experience with the Executive M.B.A. Program, informal consultation with potential employers, and consultations with our own Business Administration Advisory Board.

There is no question that the per capita number of degrees awarded in management studies in Canada is low by comparison, say, to the United States. This deficiency is widely recognized by both employers and universities. Canadian universities have, generally, attempted to imitate U.S. standards in designing their degree programs. Unfortunately, this imitation has not always recognized the fact that applicants to Canadian graduate programs may bring with them a set of experiences which differ from those of their American counterparts. The experience of Canadian universities with management programs in general and graduate management programs in particular is quite limited. It comes as no surprise, therefore, that imitating others, in view of the diversity of cultural background, carries its own set of problems. Canadian Masters' Programs are not always designed for an audience appropriate to Canada.

Our Executive M.B.A. Program was aimed at satisfying the needs of a particular sub-set of potential applicants -- those with limited formal education in business or economic subjects, but with considerable experience in a managerial role. That Program, given the target audience, has worked very well. Our experiences have shown, however, that there is an even larger audience which goes unserved -- those who have majored in business subjects as undergraduates who now wish to obtain an advanced degree in management studies.

Over the years, our informal contacts with recruiters have led us to an inescapable, though troublesome, conclusion. That is, what recruiters want to see in a job applicant differs sub-

stantially from what senior executives profess to want. The recruiter is much more concerned about what the prospective employee can deliver to the firm now. He expects that the managerial perspective of which senior managers speak will be there -- as a bonus. What he is interested in is the shorter term, before the employee becomes Vice-President or President of the organization. Ultimately, he wants to see the same qualities emerge, but in the interim there is less fulfilling work to be done. The employee must perform -- to earn his spurs, so to speak -- before becoming President or Vice-President. The end product that both the recruiter and the senior executive seek is the same, but the perspective is different. We believe that the Program we propose will satisfy both the senior executive and the recruiter.

Our beliefs seem to be confirmed by our Business Administration Advisory Board -- which is comprised of senior members from both the public and private sectors of the British Columbia economy. Several members of that Board, it must be noted, are graduates of our own Executive M.B.A. Program. While no "official" votes have been taken, it is clear that a majority of that Board would agree with and endorse the steps we propose. Moreover, the views espoused by individual members of that Board appear to be entirely consonant with the aspirations of Canadian society.

III. NEED FOR PROGRAM

A. The Needs of Society

We have already noted that the need for new graduate programs in management studies has been recognized by the Social Sciences and Humanities Research Council of Canada. The funding of a Strategic Grants Program by that body was initiated only after long and careful study. Thus, the needs for such programs are well-documented.

We have also noted earlier that the programs which do exist in British Columbia fall far short of the needs foreseen by the SSHRC. Because of their design and entry requirements, existing programs in the Province bypass large numbers of people who have both the inclination and the capacity to move into managerial positions. Our own Executive M.B.A. Program, with its experience requirement, is ill-suited to either the undergraduate with a Business major or to recent graduates of other than Business disciplines. U.B.C.'s Programs have similar shortcomings. We cite below some of the indicators of these deficiencies.

B. Forecast Enrolment

There is evidence of a substantial unmet student demand for specialized graduate programs in Business Administration in British Columbia. Some of the indications of this interest are:

1. Recent growth in the Faculty's undergraduate enrolment, averaging over 25% per year for the past six years. It might be noted that this growth in undergraduate enrolments in Business Administration is a national phenomenon, and one that assures us of a growing pool of potential entrants to the kind of M.B.A. Program we are proposing.
2. The M.B.A. office is besieged with calls and inquiries from students with good academic backgrounds, but who lack the experience necessary for entry into the Executive M.B.A. Program. Many of those who enquire would prefer a more specialized Master's Program. While complete records of such enquiries are not routinely maintained, we cite the following (non-random) sample, taken from unsolicited letters received between October 22, 1981 and April 22, 1982:

Canada (11 from B.C.)	142
Africa	16
Europe	28
India & Bangladesh	30
Middle East	4
South East Asia	45
South America	7
United States	11
Total	<u>283</u>

In addition, there have been numerous telephone enquiries from B.C. residents which have not been tabulated in the foregoing.

3. Many of our own graduates, who elect to enter Master's Programs at other universities, have stated they would enter a Master's Program in Business Administration at S.F.U. if one were available. Indeed, they have often requested that we institute such a program.
4. We are attracting both M.A. and Ph.D. candidates into business courses in the Graduate Academic Program in Economics. This enrolment has been fairly small for several reasons. First, we discourage many applicants because of limited course offerings, and because supervision requires an enormous amount of individual instruction for which the professor receives no

teaching credit. Second, prospective students recognize the paucity of courses. Additionally, the requirement to take Economics as the core subject and the fact that graduates are awarded an M.A. rather than an M.B.A. are major deterrents.

5. U.B.C. is confronting pressures similar to those at S.F.U. On May 14, 1982, for example, they provided the following information about their M.B.A. Program:
 - 640 applications received to date for entry in Fall 1982
 - last year they accepted 125 to the regular daytime program
 - 45 is the maximum they can accept for the evening program. They always admit this maximum number.
6. The above figures indicate that there is substantial unmet demand for graduate education in business -- a fact which is known to exist nationally as well as here in British Columbia.
7. For the student who is entering (or after a period of reorientation, re-entering) the job market, the specialization and acquisition of research skills should provide an initial advantage.
8. As is also well known, there is a shortage of qualified university-level professors of Business Administration across Canada. In recent years, the ratio of university-level teaching vacancies in Business Administration to new Business Ph.D.s produced has been on the order of 25 to 1. The Program we propose will facilitate the movement of qualified students into doctoral studies both at S.F.U. and at other universities. It will also provide the means for students who have obtained Ph.D.s in other, less critical, fields to enter into the teaching of Business Administration.
9. The foregoing factors indicate, if anything, demand pressures beyond those which we could reasonably accommodate. As is noted below (see Section IV-C), current faculty plus additions to staff could only support approximately 30 entrants per year. Furthermore, these would be net additions to the University and (probably) to Provincial graduate enrolments, given our aim of reaching a heretofore unserviced sector of the market.

C. Types of Jobs for which Graduates will be Prepared

Because our graduates will have a field specialization and applied research skills, we anticipate that they will be much sought after in the employment market. Part of their attraction, of course, will be attributable to their possession of an M.B.A. Degree. Beyond that, however, they should be well prepared to assume responsible positions -- typically of a fairly specialized nature, such as marketing research, financial analysis, organizational development, management science, or accounting. Many of the jobs for which they would be prepared would initially be of a research nature. Some students might even use the Program as a springboard for entry into a Ph.D. Program. Others might teach in community colleges or technical institutes. In the longer run, however, those with the requisite native abilities should be prepared to ultimately emerge as senior level managers.

D. Demand for Ph.D.s and Professional Degrees

(Not applicable)

E. Supply and Job Openings for Holders of Ph.D.s and Professional Degrees

(Not applicable)

F. Placement History

To the extent that placement history is applicable to the Program we propose, our Executive M.B.A. is the only guide. Unfortunately (for comparison purposes), entrants (and indeed graduands) of that Program are, as a prerequisite to admission, already in responsible management positions. Such individuals are not, of course, comparable to those we hope to graduate from the proposed Program.

IV. PRESENT AND PROJECTED RESOURCES

A. Administrative Personnel

Because we already have the Executive M.B.A. Program, we do not anticipate any need to allocate additional academic personnel to the administrative side of the proposed Program. Our current M.B.A. Director will assume this additional responsibility. We do anticipate, however, the need to hire an additional member of the clerical staff to handle the administrative details of the Program. In terms of 1982 salaries, this should entail an additional expense of approximately \$18,000 per year.

B. Instructional Positions

A substantial portion of the teaching commitment to the proposed Program can be accommodated with staff already in place. In terms of faculty expertise, we are already in a position to mount the Program. By name, degrees held, rank, and fields of interest, faculty members are:

Moustafa F. Abdel-Magid	B.Comm.(Alexandria), M.Sc., Ph.D.(Ill.) Associate Professor (Accounting)
I. Robert Andrews	B.S.(Ill.), Ph.D. (Calif., Berkeley) Associate Professor (Organizational psychology; personnel; industrial human relations)
Bryan C. Brooking	B.Eng.(Auck.), M.B.A.(Br.Col.) Lecturer (Management information systems)
Terence Brown	B.A.(Durh.), B.Comm., C.A.(Sir G.Wms.) Lecturer (Accounting)
Pao Lun Cheng	B.S.(Nat.Chiao-tung), M.A.(Missouri), Ph.D.(Wis.) Professor (Finance; money & banking; quantitative methods)
Eng Ung Choo	B.Sc.(Nanyang), Ph.D., M.Sc., Ph.D.(Br.Col.) Assistant Professor (Management science)
Lois D. Etherington	B.Ed.(Alta.), M.B.A., Ph.D.(Wash.) Assistant Professor (Accounting)
Richard H.G. Field	B.Math., M.B.A.(McM.), Ph.D.(Tor.) Assistant Professor (Organizational behavior; personnel; quantitative methods)
Steven Globerman	B.A.(Brooklyn Coll.), M.A. (Calif., Los Angeles), Ph.D.(N.Y.U.) Associate Professor (Business policy; business, government & society)

Irene M. Gordon	B.A., M.A., Ph.D.(S. Fraser) Assistant Professor (Accounting)
Robert R. Grauer	B.Com., M.B.A.(Br.Col.), Ph.D. (Calif.,Berkeley) Associate Professor (Finance)
John P. Herzog	B.S., Ph.D.(Calif.,Berkeley) Professor (Finance; managerial economics)
Richard A. Holmes	B.A., M.A.(Sask.), Ph.D.(Indiana) Professor (Quantitative methods)
George C. Hoyt	B.A.(Stan.), M.A.(Chic.), Ph.D. (Calif.,Berkeley) Professor (Organizational theory; business policy)
Kenneth W. Kendall	B.A.(Occidental), M.B.A.(State Univ.,Calif.,S.F.), Ph.D.(Iowa) Assistant Professor (Marketing)
C. Ernest Love	B.Eng., M.B.A.(McM.), Ph.D.(London) Associate Professor (Management science)
Daniel L. McDonald	C.A.,B.Com.(Br.Col.), M.B.A. (Calif.,Berkeley), Ph.D.(Stan.) Professor (Accounting)
Gary A. Mauser	B.A.(Calif.,Berkeley), Ph.D.(Calif., Irvine) Associate Professor (Marketing; quantitative methods; consumer behavior)
Lindsay N. Meredith	B.A., M.A., Ph.D.(S. Fraser) Assistant Professor (Marketing; industrial relations; personnel management)
Lawrence T. Pinfield	B.Sc.(Leeds), M.S.(Carnegie), Ph.D. (Stan.) Associate Professor (Organizational behavior; organizational policy)
John G. Richards	B.A.(Sask.), B.A.(Camb.), M.A., Ph.D. (Wash.,St.Louis) Assistant Professor (eff. Dec. 1, 1982) (Business, government & society)

Robert Rogow	B.S.(Rutgers), M.A.(Wis.), Ph.D.(N.Y.) Associate Professor (Industrial relations)
Jerry Ross	B.A.(Ill.-Chic.), M.B.A. (Ill.-Champ.), Ph.D.(Northwestern) Assistant Professor (Organization behavior)
Barry Schachter	A.S., B.S.(Bentley Coll.), M.A., Ph.D. (Cornell) Assistant Professor (Business finance)
Bertram Schoner	B.Eng.(McG.), M.B.A.(W.Ont.), Ph.D. (Stan.) Professor (Marketing; business, government & society; research methods)
Richard Schwindt	B.A., Ph.D.(Calif., Berkeley) Associate Professor (Industrial organization; international trade)
Ernest M. Scott	B.Sc.E.E.(Man.), M.B.A.(Wash.), Ph.D. (Br.Col.) Assistant Professor (Finance; organization policy)
Hossein Shalchi	B.S.(Tehran), M.B.A.(S.Calif.), Ph.D. (Ill.) Assistant Professor (Accounting)
Stanley J. Shapiro	B.A.(Harv.), M.B.A., Ph.D.(Penn.) Professor (Marketing)
Carolyne F. Smart	B.Com., M.B.A., Ph.D.(Br.Col.) Assistant Professor (Business policy and strategy; organizational behavior)
Dean Tjosvold	B.A.(Prin.), M.A., Ph.D.(Minn.) Associate Professor (Organizational behavior)
Turgut Var	B.A.(Claremont), M.B.A.(Chic.), Ph.D.(Ankara) Professor (Accounting; finance; business economics)

Roger C. Vergin	B.A., M.S., Ph.D.(Minn.) Professor (Operations research; operations management)
William C. Wedley	B.Com.(Br.Col.), M.B.A., Ph.D.(Col.) Associate Professor (International business; operations management)
Mark N. Wexler	B.A.(McG.), M.A.(W.Ont.), Ph.D.(York) Assistant Professor (Business, government & society; organizational behavior and theory)
Robert G. Wyckham	B.A., M.B.A.(W.Ont.), Ph.D.(Mich.State) Associate Professor (Marketing; advertising; consumer behavior)
Ahmed Zaki	B.Sc., M.A.(Cairo), Ph.D.(Wash.) Assistant Professor (Management information systems)

Classified by fields of concentration pertinent to the proposed Program, faculty members are:

Accounting and Management Information Systems
Abdel-Magid, Brooking, Brown, Etherington, Gordon,
McDonald, Shalchi, Var, Zaki

Business, Government and Society
Globerman, Richards, Schwindt, Wexler

Finance
Cheng, Grauer, Herzog, Schachter, Scott,

Management Science
Choo, Holmes, Love, Vergin, Wedley,

Marketing
Kendall, Mauser, Meredith, Schoner, Shapiro, Wyckham

Organizational Behavior
Andrews, Field, Hoyt, Pinfield, Rogow, Ross, Smart,
Tjosvold,

While it is evident from the foregoing listings that we have the faculty expertise to mount the proposed Program, we could not staff the new courses required or provide the necessary research supervision without expanding our faculty positions. Our current Undergraduate and Executive M.B.A. Programs are already over-taxing faculty resources, making a simple reallocation impossible.

Under present circumstances, if we limit admissions to 30 students per year and assume that they all take the required 9 courses under the Research Project option, then, over two years they will generate $30 \times 9 = 270$ student-course enrolments (135 student-course enrolments per year). With 30 students admitted each year and two entering classes taking courses at any one time, there will be approximately $135 \times 2 = 270$ student-course enrolments per year, plus 40 to 50 Research Projects to supervise.

If one-half of the course enrolments were in new courses, this would total 135 per year. Using an average course enrolment of 10 students, this would yield 13 new course offerings per year. In the remaining 135 course enrolments an additional 3 course offerings could be added, considering increased student loads on existing courses. This gives 16 course offerings. The net effect of 16 course additions would be a required expansion of 4 FTE faculty positions.

Looking at requirements from another perspective, there are 28 courses, 9 of which are part of the present M.A. in Economics. In the past two years, 7 of these 9 courses have been offered with average class sizes slightly larger than 7 students (range, 3-22 students). With the new M.B.A. entrants, class sizes in these courses will be larger and they will be offered more frequently.

Of the 19 proposed new graduate courses (excluding selected topics, directed readings and thesis courses), not all would be offered every year. Assuming 16 additional course offerings per year (including more frequent offerings of existing courses), then 4 FTE faculty will be needed. With a total of 23 course offerings and 270 student-course enrolments per year, average class size will be about 11 students. Of course, the combined Business and Economics courses should have enrolments larger than this figure.

The requirements of the Executive M.B.A. Program can be used as a comparison. It utilizes 6 FTE faculty plus project supervisors. (The M.B.A. Director is included in this figure.)

While it is clear to us that additional faculty positions will be required, we do not believe it will be necessary to budget explicitly for graduate student support. First of all, the Program itself will not require either T.A.s or R.A.s. It should be evident, however, that our ability to attract good graduate students will depend, in part, on the financial support we are able to offer. Customarily, R.A.s have been supported through research grants obtained by faculty from such organizations as SSHRC. We foresee, if anything, an enhancement of these opportunities as faculty members are able to work more closely with research-oriented students.

On the T.A. side, our problem has been one of scarcity rather than excess supply. Because of our need for Teaching Assistance in the Undergraduate Programs, we have given support, in major proportions, to students in other Departments of the University -- particularly in Economics. In spite of this, we have fallen far short of being able to obtain qualified T.A.s from the University's graduate student pool. As a result, we have been forced to hire large numbers of T.A.s from off-campus. We anticipate that without reducing T.A. support, for example, to Economics graduate students, we will be able to offer substantial support to our own qualified applicants by merely switching from off-campus to on-campus hirings.

C. Library Resources

As the attached Librarian's Report (Appendix A) indicates, we are within 80-90 percent of meeting "ideal" requirements for mounting a Program of the type we propose -- in all areas. We see no reason, therefore, why we should seek library acquisitions beyond those which would come in the normal course of events. Clearly, acquisitions of new works and maintenance of established journal subscription lists will be required, but these requirements do not go beyond those which would apply within any credible academic institution. For this reason, acquisitions have not been separately budgeted for in this proposal.

D. Capital Costs

This Program will impose no special capital cost requirements on the University -- only those which are associated with expanding demands on already limited space. Because, however, of the modest numbers of new students and faculty contemplated, we see no reason to budget separately for this item. On the other hand, there will be a need for providing for additional operating budget, especially as related to computer costs.

Computer cost estimates, which are based on expenses currently being incurred in our Economics Graduate Programs for student research, could amount to as much as \$220 per student per year (in 1982 dollars) -- for an annual total of approximately \$10,000. Instructional computer costs could easily add another \$10,000 per year to that figure -- for a total of \$20,000.

Other operating budget items, including office supplies, printing, honoraria, field travel, special departmental requirements, and audio visual (Instruction Media Centre) services could amount to \$111 per student per year. Assuming average annual enrolments of 75-80 students per year -- which includes an

attrition rate of about 25 percent plus completion slippage into the third year -- these expenses should average (again, in 1982 dollars) about \$9,000.

E. External Funding

We do not anticipate any formal commitment of external funding in the launching of the proposed Program. We have, however, already referred to SSHRC's initiation of a Strategic Grants Program in Management Studies. Currently, SSHRC's Program is limited to funding doctoral completion studies, reorientation grants, research grants, and research workshops. We expect that individual faculty members will apply (and qualify) for research grants, thus providing additional R.A. support, and that individuals holding Ph.D.s in areas other than Business Administration will apply for (and qualify for) reorientation grants in Management Studies. Either of these sources of support for graduate students would clearly relieve the University of its burden of support, but the extent to which such external sources can be relied upon is clearly not yet discernable. We have, therefore, refrained from including reference to any such support in our budget proposals.

F. Budget Request

Based upon the foregoing, we would itemize our budget requirements as follows (all in terms of 1982 dollars):

1 Support staff member @ \$18,000 per annum:	\$ 18,000
4 FTE faculty @ \$38,000 per annum:	\$152,000
Computer:	\$ 20,000
Additional operating:	\$ <u>10,000</u>
 Total	\$200,000

We anticipate that, in the first year of operation (1983-1984), the Program can operate successfully by incurring only instructional computer costs (\$10,000), other operating costs (\$10,000) and 1 addition to support staff (\$18,000). This total (\$38,000) should be more than made up from additional tuition fees and (formula-based) provincial grants. Therefore, we are making no request for additional UCBC grants during the first year of the Program's operation. In subsequent years, however, such additional funding will clearly be required.

G. Faculty Research Awards

Research Grant Figures as of April 1, 1982

B.C. Hospital Research Fund McGill, E.M.	\$ 18,000
Canada Council Schwindt, R.	\$ 652
Central Mortgage and Housing Pinfield, L.T.	\$ 18,330
Department of Industry, Trade & Commerce Shapiro, S.J.	\$ 20,000
Economic Council of Canada Globerman, S.	\$ 24,640
Federal Youth Employment Grant Holmes, R.A. Schwindt, R.	\$ 8,218 1,950
National Science and Engineering Research Council Grauer, R.R. Janz, J.T. Love, C.E. Wedley, W.C.	\$ 13,500 2,000 7,000 18,000
President's Research Grant Etherington, L. Field, R.H.G. Gordon, I.M. McGill, E.M. Pinfield, L. Rogow, R. Schachter, B. Shalchi, H. Tjosvold, D. Wyckham, R.G. Wyckham, R.G. Wyckham, R.G.	\$ 474 2,090 3,000 3,000 277 2,000 2,000 2,000 1,500 950 580 1,300
Red Cross Kendall, K.	\$ 800
Social Science & Humanities Research Council Grauer, R.R. Holmes, R.A. Holmes, R.A.	\$ 17,500 23,660 24,820

University of California, Berkeley
Grauer, R.R.

\$ 500

University Grant (Business Forecasting Study)
Holmes, R.A.

\$ 10,000

V. EVALUATION

A. Evaluation by Other B.C. Institutions

(To be conducted by UCBC)

B. External Expert Evaluation

External evaluations were solicited from four (4) experts in the field. Their comments, together with a response by G. C. Hoyt, Dean of S.F.U.'s Faculty of Business Administration, are contained in Appendix C of this document. The names and addresses of the external assessors are:

Professor M.B.E. Clarkson
Faculty of Management Studies
University of Toronto

Professor Robert House
Faculty of Management Studies
University of Toronto

Professor George Lane
Faculty of Management
University of Calgary

Professor V.V. Murray
Faculty of Administrative Studies
York University

C. Procedures for Institutional Evaluation

(See SCAP Guidelines)

D. Plans for Future External Evaluation

(Unknown)

SIMON FRASER UNIVERSITY

MEMORANDUM

SHEILA ROBERTS Dean Of Arts Office	From: MARY ROBERTS Social Sciences Division - Library
Subject: Library Collection Evaluation for Full Time MBA	Date: April 23, 1982

Because the University already has an executive MBA program that has been in existence since 1968, it might have been expected that no more than superficial checking would be necessary to prove that library resources were sufficient to support the proposed full-time academic MBA. However, since the proposed program differs in some respects from the present one, it has been treated as if it were a new program.

The main differences from the established program are:

1. The students who will be attracted to it will most likely be recent graduates of a business administration undergraduate program, rather than working executives with varied backgrounds and training and valuable 'life experience'.
2. Given the serious shortage of Canadian-trained faculty in this field, the program will aim to provide the first graduate level training to potential business administration teachers.

Therefore, the assessment of the library collection has had to be detailed enough to determine whether there are sufficient specialized and academic materials here to support this different kind of MBA program.

The courses, rather than being considered separately, were grouped according to the fields of concentration set forth on pages 13-14 of the Proposal for a Master of Business Administration Program submitted by the Department of Business Administration to the Associate Dean of the Faculty of Arts on December 7th, 1981.

The groups are as follows, with asterisks indicating existing courses.

ACCOUNTING AND MANAGEMENT INFORMATION SYSTEMS.

BUS 871 *
BUS 872 *
BUS 873
BUS 874
BUS 875
BUS 876

OFFICE OF THE DEAN

Arts

FACULTY OF ARTS

Appendix A (2)

BUSINESS, GOVERNMENT AND SOCIETY

BUS 852
BUS 854
BUS 858
BUS 860
BUS 862

FINANCE

BUEC 815 *
BUEC 817 *
BUEC 818

MANAGEMENT SCIENCE

BUEC 819 *
BUEC 820 *
BUEC 821
BUS 822
BUS 823

MARKETING

BUS 845 *
BUS 846 *
BUS 847 *

ORGANIZATIONAL BEHAVIOR

BUS 831
BUS 833
BUS 834
BUS 836
BUS 839

SUPPORTING AREAS

BUS 801
BUS 900

The strength of the library's collection in each of these fields was measured by checking to see whether the items in the bibliographies of books listed in the course outlines are held by this library. The sources checked are listed and the results of the checking tabulated for each field.

ACCOUNTING AND MANAGEMENT INFORMATION SYSTEMS

Bibliographies checked:

Abdel-Khalik, A. Rashid. Empirical research in accounting: a methodological viewpoint. American Accounting Association, 1979.

Alter, Stephen. Decision support systems: current practice and continuing challenges. Addison-Wesley, 1980.

Chatfield, Michael. A History of accounting thought. Krieger, 1977.

Choi, Frederick D.S. and Gerhard G. Mueller. An introduction to multinational accounting. Prentice-Hall, 1978.

Appendix A(3)

Library holdings were:

Monographs: 205 of 247, or 85%
Journals: 112 of 138, or 81%

Though the collection is fairly strong in this area, some gaps were revealed in accounting history and in international accounting.

BUSINESS, GOVERNMENT AND SOCIETY

Bibliographies checked:

Chamberlain, Neil. The limits of corporate responsibility. Basic Books, 1973.

Dhawan, K.C. et al. International business: a Canadian perspective. Addison-Wesley, 1981.

Doern, Bruce G. and Peter Aucoin, eds. The structures of policy-making in Canada. Macmillan, 1971.

Marchak, Patricia. In whose interests: an essay on multinational corporations in a Canadian context. McClelland and Stewart, 1979.

Scherer, F.M. Industrial market structure and economic performance. 2nd ed. Rand McNally, 1980.

Library holdings were:

Monographs: 451 of 508, or 88%
Journals: 216 of 235, or 91%

This area of the collection receives good support from the political science holdings and from documents, both international - UN, OECD, EEC - and national - Canadian federal and provincial in particular. The journal collection is particularly strong; according to one faculty member, "more than satisfactory".

FINANCE

Bibliography checked:

Modern portfolio theory and investment analysis, by Edwin J. Elton and Martin J. Gruber. Wiley, 1981.

Only one bibliography was checked in this area because two of the three courses are already being given and no lack of library support has been noted.

Appendix A (4)

Library holdings were:

Monographs: 164 of 170, or 96%
Journals: 49 of 51, or 96%

The collection appears to be quite strong in this field.

MANAGEMENT SCIENCE

Bibliographies checked:

Granger, C.W.J. Forecasting in business and economics. Academic Press, 1980.

Peterson, Rein, et al. Decision systems for inventory management and production planning. Wiley, 1979.

Schoemaker, P.J.H. Experiments on decisions under risk. Martinus Nijhoff, 1980.

Two of the courses listed are already being given.

Library holdings were:

Monographs: 168 of 188, or 88%
Journals: 118 of 133, or 88%

MARKETING

Because all of the courses proposed for this field are being given now, only one bibliography was checked:

Bagozzi, Richard P. Causal models in marketing. Wiley, 1980.

Library holdings were:

Monographs: 79 of 89, or 88%
Journals: 53 of 55, or 96%. 36 of these titles are complete runs.

ORGANIZATIONAL BEHAVIOR

Bibliographies checked:

Aldrich, Howard E. Organizations and environments. Prentice-Hall, 1979.

Handbook of industrial and organizational psychology, ed. by M.D. Dunnette. Rand McNally, 1976. Chapters on Training, Compensation, Job evaluation, Performance rating, Job satisfaction.

Lawler, Edward E. et al. Organizational assessment: perspectives on the measurement of organizational behavior and the quality of work life. Wiley, 1980.

Appendix A(5)

Miner, John B. Theories of organizational behavior. Dryden Press, 1980.

Weiler, Paul. Reconcilable differences. Carswell, 1980.

Library holdings were:

Monographs: 1274 of 1417, or 89%

Journals: 230 of 253, or 94%

SUPPORTING AREAS

Bibliography checked:

Green, Paul, and Don Tull. Research for marketing decisions. 4th ed. Prentice-Hall, 1978. This book is recommended for 801, Research Methodology.

Library holdings were:

Monographs: 206 of 256, or 80%

Journals: 80 of 89, or 89%

CONCLUSIONS AND RECOMMENDATIONS

Generally, library support appears to be excellent in all of these subject fields, showing a good balance between monographs and journals, and demonstrating that in the relatively short life of the university a strong collection has been developed. Good support is evident also from other social science areas, such as psychology, sociology and political science, and from the documents collection. It is essential, however, that the quality of this collection be maintained if the full-time Masters' program is to thrive. Though its incremental impact on the library's collection will only be part of the total and is not measurable until the program is in full operation, it should not be forgotten that graduates make far greater use of a library than undergraduates, and that they use the most expensive materials. The checking that has been carried out in this survey can be used to good effect in spending the money we have to the best possible advantage. In addition every feasible effort should be made to obtain extra funds through grants and gifts to enrich the collection and keep it up to graduate standards.

New Graduate Course Proposal FormCALENDAR INFORMATION:Department: Business Administration Course Number: BUS. 801Title: Research TechniquesDescription: Designing, conducting and analyzing business research including both field and laboratory research methods. Candidates will be exposed to hypotheses testing, data collection, univariate analysis and multivariate techniques.Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: BUEC333ENROLLMENT AND SCHEDULING:Estimated Enrollment: 6-10 When will the course first be offered: 82-3How often will the course be offered: once a yearJUSTIFICATION:This is one of the key research courses in the day-MBA program. It is designed to acquaint students with the most important research tools and concepts currently used in the principal fields of business.RESOURCES:Which Faculty member will normally teach the course: E. Love, G. Mauser, B. SchonierWhat are the budgetary implications of mounting the course: see attached letterAre there sufficient Library resources (append details): see Librarian's report.Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resourcesApproved: Departmental Graduate Studies Committee: H.C. McVicker Date: June 21/82Faculty Graduate Studies Committee: J.P. Staelman Date: June 23/82Faculty: RC form Date: June 24, 82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

Course Outline

This course provides an integrated coverage of business research methods central to the principal fields of business. Students will be expected to be proficient in mathematics and computational skills.

Recommended Text: Paul Green and Don Tull, Research for Marketing Decisions 4th Ed., Prentice Hall, 1978. Despite its narrow focus on marketing, this text covers the most important topics at the required level. Also, there is a quantitative case book associated with this text which is well suited to this course.

Topics to be covered

I. Problem formulation

- A. Strategy and value of research
- B. Tactics and research design

II. Data collection

- A. Types of information available
- B. Measurement and scaling
- C. Sampling
- D. Experimental design

III. Data analysis

- A. Measures of association
- B. Regression
- C. Analysis of variance and covariance

IV. Multivariate Analysis

- A. Discriminant analysis
- B. Factor analysis
- C. Multidimensional scaling
- D. Cluster Analysis
- E. Conjoint Analysis

Readings:I. Problem formulation

Kaplan, A. The Conduct of Inquiry. San Francisco: Chandler, 1964.

Kerlinger, F.N. Behavioral Research, N.Y.: Holt, Rinehart & Winston, 1979.

Myers, J.G., W.F. Massy, and S.A. Greyser, Marketing Research and Knowledge Development, Englewood Cliffs: Prentice Hall, 1980.

II. Data Collection

Campbell, D.T. & J.C. Stanley, Experimental and Quasi-experimental Designs for Research, Chicago: Rand McNalley, 1963.

Cochran, W.G. & G.M. Cox, Experimental Designs, N.Y.: Wiley, 1957.

Deming, W.E. Sample Design in Business Research, New York: Wiley, 1960.

Lord, F.M. & M.R. Novick, Statistical Theories of Mental Test Scores, Reading, Mass: Addison Wesley, 1974.

Mehrens, W.A. and R.L. Ebel (eds.) Principles of Educational and Psychological Measurement, Chicago: Rand McNally, 1967.

Nunnally, J.C. Psychometric Theory, (7th ed.) N.Y.: McGraw Hill, 1978.

Rosenberg, M., The Logic of Survey Analysis, N.Y.: Basic Books, 1968.

III. Data Analysis

Hays, W.L. Statistics for the Social Sciences, N.Y.: HRW, 1973

Kerlinger, F.N. and E.J. Pedhazur, Multiple Regressions in Behavioral Research, N.Y.: Holt, Rinehart and Winston, 1973.

Kirk, Roger E. Experimental Design Procedures in the Behavioral Sciences, Belmont: Wadsworth, 1968.

Winer, B.J. Statistical Principles in Experimental Design, N.Y.: McGraw Hill, 1971.

IV. Multivariate Analysis

Aaker, D.A. Multivariate Analysis in Marketing, Belmont: Wadsworth, 1971

Green, P.E. and F.J. Carmone, Multidimensional Scaling and Related Techniques, Boston: Allyn and Bacon, 1970.

Harman, H.H. Modern Factor Analysis, (3rd ed.), Chicago: U. of Chicago Press, 1976.

Kruskal, J.B. And M. Wish, Multidimensional Scaling, Beverly Hills, Sage, 1978.

600 Graduate Course Proposal Form (change to existing course title from ECON 815 to BUFC 815)

CALENDAR INFORMATION:Department: BUSINESS ADMINISTRATIONCourse Number: BUFC 815Title: Portfolio Theory

Description: A study of optimum portfolio selections and diversification of financial assets including cash vis-a-vis different classes of utility functions of final wealth. Also, an examination of the behavior of speculative prices and rates of return.

Credit Hours: 4Vector: 0-4-0Prerequisite(s) if any: ECON 331ENROLLMENT AND SCHEDULING:Estimated Enrollment: 22When will the course first be offered: 82-3How often will the course be offered: once a yearJUSTIFICATION:

Presently existing as ECON 815.

RESOURCES:

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: See attached letter.Are there sufficient Library resources (append details): (existing course)

Appended:

- Outline of the Course
- An indication of the competence of the Faculty member to give the course.
- Library resources

Approved: Departmental Graduate Studies Committee: R.C. BrownDate: April 30/82Faculty Graduate Studies Committee: R.C. BrownDate: June 28/82Faculty: R.C. BrownDate: June 24, 1982

Senate Graduate Studies Committee: _____

Date: _____

Senate: _____

Date: _____

SIMON FRASER UNIVERSITY
School of Business Administration and Economics
COURSE OUTLINE

COURSE: ECON 815

INSTRUCTOR: R. Grauer

TITLE: Portfolio Theory

SEMESTER: Fall, 1981

"Portfolio Theory" has been a standard diet for graduate students in Business Schools and Economics Departments in a number of universities in North America. As such, one should not be surprised that the amount of research in portfolio theory in the past 15 years has been phenomenal and a reasonably unified body of knowledge appears to have emerged. The fact that there has been extensive interest among economists in portfolio theory suggests that perhaps one should not interpret the word "portfolio" too narrowly. Portfolio theory actually represents a major and pioneering topic in the broad field of economics under uncertainty and it is by far the best developed at the moment.

To begin the description of the course, let us give it an alternate but broader title: Theory of risk allocation and the behavior of risky asset prices under rational choice. Since financial assets (such as stocks and bonds) happen to be prime examples of risky assets, we first discuss the rationale for choosing them as candidates in an optimal portfolio, given an individual's utility function. The course will therefore begin with the "expected utility theorem" pioneered by von-Neumann and Morgenstern. Given an individual's initial wealth (or endowment) and income, we show that his demand equation for financial assets and consumption goods during a period can be determined when his utility function is specified. For a given riskless rate of interest and a fixed supply of risky assets, we then investigate how an optimal allocation of his initial wealth and income among safe assets (including cash), consumption and risky assets may be determined. We subsequently examine the general equilibrium of prices and yields of financial assets and their determination. At this point, we ask whether a competitive capital market allocates risk efficiently or, alternatively stated, whether there is Pareto optimality.

Basic text references for this material are:

Jan Mossin, Theory of Financial Markets, Prentice-Hall, 1973;
W. Sharpe, Portfolio Theory and Capital Markets, McGraw-Hill,
1970.

The remainder of the course will deal with a number of subjects:

Econ 815
Fall, 1981

- 1) extensions of portfolio theory
 - (a) to a multiperiod environment in both discrete and continuous time and
 - (b) a consideration of equilibrium pricing with divergent borrowing and lending rates;
- 2) corporate financial theory (investment and capital structure decisions) in light of portfolio theory
- 3) option pricing (while this is a completely new topic, it may be the "hottest" research topic in financial economics at present).

This material is discussed primarily in journal articles that will be outlined in the course syllabus.

To gain a broader appreciation of the material to be covered, please consider that the "portfolio theory" presented in Econ 815 provides many testable implications. A considerable part of Econ 817, "The Theory of Capital Markets", offered in the Spring of 1980 will be devoted to the examination of whether the implications of portfolio theory are borne out by the empirical evidence. (As an aside, while you can take one course without the other, or one course before the other, the preferred sequence is 815/817). At any rate, both courses are expected to generate a large number of new problems that may qualify for further research as dissertation topics.

While on the subject of research topics let me mention that the SFU faculty has demonstrated intensive research interest in the field of "portfolio-capital-market theory". For example, over the next two semesters we shall discuss at least some of the following articles published by S.F.U. faculty in the last five years:

Pao L. Cheng, "Default Risk, Scale, and the Homemade Leverage Theorem: Note", American Economic Review, 65 (September 1975) 768-73.

Pao L. Cheng and King Deets, "Reply: Portfolio Returns and the Random Walk Theory", Journal of Finance, 31 (March 1976), 157-161.

Pao L. Cheng, "Divergent Rates, Financial Restrictions and Relative Prices in Capital Market Equilibrium" forthcoming in the Journal of Financial and Quantitative Analysis, 15, (Sept. 1980), 509-

540

Pao L. Cheng and Robert R. Grauer, "An Alternative Test of the Capital Asset Pricing Model", American Economic Review, (September, 1980), 660-671.

Econ 815
Fall, 1981

Robert R. Grauer, "Generalized Two Parameter Asset Pricing Models: Some Empirical Evidence", Journal of Financial Economics, 6, (March 1978) 11-32.

Robert R. Grauer, "The Inference of Tastes and Beliefs from Bond and Stock Market Data", Journal of Financial and Quantitative Analysis, 13 (June 1978) 273-297.

Robert R. Grauer, "Investment Policy Implications of the Capital Asset Pricing Model", Journal of Finance, 36 (March 1981), 127-141.

Robert R. Grauer, "A Comparison of Growth Optimal and Mean Variance Investment Policies," Journal of Financial and Quantitative Analysis, 16 (March 1981), 1-21.

In addition, SFU has access to the CRSP data base containing rate of return and price information on approximately 1700 New York and American Stock Exchange listed companies. The data base is among the cleanest and most complete in any area of economics. It contains monthly information on NYSE stocks since 1926 and daily information on NYSE and American Stock Exchange stocks since 1962.

In conclusion, data availability and faculty research interests should provide you with an excellent opportunity to engage in either theoretical or empirical research in capital asset pricing.

You are welcome to examine the syllabus of the course or discuss any questions in my office.

SIMON FRASER UNIVERSITY

School of Business Administration & Economics

COURSE: ECON ⁸¹⁵ ~~817~~

INSTRUCTOR: John Heaney

TITLE: Portfolio Theory Course Outline

SEMESTER: Summer, 1980

Every society faces the problem of determining the level and composition of investment and allocating claims to the resulting future (and therefore uncertain) output. In this course we will adopt the view that the capital market is one possible institutional framework for providing a solution to this problem. Irving Fisher showed how the capital market could solve the problem in a world where the future is known with certainty. We will begin with his analysis, extend it to a world of uncertainty, and investigate the conditions under which the capital market can now solve the problem. We will pay particular attention to the following:

- 1) The role of financial contracts in achieving allocative efficiency.
- 2) Models for the valuation of financial contracts such as stocks, options, etc.
- 3) The role of profit maximization in achieving an optimal allocation of investment among firms.

In addition topics such as the efficient markets hypothesis; the Modigliani and Miller propositions, the success and/or failure of empirical tests of the models, newly proposed tests, etc. will be discussed.

The method of analysis used throughout will be the optimizing paradigm of neoclassical economics. Though the theory of capital markets has many connections with other areas of economics such as monetary theory, macroeconomics, the economics of information, etc., these will not be pursued. However those with interests in these areas may write a term paper exploring these connections.

In addition to a term paper there will be a mid term and final, both take home. There is no text. Reprints of journal articles will be supplied.

Graduate Course Proposal Form

(change to existing course title from ECON 817 to BUEC 817)

CALENDAR INFORMATION:Department: BUSINESS ADMINISTRATIONCourse Number: BUEC 817Title: Theory of Capital MarketsDescription: A study of capital market equilibrium theories, risk allocation, valuation models under perfect and imperfect markets and their empirical testing.Credit Hours: 4Vector: 0-4-0Prerequisite(s) if any: ECON 331;
ECON 835ENROLLMENT AND SCHEDULING:Estimated Enrollment: 12 When will the course first be offered: 83-1How often will the course be offered: once a yearJUSTIFICATION:

Presently existing as ECON 817.

RESOURCES:

Which Faculty member will normally teach the course:

What are the budgetary implications of mounting the course: See attached letter.Are there sufficient Library resources (append details): (existing course)Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resourcesApproved: Departmental Graduate Studies Committee: U. G. Wadding Date: July 3/82Faculty Graduate Studies Committee: J. C. Blaeburn Date: June 23/82Faculty: R. C. Brown Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

SIMON FRASER UNIVERSITY

Department of Economics and Commerce

Course Outline

Reading List

COURSE: Economics 817

SEMESTER: Spring 1979

TITLE: Capital Markets

INSTRUCTOR: R. Grauer

PURPOSE: The primary purpose of the course is to formulate and test theories of the pricing of risky assets. We begin with a consideration of the theory of intertemporal consumption, investment, and finance in perfect capital markets under certainty. Then we turn to a discussion of the behaviour of risky security prices in an efficient capital market. The third topic is the dominant or main theory of the pricing of risky assets - the Mean Variance Capital Asset Pricing Model. The relationship between the financial and real sectors of the economy is explored as we investigate what implications the pricing of risky assets has for the theory of real physical capital investment by firms. Our fifth topic considers the empirical testing of the MV CAPM. Alternative models of asset pricing are then explored, which more closely follow the expected utility (as opposed to mean variance) formulation of decision-making under uncertainty. Empirical testing of these alternative models rounds out the course.

COURSE REQUIREMENTS: The course grade will probably consist of a mid-term and a final exam plus a paper. I am quite flexible as to the type of paper you may choose to write. Theoretical, empirical, and survey papers are all acceptable. As much of the course will be concerned with empirical verification of the theory I encourage but do not in any way require you to consider an empirical paper. This is open to negotiation during the first week of classes.

PREREQUISITES: I assume you have a math background comparable to Economics 331 and an understanding of basic econometric techniques. The most natural Finance sequence is Economics 815 and then Economics 817. However, historically most students have not followed this sequence. Therefore, while 815 is desirable (and will provide you with somewhat of a competitive advantage) I will gear the course to students who do not necessarily have the 815 background, i.e., we start from scratch in developing the theories that we will test empirically. The primary difference between our consideration of the subset of material that overlaps between 815 and 817 is that in 817 we will work within a less rigorous mathematical framework.

OUTLINE: Listed below are the main topics we will cover together with key articles. As no one text provides adequate coverage of the theoretical material we will focus on key articles and selected readings from the reference texts (which will be placed on reserve). Key articles have been xeroxed and will be available at nominal cost. These articles are indicated with asterisks.

I. The Theory of Consumption, Investment and Finance in Perfect Markets under Certainty

*Fama and Miller, Chapters 1 and 2 or, Hirshleifer, Chapters 1,2,3.

II. The Behaviour of Financial Markets: The Efficient Markets Hypothesis

*E. Fama, "Efficient Capital Markets: A Review of Theory and Empirical Work", Journal of Finance, (May 1970), 383-423.

*S. Leroy, "Efficient Capital Markets: Comment" and E. Fama, "Reply", Journal of Finance, March 1976.

Lorie and Hamilton, Chapters 4 and 5

E. Fama, Foundations of Finance.

E. Fama, "Short-Term Interest Rates as Predictors of Inflation", American Economic Review, June 1975.

M. S. Rozeff, "Money and Stock prices: Market efficiency and the lag in effect of monetary policy", Journal of Financial Economics, September 1974

III. The Theory of Finance under Uncertainty

A. The Traditional MV CAPM

* W. Sharpe, "Capital Asset Prices: A Theory of Market Equilibrium Under Conditions of Risk", Journal of Finance, September 1964.

* E. Fama, "Risk, Return and Equilibrium: Some Clarifying Comments", Journal of Finance, March 1968.

* E. Fama, "A Note on the Market Model and the Two Parameter Model", Journal of Finance, December, 1973.

R. Merton, "An Analytic Derivation of the Efficient Portfolio Frontier", Journal of Financial & Quantitative Analysis, Sept. 1972.

* R. Roll, "A Critique of the Asset Pricing Theory's tests; Part I On Past and Potential Testability of the Theory", Journal of Financial Economics, March 1977, Appendix A.

* M. Rubinstein, "A Mean-Variance Synthesis of Corporate Financial Theory", *Journal of Finance*, March 1973.

J. Mossin, *Theory of Financial Markets*. Chapter 4.

B. Extensions of the MV Model

1. No Riskless Asset and Divergent Borrowing and Lending Rates

* F. Black, "Capital Market Equilibrium with Restricted Borrowing", *Journal of Business*, July 1972.

* M. Brennan, "Capital Market Equilibrium with Divergent Borrowing and Lending Rates", *Journal of Financial & Quantitative Analysis*, December 1971.

2. Nonmarketable Assets

* D. Mayers, "Nonmarketable Assets and Capital Market Equilibrium Under Uncertainty", in *Studies in the Theory of Capital Markets*.

C. Testing the MV CAPM

M. Jensen, "The Foundations and Current State of Capital Market Theory", in *Studies in the Theory of Capital Markets*.

* M. Jensen, "Capital Markets: Theory and Evidence", *Bell Journal of Economics and Management Science*, Autumn 1972.

* E. Fama and J. MacBeth, "Risk, Return and Equilibrium: Empirical Tests", *Journal of Political Economy*, May-June, 1973.

* F. Black, M. Jensen, and M. Scholes, "The Capital Asset Pricing Model: Some Empirical Tests", in *Studies in the Theory of Capital Markets*

I. Friend and M. Blume, "A New Look at the Capital Asset Pricing Model", *Journal of Finance*, March 1973.

* R. Roll, "A Critique of the Asset Pricing Theory's tests; Part I On Past and Potential Testability of the Theory", *Journal of Financial Economics*, March 1977.

P. Cheng and R. Grauer, "An Alternative Test of the Capital Asset Pricing Model", SFU Working Paper, Summer 1978.

* R. Grauer, "Belief Reinforcement in Capital Asset Pricing, with Implications for Empirical Testing", SFU Working Paper, 1978.

* R. Grauer, "A Relative Value Based Test of the Mean Variance Capital Asset Pricing Model", SFU Working Paper, 1978.

IV. Alternatives to the MV CAPM

A. The "Growth Optimal" Model versus the MV Model

- * N. Hakansson, "Capital Growth and the Mean-Variance Approach to Portfolio Selection", *Journal of Financial & Quantitative Analysis*, January 1971.
- * R. Grauer, "Growth Optimal versus Mean Variance: A Comparison of Investment Policies and Performance", *SFU Discussion Paper*, October, 1977.

B. Testing the "Growth Optimal Model"

- * R. Roll, "Evidence on the 'Growth Optimum' Model", *Journal of Finance*, June 1973.
- E. Fama and J. MacBeth, "Long-Term Growth in a Short-Term Market" *Journal of Finance*, 29 (June 1974), 857-885.

C. The Linear Risk Tolerance Capital Asset Pricing Models

- * M. Rubinstein, "An Aggregation Theorem of Securities Markets", *Journal of Financial Economics*, September 1974.
- * N. Hakansson, "The Capital Asset Pricing Model: Some Open and Closed Ends", in *Risk and Return in Finance*, Vol. 1, Edited by I. Friend and J. Bicksler, Cambridge, Mass., Ballinger, 1977.

D. Testing Alternative Models

- * R. Grauer, "The Inference of Tastes and Beliefs from Bond and Stock Market Data", *Journal of Financial and Quantitative Analysis*, June 1978, pp. 273-297.
- * R. Grauer, "Generalized Two Parameter Asset Pricing Models: Some Empirical Evidence", *SFU Discussion Paper*, 1976. Forthcoming in the *Journal of Financial Economics*.

SIMON FRASER UNIVERSITY

New Graduate Course Proposal FormCALENDAR INFORMATION:

Department: BUSINESS ADMINISTRATION Course Number: BUEC 818
 Title: ADVANCED TOPICS IN BUSINESS FINANCE
 Description: Extensions of advanced topics beyond those covered in BUEC 815, Portfolio Theory, and BUEC 817, Capital Market Theory.
 Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: BUEC 815, 817

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 5 When will the course first be offered: By arrangement

How often will the course be offered: By arrangement

JUSTIFICATION: With numerous recent advances in financial theory, it has become impossible to provide more than a brief overview of the topic in the two introductory seminars. This course is specifically designed to prepare students who wish to carry out research in finance by exploring recent developments on the frontier.

RESOURCES:

Which Faculty member will normally teach the course: R. Grauer, J. Herzog

What are the budgetary implications of mounting the course: See attached letter.

Are there sufficient library resources (append details): See Librarian's report

Appended: a) Outline of the Course
 b) An indication of the competence of the Faculty member to give the course.
 c) Library resources

Approved: Departmental Graduate Studies Committee: W.D. Bellamy Date: April 20/82

Faculty Graduate Studies Committee: J.P. Blechman Date: June 23/82

Faculty: R.C. Brown Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

ADVANCED TOPICS IN FINANCE

In order to provide some perspective for the new course a brief review of the two existing graduate courses in finance is provided.

Economics 815, Portfolio Theory, deals with decision making under uncertainty and its application to portfolio selection. The course covers the expected utility and mean variance approaches to portfolio choice. Equilibrium theories of asset pricing are introduced and applications to corporate finance discussed.

Economics 817, Capital Market Theory, is primarily concerned with formulating and testing models for pricing risky assets.

Advanced Topics in Financial Theory deals with more advanced material from both courses -- material that we have been unable to cover due to time constraints.

The choice of topics is eclectic. Considerable latitude will be given to the instructor to sample from current research in the areas of theory, testing, and applications.

I. PORTFOLIO THEORY IN A MULTIPERIOD SETTING

A. Discrete-Time Portfolio Selection

J. Mossin, "Optimal Multiperiod Portfolio Policies", *Journal of Business*, (April 1968).

N. Hakansson, "Optimal Investment and Consumption Strategies for a Class of Utility Functions", *Econometrica*, (September 1970).

E. Fama, "Multiperiod Consumption - Investment Decisions", *American Economic Review*, (March 1970).

N. Hakansson, "Capital Growth and the Mean-Variance Approach to Portfolio Selection", *Journal of Financial and Quantitative Analysis*, (January 1971).

M. Rubinstein, "The Valuation of Uncertain Income Streams and the Pricing of Options", *Bell Journal of Economics*, (Autumn 1976).

B. Continuous Time Models

R. Merton, "An Intertemporal Capital Asset Pricing Model", *Econometrica* (September 1973).

R. Merton, "Theory of Finance from the Perspective of Continuous Time", *Journal of Financial and Quantitative Analysis*, (November 1975).

II MULTI-INDEX OR MULTIPLE - FACTOR MODELS AND THE ARBITRAGE MODEL OF ASSET PRICING

Sharpe, (1970) Ch. 7, Index Models. Supplement E Portfolio Analysis with Simplified Models.

B.J. King, "Market and Industry Factors in Stock Price Behavior", Journal of Business, (January 1966).

K.J. Cohen, and J.A. Pogue, "An Empirical Evaluation of Alternative Portfolio Selection Models", Journal of Business, (April 1967), also in Lorie & Brealey.

B. Rosenberg, "Extra-Market Components of Covariance in Security Markets", Journal of Financial and Quantitative Analysis, (March 1974).

J.L. Farrell Jr., "Analyzing Covariation of Returns to Determine Homogeneous Stock Groupings", Journal of Business, (April 1974).

J.L. Farrell Jr., "Homogeneous Stock Groupings: Implications for Portfolio Management", Financial Analysts Journal, (May/June 1975).

S. Ross, "The Arbitrage Theory of Capital Asset Pricing," Journal of Economic Theory, (December 1976).

S. Ross and R. Roll, "An Empirical Investigation of the Arbitrage Pricing Theory" Journal of Finance, (December 1980).

B. Rosenberg and V. Marathe, "Tests of Capital Asset Pricing Hypothesis", Research in Finance, JAI Press, 1979.

III OPTIONS

A. Option Pricing

F. Black and M. Scholes, "The Pricing of Options and Corporate Liabilities", Journal of Political Economy, (May 1973)

C. Smith, "Option Pricing: A Review", Journal of Financial Economics, March 1976.

J. Cox, S. Ross, and M. Rubinstein, "Option Pricing: A Simplified Approach", Journal of Financial Economics, (September 1979).

B. Welfare Aspects

S. Ross, "Options and Efficiency", Quarterly Journal of Economics, (February 1976).

N. Hakansson, "The Purchasing Power Fund: A New Kind of Financial Intermediary", Financial Analysts Journal, (November/December 1976).

N. Hakansson, "Welfare Aspects of Options and Supershares", *Journal of Finance*, (June 1978).

D. Breeden and R. Litzenberger, "Prices of State - Contingent Claims Implicit in Option Prices", *Journal of Business* (October 1978).

R. Banz and M. Miller, "Prices for state-contingent claims: some estimates and applications", *Journal of Business*, (October 1978).

C. Numerical Methods in Option Pricing:

E. Schwartz, "The Valuation of American Put Options", J. Fin. Econ. (Jan. 1977).

M. Brennan and E. Schwartz, "The Valuation of American Put Options", J. Finance (May 1977).

IV THE TERM STRUCTURE OF INTEREST RATES

J. Cox, J. Ingersoll and S. Ross, "A Theory of the Term Structure of Interest Rates", *Stanford Working Paper*, 1978.

M. Brennan and E. Schwartz, "A Continuous Time Approach to the Pricing of Bonds". J. Banking and Finance, (July 1979).

V PRICING THE CAPITAL STRUCTURE OF THE FIRM

R. Merton, "On the Pricing of Corporate Debt", *J. Finance* (May 1974).

J. Ingersoll, "A Contingent-Claim Valuation of Convertible Securities", J. Fin. Economics, (May 1977).

M. Brennan and E. Schwartz, "Analyzing Convertible Securities", UBC Working paper, Dec. 1979.

REFERENCES

1. S. Archer and J.C. Francis, Portfolio Analysis. Second Edition. Prentice Hall, 1979.
2. E. Fama, Foundations of Finance. Basic Books New York, 1976.
3. E. Fama and M. Miller, The Theory of Finance. Holt, Rinehart & Winston, 1972.
4. J. Hirshleifer, Investment, Interest and Capital. Prentice-Hall, 1970.
5. M.C. Jensen (Ed.), Studies in the Theory of Capital Markets. Praeger, 1973.
6. J. Lorie and R. Brealey, Modern Development in Investment Management. Praeger, 1972.
7. J. Lorie and M. Hamilton, The Stock Market: Theories and Evidence. Irwin, 1973.
8. J. Mossin, Theory of Financial Markets. Prentice-Hall, 1973.
9. W. Sharpe, Portfolio Theory and Capital Markets. Prentice-Hall, 1970.
10. W. Sharpe, Investments. Prentice-Hall, 1978.

000 Graduate Course Proposal Form (change to existing course title from ECON 819 to BUEC 819)

CALENDAR INFORMATION:

Department: BUSINESS ADMINISTRATION

Course Number: BUEC 819

Title: Mathematical Programming for Economics and Commerce

Description: Topics include dynamic programming, linear and non-linear programming, stochastic programming, optimization techniques; game theory.

Credit Hours: 4

Vector: 0-4-0

Prerequisite(s) if any: Permission of the Instructor

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 12 When will the course first be offered: 83-1

How often will the course be offered: once a year

JUSTIFICATION:

Presently existing as ECON 819

RESOURCES:

Which Faculty member will normally teach the course:

What are the budgetary implications of mounting the course: see attached letter.

Are there sufficient Library resources (append details): (existing course)

Appended:

- Outline of the Course
- An indication of the competence of the Faculty member to give the course.
- Library resources

Approved: Departmental Graduate Studies Committee: John G. Blaich Date: April 3, 1982Faculty Graduate Studies Committee: JAC Blaich Date: June 28/82Faculty: Re bunn Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

Appendix B(20)

SCHOOL OF BUSINESS ADMINISTRATION & ECONOMICS

Department of Economics

Course: Econ 819 - Mathematical Programming Instructor: C. E. Love

Text: Operations Research by Hillier & Lieberman. Holden-Day, 1974 2nd ed.

1. Introduction to Linear Programming/MSLP
2. The Simplex Algorithm
3. Duality Theory and Sensitivity Analysis
4. Kuhn-Tucker Conditions
5. Dual Simplex Algorithm/Revised Simplex Algorithms
6. Integer/Mixed Integer Programming
7. Transportation/Assignment Problems
8. Network Analysis/L.P. Equivalents
9. Input/Output Analysis
10. Game Theory
11. Goal Programming
12. Hybrid Programming

Course Evaluation:

Cases/Assignments	50%
Mid-Term Exam	25%
Take-Home Final Exam	25%

GCO Graduate Course Proposal Form(change to existing course
title from ECON 820 to
BUFC 820)CALENDAR INFORMATION:

Department: BUSINESS ADMINISTRATION

Course Number: BUEC 820

Title: Analysis of Dynamic Processes

Description: To analyze the operation of dynamic (time-varying) economic/business systems with emphasis on model formulation and optimization procedures.

Credit Hours: 4

Vector: 0-4-0

Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 10

When will the course first be offered: by arrangement

How often will the course be offered: _____

upon demand.

JUSTIFICATION:

Presently existing as ECON 820.

RESOURCES:

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: See attached letter.

Are there sufficient Library resources (append details): (existing course)

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resourcesApproved: Departmental Graduate Studies Committee: John Willey Date: April 3-182Faculty Graduate Studies Committee: J.C. Bleiberg Date: June 23/82Faculty: R.C. Brown Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

SIMON FRASER UNIVERSITY
School of Business Administration and Economics

Course Outline

Course: Econ. 820

Semester: Spring, 1981

Title: Dynamic Processes

Instructor: C. E. Love

The purpose of this course will be to investigate the application of dynamic programming procedures to economic, finance and management science problems. Emphasis will be on modelling and solution procedures.

<u>Subject</u>	<u>Content</u>	<u>Weeks</u>
1. Conventional Dynamic Programming Procedures	-general distribution of effort problems -bond refunding problems -asset replacement problems -Bellman's "Curse of Dimensionality"	2
2. Forward Dynamic Programming Procedures	-network optimization -the aircraft routing problem	2
3. State Increment Dynamic Programming	-optimal trajectory for the supersonic transport and other related problems	
4. Stochastic/Markov Processes	-cash management problem -brand switching models -equipment repair replacement decisions -equivalent linear programs -solution of queuing theory problems	2
5. Decomposition Techniques	-transfer pricing techniques -generalized Lagrangian Multipliers -methods for successive-approximation -the multi-division asset allocation problem	2
6. Optimal Control Theory	-investment paths in macro-economic models -accounting flow models -continuous time dynamic programming procedures	2

Required Text:

Elton, E.J. and Gruber, M.J., Finance as a Dynamic Process. Prentice-Hall, 1975

- supplementary material will be supplied as required during the course.

Instructor: E. LoveEcon 820-4: DYNAMIC PROCESSESSpring 1980

The purpose of this course will be to investigate the application of dynamic programming procedures to economic, finance and management science problems. Emphasis will be on modelling and solution procedures.

<u>Subject</u>	<u>Content</u>	<u>Weeks</u>
1. Conventional Dynamic Programming Procedures	-general distribution of effort problems -bond refunding problems -asset replacement problems -Bellman's "Curse of Dimensionality"	2
2. Forward Dynamic Programming Procedures	-network optimization -the aircraft routing problem	2
3. State Increment Dynamic Programming	-optimal trajectory for the supersonic transport and other related problems	2
4. Stochastic/Markov Processes	-cash management problem -brand switching models -equipment repair replacement decisions -equivalent linear programs -solution of queuing theory problems	2
5. Decomposition Techniques	-transfer pricing techniques -generalized Lagrangian Multipliers -methods for successive-approximation -the multi-division asset allocation problem	2
6. Optimal Control Theory	-investment paths in macro-economic models -accounting flow models -continuous time dynamic programming procedures	2

Required Text:

Elton, E.J. and Gruber, M.J., Finance as a Dynamic Process. Prentice-Hall, 1975.
-supplementary material will be supplied as required during the course.

SIMON FRASER UNIVERSITY

New Graduate Course Proposal FormCALENDAR INFORMATION:Department: Business Administration Course Number: BUS. 821Title: Analysis of Inventory and Queueing SystemsDescription: The design and control of inventory and queueing systems. Approaches include analytical and numerical models, algorithms for optimizing such systems and simulation for large, complex systems.Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: BUEC 333 or equivalentENROLLMENT AND SCHEDULING:Estimated Enrollment: 5 When will the course first be offered: By arrangementHow often will the course be offered: Upon demandJUSTIFICATION:This is one of the three basic courses in the Management Science field.It covers two of the most important areas of study in the field.RESOURCES:Which Faculty member will normally teach the course: R. Virgin, E. LoveWhat are the budgetary implications of mounting the course: See attached letter.Are there sufficient Library resources (append details): See Librarian's report.Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resourcesApproved: Departmental Graduate Studies Committee: A. C. Whiting Date: April 13/82Faculty Graduate Studies Committee: A. C. Whiting Date: June 23/82Faculty: R. C. Brown Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

Business Administration 821

Analysis of Inventory and Queuing Systems

The course will cover two topics, the analysis of physical inventory systems and the analysis of queuing (service) systems.

Emphasis will be on the design and control of such systems.

Approaches taken in the course will include analytical and numerical models, algorithms for optimizing such systems, and simulation for large, complex systems.

Reference Material:

Starr, M. K., and Miller, D. W., Inventory Control: Theory and Practice, Prentice Hall, 1962.

Enrick, N. L., Inventory Management, Chandler Publishing Co., 1968.

Sharman, R. L., System Simulation, Prentice-Hall, 1975.

Morse, P. M., Queues, Inventories and Maintenance, John Wiley & Sons, 1957.

Grossman, Transient Solutions for Queuing Networks, University of Saskatchewan, 1976.

Ackoff, R. A., and Sasieni, M. W., Fundamentals of Operations Research, John Wiley and Sons, 1968.

Wagner, H. M., Principles of Operations Research, Prentice-Hall, 1969

Panico, J. A., Queuing Theory, Prentice-Hall, 1969.

Peterson, R., and Silver, E. A., Decision Systems for Inventory Management and Production Management, John Wiley and Sons, 1979.

Cooper, R. B., Introduction to Queuing Theory, Macmillan, 1972.

New Graduate Course Pronosal FormCALENDAR INFORMATION:Department: BUSINESS ADMINISTRATION Course Number: BUS. 822Title: DECISION THEORYDescription: An examination of prescriptive (Bayesian) theory of decision making under uncertainty and critical investigation of the theory.Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: BUEC 333; MATH 157ENROLLMENT AND SCHEDULING:Estimated Enrollment: 8 When will the course first be offered: 83-1How often will the course be offered: Offered by arrangementJUSTIFICATION:See attached.RESOURCES:Which Faculty member will normally teach the course: B. Schoner, R. HolmesWhat are the budgetary implications of mounting the course: See attached letter.Are there sufficient Library resources (append details): See Librarian's report.

Appended:

- a) Outline of the Course
- b) An indication of the competence of the Faculty member to give the course.
- c) Library resources

Approved: Departmental Graduate Studies Committee: John G. Libal Date: April 30/82Faculty Graduate Studies Committee: A. C. Blackman Date: June 23/82Faculty: R. C. Brown Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

JUSTIFICATION

Most business decisions are made under uncertainty. Analytic approach to such decisions, associated with the names of Howard Raiffa and Robert Schlaifer and based on subjective utility theory, is taught in virtually every university level business program in North America. The first part of the course will be devoted to this prescriptive aspect of decision theory.

It is also the case, however, that the approach has been investigated in terms of systematic deviations from it in actual behavior. Early detractors, such as Emile Allais, largely restricted their criticism to particular counter-examples, but more recent investigations by such researchers as Tversky and Shoemaker have been more extensive and systematic. The latter part of the course will be devoted to a selective examination of this work.

DECISION THEORY - Sample Course Outline

Texts: 1. Tummala, V.M. Rao, Decision Analysis with Business Application, Intext, 1973.

2. Shoemaker, P.J.M. Experiments on Decisions Under Risk: The Expected Utility Hypothesis, Martinus Nijhoff, 1980.

Topics:

I. Prescriptive

1. Subjective Probability and Utility, Tummala, Ch. 6.
2. Structure of Decision Model, Tummala, Ch. 7.
3. Decision Analysis with unknown prior, Tummala Ch. 9.
4. Single stage decision analysis, Tummala, Ch. 10.
5. Multi-stage decision analysis, Tummala, Ch. 11.
6. Decision Analysis with sampling.
 - a) discreet observations, Tummala, Ch. 12.
 - b) continuous observations, Tummala, Ch. 13.

II. Critical Studies

1. Tests of utility theory - axioms, Shoemaker, Ch. 2.

Tversky, A. "Intransitivity of Preferences," Psychology Review, 1969, 76, 31-48.

Slovic, Paul and Amos Tversky, "Who Accepts Savage's Axiom?", Behavioral Science, 19, 368-373.

2. Tests of utility theory - prediction, Schoemaker, Ch. 4
3. Studies of Risk-taking, Shoemaker, Ch. 5 & 7.

Tversky, Amos and Daniel Kahneman "The Framing of Decisions and the Psychology of Choice," Science, 1981, 211, 435-458.

New Graduate Course Proposal FormCALENDAR INFORMATION:Department: BUSINESS ADMINISTRATION Course Number: BUEC 823Title: Business and Economic ForecastingDescription: Concepts of forecasting including trend fitting, time series, regression, econometrics, survey data, leading indicators. Application to business, economics, population, technology.Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: BUEC 333ENROLLMENT AND SCHEDULING:Estimated Enrollment: 10 When will the course first be offered: by arrangementHow often will the course be offered: upon demand.JUSTIFICATION:

The purpose of this course is to provide instruction in the theory and application of modern methods used in business forecasting. Experience will be provided in the preparation of forecasts for some sectors of the Canadian or B. C. economies.

RESOURCES:Which Faculty member will normally teach the course: R. HolmesWhat are the budgetary implications of mounting the course: See attached letter.Are there sufficient library resources (append details): See Librarian's Report.

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: W. C. Lettley Date: April 30/82Faculty Graduate Studies Committee: JRC Black Date: June 23/82Faculty: R. Brown Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

Course Outline

1. Basic Concepts of Forecasting (types of forecasts, information sets and cost functions)
2. Trend Fitting and Forecasting (linear, exponential, parabolic, modified exponential, Gompertz and logistic trends)
3. Time Series Models (autoregression and moving average models: the Box-Jenkins approach)
4. Regression Methods and Econometrics Models (single and simultaneous equation models)
5. Survey Data (anticipation data and surveys of forecasters)
6. Leading Indicators (finding and evaluating leading indicators)
7. Evaluation and Combination of Forecasts
8. Population Forecasts (population projections and birth-rate forecasts)
9. Technological Forecasts (growth curves, the Delphi and other methods)
10. World Models (the LINK and MOIRA models)

BUS. 823.

Reading List

Text: C.W.J. Granger Forecasting in Business and Economics,
Academic Press, 1980.

Other Readings by Topic

Basic Concepts and Trend Fitting

Armstrong, J. Scott Long Range Forecasting, from Crystal Ball to Computer,
Wiley, 1978.

Martino, J.P., Technological Forecasting for Decision Making,
Amer. Elsevier, 1972.

Oakley, C.O. and Baker, J.C., "Least Squares and the 3.40 Minute Mile"
Mathematics Teacher, 70 (4) 322-324.

Time Series Models

Anderson, O. Time Series Analysis and Forecasting: The Box-Jenking Approach, Butterworth, 1976.

Box, G.E. P. and Jenkins, J.M., Time Series Analysis, Forecasting and Control,
Holden Day, 1970.

Winters, P.R. "Forecasting Sales by Exponentially Weighted Moving Averages"
Management Science 6, 324-42.

Regression Methods and Econometric Models

Granger, C.W.J. and Morgenstern, O. Predictability of Stock Market Prices,
Heath, 1970.

Klein, L.R. An Essay on the Theory of Economic Prediction, Markham, 1971.

Pindyck, R. and Rubinfeld, D.L. Econometric Models and Economic Forecasts,
McGraw Hill, 1976.

Leading Indicators

Hymans, Saul H. "On the Use of Leading Indicators to Predict Cyclical Turning
Points" Brookings Papers on Econometric Activity, No. 2, pp. 339-84.

Moore, G.H., "The Analysis of Economic Indicators" Scientific American,
232 (Jan.), 17-23.

Leading Indicators Continued

Appendix B(32)

Shiskin J. and Lampert L.H., "Indicator Forecasting" in Methods and Techniques of Business Forecasting, (Butler, W.F., Kavesh, R.A., and Platt, R.B., ed.) Prentice Hall, 1976.

Stekler, O. and Schepman, M., "Forecasting with an Index of Leading Series". Journal of the American Statistical Association, 68, 291-295.

Yeats, A.J. "An Evaluation of the Predictive Ability of the FRB Sensitive Price Index" Journal of the American Statistical Association, 36, 782-9.

Evaluation and Combination of Forecasts

Armstrong, J. Scott. Long-Range Forecasting from Crystal Ball to Computer, Wiley, 1978, part 2.

Cooper, R.L. in Econometric Models of Cyclical Behaviour (B. Hickman, ed.) Columbia Univ. Press, 1972.

Granger, C.W.J. and Newbold, P. Forecasting Economic Time Series, Academic Press, 1976, Ch. 8.

Population Forecasting

Pressar, R. Demographic Analysis, Aldine: Atherton, 1972.

Technological Forecasting

Gabor, D. Inventing the Future, Secker and Warburg, 1963.

Kahn, H. The Next 200 Years: A Scenario for America and the World, Morrow, 1976.

Kahn, H. and Weiner, A.J. The Year 2000, MacMillan, 1967.

Martino, J.P., Technological Forecasting for Decision Making, Amer. Elsevier, 1972.

World Models

Bruckman, G. "A Pre-evaluation of Moira" Technological Forecasting and Social Change, 10, 21-26.

De Hoogh, J. et.al. "Food for a Growing World Population" Technological Forecasting and Social Change, 10, 27, 51.

Forrester, J.W., World Dynamics, Wright-Allen, 1971.

Meadows, D.H. et.al. The Limits to Growth, New Amer. Library, 1972.

World Models

Meadows, D.H. et.al. Dynamics of Growth in a Finite World, MIT Press, 1974.

Nordhaus, W.D. "World Dynamics: Measurement Without Data" Economic Journal, 83, 1156-83.

Sussex Source Policy Research Unit, "Malthus with a Computer" and other chapters Futures, Ch. 5, 1973.

New Graduate Course Proposal FormCALENDAR INFORMATION:Department: Business Administration Course Number: BUS. 831Title: Industrial RelationsDescription: Negotiation, arbitration, collective agreements, work stoppages, labour-management co-operation.Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: -ENROLLMENT AND SCHEDULING:Estimated Enrollment: 12 When will the course first be offered: by arrangementHow often will the course be offered: upon demand.JUSTIFICATION:Meets recognized professional, academic and research demand.It is anticipated that considerable interest will be expressed in a course of this nature.RESOURCES:Which Faculty member will normally teach the course: Rogow, StrandWhat are the budgetary implications of mounting the course: see attached letter.Are there sufficient Library resources (append details): See Librarian's report.Appended: a) Outline of the Course
 b) An indication of the competence of the Faculty member to give the course.
 c) Library resourcesApproved: Departmental Graduate Studies Committee: W.G. Whalley Date: April 30/82Faculty Graduate Studies Committee: A.P. Blaustein Date: June 23/82Faculty: R. Chown Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

Topics

I. The Collective Agreement Negotiation Process

Preparations for negotiation

Informational and organizational needs

Responsibilities concerning the negotiation process

Intra-organizational conflict resolution

Division of labour, vertically and horizontally

Information management in negotiations

Costing of negotiation demands and outcomes

Inter-organizational negotiating relationships

Multi-employer and/ or multi-union bargaining coalitions

Other forms of inter-organizational cooperation and conflict

II. The Work Stoppage

Legal dimensions

Ally, common employer, common site, etc.

Tactical and strategic dimensions

Costing aspects

III. Interest Arbitration and Other Third Party Interventions

Comparisons with bargaining outcomes

Design variations and their implications for the parties

Nature of parties' arguments before the tribunal

IV. The Collective Agreement Administration Process

Managerial innovation

Legal and industrial relations constraints

Employee withdrawals of services

Legal and industrial relations constraints

Grievance systems

Design of systems

Experience with systems

Grievance arbitration

Arbitral jurisprudence

Tactical and cost considerations

Procedural considerations

Discipline and arbitration

Alternatives to grievance arbitration

V. Industrial Relations Aspects of Labour-Management Cooperation

Employee and union participation in decision-making

Reducing adversarial character of negotiations

Job enrichment, "Quality of Working Life", etc.

Profit-sharing, employee stock ownership

Sources:

Journals such as Relations Industrielles, Industrial and Labor Relations Review, Industrial Relations, British Journal of Industrial Relations, Industrial Relations Law Journal, Administrative Science Quarterly, Labour Arbitration Cases, Canadian Labour Relations Board Reports, Proceedings of Canadian Industrial Relations Association and Industrial Relations Research Association. Statistical and other outputs of provincial and federal labour ministries, publication of The Conference Board, Employers' Council of British Columbia, Canadian Labour Congress

Orientation and Format:

The course is intended to equip the student with a familiarity with and an ability to evaluate and intelligently use the data sources and the research literature concerning topics such as those listed above.

The course is also intended to equip the student with the ability to engage in independent applied research in such areas for governmental, non-profit, business or labour organizations.

New Graduate Course Pronosal FormCALENDAR INFORMATION:

Department: Business Administration Course Number: BUS. 833

Title: Trends and Issues in Micro Organization Behavior

Description: A selected set of current issues in micro organization behaviour will be examined in depth.

Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: _____

Advanced undergraduate course work in micro aspects of org. behaviour.

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 5-10 When will the course first be offered: Sept. 1982

How often will the course be offered: Maximum of once per year

JUSTIFICATION:

This course will provide an indepth examination of topics which are essential to a basic understanding of the micro side of human behaviour in organizational settings.

RESOURCES:

Which Faculty member will normally teach the course: Field, Tjosvold, Andrews

What are the budgetary implications of mounting the course: See attached letter

Are there sufficient library resources (append details): See Librarian's Report.

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: el C. Willey Date: April 30/82

Faculty Graduate Studies Committee: RCB Date: June 23/82

Faculty: RCB Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

Course Outline
for MBA 8X8

Trends and Issues in Micro Organization Behavior

From 10 to 15 current issues will be selected for in depth examination on a seminar basis. The issues chosen in any one semester will depend upon student needs, professor capabilities and trends in current research. As implied by the title, all of the chosen issues will be concerned with micro aspects of human behavior in organizational settings.

Each student will be given primary responsibility for a subset of the total set of issues. Within that area of responsibility the student will find, evaluate and integrate the current research studies and theories. Findings will be reported initially on an oral basis and then subsequently in written form.

Grades will be based upon the quality of the oral and written reports. In addition grades will be influenced by the quality and consistency of general contributions to the seminar discussions.

Prerequisite: An advanced level survey course in micro organizational behavior (for example, Bus. 372) -- or a reasonable equivalent.

Library Resources:

The SFU Library already subscribes to the essential journals. However, as micro O.B. is a dynamic, growing area, there will be a need for the acquisition of newly published books which are written for advanced level students.

1. Miner, John B., Theories of Organizational Behavior, 1980
2. Miner, John B., The Human Constraint, 1974
3. Lawler, Edward, Motivation in Work Organizations, 1973
- 4.
5. Dunnette, Marvin D., Handbook of Industrial and Organizational Psychology, 1976
6. Atkinson, John W., Motivation and Achievement, 1974
7. McClelland, David C., Power: The Inner Experience, 1975
8. McClelland, David C., The Achievement Motive, 1976
9. Winter, David G., The Power Motive, 1973
10. Herzberg, Frederick, The Managerial Choice, 1976
11. Deci, Edward L., Intrinsic Motivation, 1975
12. Staw, Barry M., (ed.), New Directions in Organizational Behavior, 1977
13. Carroll, S.J. and Tosi, Henry L., Management by Objectives, 1973
14. Chung, K.H., Motivational Theories and Practices, 1977
15. Tosi, et al, Managerial Motivation and Compensation, 1972
16. Raia, A.P., Managing by Objectives, 1974
17. Goldstein, A.P., Changing Supervisory Behavior, 1974
18. Suthans, Fred, Behavior Modification, 1975
19. Alderfer, Clayton, Relatedness and Growth: Human Needs in Organizational Settings
20. Cass, E.L., Man and Work in Society, 1975
21. Hackman, J. Richard, Improving Life at Work: Behavioral Science Approaches to Organizational Change, 1977
22. King, Bert T., (ed.), Managerial Control and Organizational Democracy, 1978
23. Porter, L.W., Behavior in Organizations, 1975
24. Rcsow, Jerome M., The Worker and the Change: Coping with Change, 1974
25. Miles, Raymond E., Theories of Management: Implications for Organizational Behavior and Development, 1975
26. Stogdill, Ralph M., Handbook of Leadership, 1974
27. Fleishman, Edwin A., Current Developments in the Study of Leadership, 1973
28. Singleton, W.T., (ed.), Measurement of Human Resources, 1975
29. Fiedler, Fred, Improving Leadership Effectiveness, 1976
30. Hunt, James G., (ed.) Leadership: The Cutting Edge, 1977
Hunt, James G., (ed.) Contingency Approaches to Leadership, 1974
Hunt, James G., (ed.) Leadership Frontiers, 1975
31. Hebler, Frank A., Managerial Decision Making, 1971
32. Jacobs, T.O., Leadership and Exchange in Formal Organizations, 1971
33. Vroom, Victor H., Leadership and Decision-making, 1973
34. Athes, A.G., Interpersonal Behavior, 1978
35. Wilmot, W.W., Dyadic Communications, 1980

36. Farace, R.V., Communicating and Organizing, 1976
37. Hunt, Raymond G., Interpersonal Strategies for System Management, 1974
38. Bennis, Warren G., Interpersonal Dynamics, 1973
39. Hinton, B.L., Groups and Organizations, 1971
40. Keisler, Sara, Interpersonal Processes in Groups and Organizations, 1978
41. Jabes, Jak, Individual Processes in Groups and Organizations, 1979
42. Simmons, R.E., Managing Behavioral Processes, 1978
43. Tuggle, F.D., Organizational Processes, 1978
44. Staw, Barry M. (ed.), Psychological Foundations of Organization Behavior, 1977
45. Morse, Ben W., Interpersonal Communication: A Relational Perspective, 1980
46. Yukl, Gary A., Leadership in Organizations, 1981

New Graduate Course Proposal FormCALENDAR INFORMATION:

Department: Business Administration Course Number: BUS. 834
Title: Macro-Perspectives on Organization
Description: This course is intended as a seminar research course in contemporary findings & problems in organization theory. The unit of analysis is the organization (see over)
Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: none

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 10 When will the course first be offered: Sept./82
How often will the course be offered: Once per year

JUSTIFICATION:

The objective of this course is to provide graduate students with an indepth examination of contemporary findings and research design in organization theory.

RESOURCES:

Which Faculty member will normally teach the course: Pinfield/Wexler/Rogow/Field
What are the budgetary implications of mounting the course: See attached letter.

Are there sufficient Library resources (append details): See Librarian's report.

Appended: a) Outline of the Course Appended.
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: W.H. Leedley Date: April 20/82
Faculty Graduate Studies Committee: J.C. Blackman Date: June 23/82
Faculty: R.C. Brown Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

Description Cont'd

and its interaction with other organizations. Basic topics to be covered in the course will be chosen from among topics like: organizational environment relations; organization histories; population ecology models of organization; organizational design and models of organizationally negotiated realities.

Simon Fraser University
Department of Business Administration

Illustrative Course Outline

Course: Bus 8X9

Semester: Fall, 1982

Title: Macro-perspectives on
organization

Instructors: Pinfield, Wexler,
Field, Rogow

Intent:

This seminar course in "macro-perspectives on organization" is designed to provide the student with an indepth analysis of specific topics in organization theory. These topics will be chosen from among; organizational environment relations; organization histories; population ecology models of organization; models of organization decision making; organization design and models of organizationally negotiated reality. This course attempts to encapsulate the contemporary method and theory of organizational analysis beginning with the organization as the basic unit of analysis. This course formulates how organizations interact to create and sustain the "organizational society" so evident in the complex industrial state.

Grading:

The grades in this course will be distributed as follows:

1. class presentation of current literature in a chosen field = 30%.
2. research paper in which student focuses in on the literature reviewed in the class assignment, chooses a specific area of concentration and designs a study to test or produce a means of reducing controversy in the chosen area = 60%.
3. class participation in seminar = 10%.

Example of Readings

Journal Articles (to be put on reserve). Examples ...

Aiken, M. and Hoge, J.

1968 "Organizational Interdependence and Intraorganizational Structure."
American Sociological Review, 33 (Dec): 912-30.

Aldrich, Howard E. and Jeffrey Pfeffer

1976 "Environments of Organizations," in Annual Review of Sociology, Vol II, ed. A. Inkeles. Palo Alto: Annual Review Inc. pp. 79-105.

Bennson, K.J.

1977 "Organizations: A Dialectical View," Administrative Science Quarterly, Vol 22 (March): pp. 1-21.

Cohen, Michael D., James G. March, and J.P. Olsen

1972 "A Garbage Can Model of Organizational Choice," Administrative Science Quarterly 17 (March): pp. 1-25.

Hannan, M. and J. Freeman
1977 "The population ecology of Organizations," American Journal of Sociology,
Vol 82: pp. 929-964.

Pettigrew, Andrew
1975 "Towards a Political Theory of Organizational Interventions," Human
Relations 28(April): pp. 191-208.

Turner, B.
1976 "The Organizational and interorganizational development of disasters",
Administrative Science Quarterly 21 (Sept.): pp. 378-97.

Example of Books:

Alderich, Howard
1979 Organizations and Environments. Englewood Cliffs, N.J. Prentice Hall.

Allison, Graham T.
1971 Essence of Decisions. Boston, Mass.: Little Brown.

Pfeffer, J. and G.R. Salancik
1978 The External Control of Organizations: A Resource Dependence Perspective.
New York: Harper and Row.

New Graduate Course Proposal FormCALENDAR INFORMATION:Department: Business Administration course Number: BUS. 836Title: Human Resources ManagementDescription: Management of human resources in work organizations.Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: BUS. 481, 482ENROLLMENT AND SCHEDULING:Estimated Enrollment: 5-10 When will the course first be offered: by arrangementHow often will the course be offered: Upon demand.JUSTIFICATION:

Knowledge of the systematic management of human resources in organizations
is crucial for successful management.

RESOURCES:Which Faculty member will normally teach the course: Andrews, Janz, McGill, Tjosvold, FieldWhat are the budgetary implications of mounting the course: See attached letterAre there sufficient Library resources (append details): See Librarian's report.

Appended:

- a) Outline of the Course
- b) An indication of the competence of the Faculty member to give the course.
- c) Library resources

Approved: Departmental Graduate Studies Committee: W. H. M. Hally Date: April 30/82Faculty Graduate Studies Committee: A. R. Blackman Date: June 23/82Faculty: R. C. Brown Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

Outline

The purpose of the course is to give students an overview of key issues in the management of human resources in work organizations, and the opportunity to focus in depth on some of these.

Classes will be conducted as seminars. At the beginning of the semester, students will select six to ten topics from the attached list. Suggested readings will be given on each topic. Students will then be responsible for presenting the current state of knowledge on a particular topic, and relating it to the practise of human resources management.

Prerequisite - Bus 481 or Bus 482.

Library

The S.F.U. library is well-equiped in most of the areas covered by the course.

- 1) Most of the major personnel journals are already subscribed to.
- 2) The library has fair to good coverage of basic texts.
- 3) Selected recent books which address topics of a graduate level may be required.
- 4) Two additional copies of the following reference text will be required:

Dunnette, Marvin D, Handbook of Industrial and Organizational Psychology, Rand Mc Nally, 1977.

- 5) There will be more use of computerized literature searches for papers and theses in the area (but keywords are well-defined).
- 6) There will be more demand for reserve materials.

List of Proposed Topics

1. Human Resources in a Systems Model

- Relationships to capital financial resources
- in relation to organizational goals
- utility framework for decision making and evaluation.

2. Environmental Constraints on Human Resources Decision Making

- 1) Resources - Human, technological
- 2) Legal
- 3) Market
- 4) Perceptual - image of personnel as a "side benefit" but not a key resource

3. Analyzing Human Differences

- 1) Advances in structured ability measurement
 - a. mental abilities
 - b. psychomotor abilities
- 2) Advances in the measurement of creativity.
- 3) Advances in the measurement of management potential - managerial assessment centers.
- 4) Advances in personality measurement
- 5) Advances in the measurement of vocational interest.

4. Analyzing Job Differences

- 1) Advances in structured task analysis
- 2) Advances in behaviour based job analysis
- 3) Estimating the standard deviation performance in dollars: a behavioral approach.

5. Sizing up Performance

- 1) Types and uses of performance data.
- 2) Rating the ratings: what can we know?
- 3) Advances in rater training.

6. Satisfaction, Length of Service, Attendance.

- 1) Measurement of Job Satisfaction
- 2) Models of job satisfaction and other human resource outcomes
- 3) Predicting length of service and attendance.

List of Proposed Topics, cont.7. Personnel Planning

- 1) The personnel planning system at X
- 2) Methods of forecasting : some choices
- 3) Building in control mechanisms: some experiences.

8. External Staffing

- 1) Cost-effective approaches to recruiting decisions
- 2) Advances in predictor validation . Test generalizability . Synthetic validation.
- 3) Assessing the utility of personnel selection systems
- 4) Multivariate prediction in selection programs: issues in combination and cross validation.
- 5) Advances in selection interviewing: research results.

9. Internal Staffing

- 1) Experiences with career planning programs
- 2) Results of the application to assessment centers to internal career growth.

10. Employee Training and development

- 1) Replacing performance appraisal with performance data and performance development systems.
- 2) Review of MBO as the method of performance feedback: pros and cons.
- 3) The effectiveness of team building as a tool for organizational development.
- 4) Results of the application of away feedback.
- 5) The managerial grid: What do we know?

11. Compensation

- 1) Alternatives for assessing the task related value of jobs.
- 2) Comparing alternative pay systems: results.
- 3) Inventive manipulation of incentive pay systems: Some examples.
- 4) Innovative approaches to compensation.
- 5) Why merit pay doesn't work and how it might.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Appendix B(51)

CALENDAR INFORMATION:

Department: Business Administration Course Number: BUS. 839
Title: Organizational Assessment and Planned Change
Description: Current theory, research and practice in organizational diagnosis and planned change.

Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: Advanced undergraduate course work in Micro and Macro O/B.

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 5-10 When will the course first be offered: Sept., 1982
How often will the course be offered: Maximum of once per year

JUSTIFICATION:

This course will develop student ability to discover and utilize material which is available in the organizational development literature.

RESOURCES:

Which Faculty member will normally teach the course: Tjosvold, Andrews, Pinfield, Wexler
What are the budgetary implications of mounting the course: See attached letter.

Are there sufficient Library resources (append details): See Librarian's Report.

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: tel. G. Sheldy Date: April 30/82

Faculty Graduate Studies Committee: DR Blackman Date: June 23/82

Faculty: RC Brown Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

SIMON FRASER UNIVERSITY

Department of Business Administration

COURSE OUTLINE

COURSE: BUS. 839

TITLE: Organizational Assessment
and Planned Change

The theory and practice of organizational diagnosis (assessment) and organizational change (social intervention) will be studied on a selected topics basis. Though not a survey course, the sampling of topics will include a variety of areas and concerns.

From 10 to 15 topics will be chosen on the basis of current importance, student needs, and professor capabilities. Each student will assume primary responsibility for a subset of the total set of chosen topics. For his or her subset of topics the student will find, evaluate, and integrate current theory and research.

The initial report of a student's work will be an oral presentation to the seminar group. A subsequent version will be submitted in written form.

Grades will be based on two main factors:

1. The quality of the student's oral and written reports.
2. The quality and consistency of other contributions to the seminar meetings.

Examples of the kinds of books and journals which will be used in this seminar:

Argyris, Chris, Intervention Theory and Method

Lawler, Edward E. et al, Organizational Assessment;

Horstein, Harvey et al, Social Intervention;

Journal of Applied Behavioral Science; Organizational Dynamics

Altzer, L. and Wickert, F. Humanizing Organization Behavior
Alderfer, C.P., Learning From Change: Organizational Diagnosis and Development
Beckhard, R., Organizational Transitions: Managing Complex Change
Beddoes, R., et al Managing Innovations and Adaptation
Adams, J.D., Theory and Method in Organization Development
Hornstein, A. Organization Diagnosis and Intervention Strategies
Kotler, J.P., Organization Dynamics: Diagnosis 6 Intervention
Nadler, D.A., Feedback and Organizational Development
Dalton, Lawrence, and Greiner Organizational Change and Development
Schmidt, W.H. Organizational Frontiers and Human Values
O'Connell, J.J. Managing Organizational Innovation
Margulies, N., and Raia, A. Conceptual Foundations of Organizational Development
Margulies, N. and Wallace, J. Organizational Change: Techniques and Applications
Lippitt, G. Strategies of Organization Development
Partin, J. Current Perspectives in Organization Development
Bowers, D.G. Perspectives in Organizational Development
Steele, F.J. Consulting for Organizational Change
French, W.L. and Bell, C.H., Organization Development
Clark, P.A., Action Research and Organizational Change
Blake, R., et al Intergroup Conflict in Organizations
Fordyce, J., and Weil, R., Managing with People
Lievegoed, B.C., The Developing Organization
Beer, Michael, Organization Change and Development: A Systems View
Alderfer, C.P., Change Processes in Organizations
Argyris, C., Intervention Theory and Methods
Argyris, C., Management and organizational development: The path from Xa to Yb
Beckhard, R., Organization Development -- Strategies and Models
Bennis, W.G., Organization Development: Its Nature, Origins, and Perspectives
Blake, R.R., and Mouton, J.S. Corporate Excellence Through Grid Organizational Development
Blake, R.R., and Mouton, J.S. Building a Dynamic Organization Through Grid Organization Development
Buchanan, P.C., Crucial Issues in O.D.
Franklin, J.L., Organizational Development: An Annotated Bibliography
Friedlander, F., and Brown, L.D., Organization Development
Lawrence, P.R., and Lorsch, J.W. Developing Organizations: Diagnosis and Action

Lippitt, G.L. Organization Renewal

Margulies, N., and Aria, A.P., Organizational Development: Values, Process, and Technology

Schein, E.H., Process Consultation: Its Role in Organization Development

Schmuck, R.A., and Miles, M.B. (eds.) Organization Development in Schools

Rice, A.K., Productivity and Social Organization: The Ahmedabád Experiment

Bennis, W.G., Changing Organizations

Leavitt, H.J., Applied Organizational Change in Industry: Structural, Technological, and Humanistic Approaches

Barnes, L.B., Organizational Change and Field Experiment Methods

Bennis, W.G., Benne, K.D. and Chin, R. (eds.) The Planning of Change

Lippitt, R., Watson, J., and Westley, B. The Dynamics of Planned Change

(Change to existing
course title from
ECON 845 to BUS. 845)

CALENDAR INFORMATION:Department: Business AdministrationCourse Number: BUS. 845Title: Marketing Measurement

Description: This course will focus on the generation and analysis of non accounting measurement from sources both internal and external to the firm, with the purpose of understanding the use of such measurements in market segmentation.

Credit Hours: 4Vector: 0-4-0Prerequisite(s) if any: ECON 835ENROLLMENT AND SCHEDULING:Estimated Enrollment: 6When will the course first be offered: by arrangement

How often will the course be offered:

upon demandJUSTIFICATION:Presently existing as ECON 845.RESOURCES:

Which Faculty member will normally teach the course:

What are the budgetary implications of mounting the course: see attached letterAre there sufficient Library resources (append details): (existing course)

Appended:

- a) Outline of the Course
- b) An indication of the competence of the Faculty member to give the course.
- c) Library resources

Approved: Departmental Graduate Studies Committee: Mike Whalley Date: April 30/82Faculty Graduate Studies Committee: DR Blaikner Date: June 23/82Faculty: Re Bonn Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

SIMON FRASER UNIVERSITY

DEPARTMENT OF BUSINESS ADMINISTRATION

Course Outline

Course: Bus. Adm. 845-4

Semester: Summer 82

Title: Marketing Measurement

Instructor: K. W. Kendall
AQ 6157
291-4493

Required Texts

Lehmann, D. R. Market Research and Analysis
Homewood, Ill.: Richard D. Irwin, Inc. 1979

Recommended Readings (on Reserve):

Babbie, E. R. Survey Research Methods Calif.: Wadsworth
Publishing Co. 1973

Bagozzi, R.P. Causal Models in Marketing N.Y. John Wiley
and Sons 1980

Barks, Seymour Experimentation in Marketing N.Y.: McGraw-Hill
Book Co. 1965

Bellenger, D.N. & Greenberg, B.A. Marketing Research: A Management
Information Approach. Homewood, Ill.: Richard
D. Irwin, Inc. 1978

Blalock, H.M. Causal Inferences in Non-Experimental Research
N.Y.: W. W. Norton & Co. Inc. 1964

Boyd, H.W., Westfall, R. & Stasch, S.F. Marketing Research. Homewood,
Ill.: Richard D. Irwin, Inc. 1977

Cox, K.K. & Enis, B.M. Experimentation for Marketing Decisions.
Pennsylvania: International Text Book Co. 1975

Edwards, A.L. Techniques of Attitude Scale Construction
N.Y.: Appleton, Century, Crofts, Inc. 1957

Ferber, R. (ed) Readings in Survey Research. Chicago: AMA 1978

Green, P.E., & Rao, V.R. Applied MDS N.Y.: Holt, Rinehard & Winston,
Inc. 1972

Green, P.E. & Wind, Y. Multi-attribute Decisions in Marketing: A Measurement
Approach. Ill.: The Dryden Press 1973

Hartigan, J.A. Clustering Algorithms N.Y.: John Wiley & Sons 1975

Hughes, G.D. Attitude Measurement for Marketing Strategies
Illinois: Scott, Foresman & Co. 1971

Hull, C.H. & Nie, N.H. (eds) SPSS Update 7-9: New Procedures and
Facilities for Releases 7-9 N.Y.: McGraw-Hill
Book Co. 1981

Nie, N.H., Hull, C.H., Jenkins, J.G., Steinbrenner, K. & Bent, D.H. (eds)
SPSS: Statistical Package for the Social Sciences
(2nd Ed.) N.Y.: McGraw-Hill Book Co. 1975

Oppenheim, A.N. Questionnaire Design and Measurement. N.Y.: Basic
Books, Inc. 1966

Payne, S.L. The Art of Asking Questions. Princeton University
Press 1951

Rosenberg, M. The Logic of Survey Analysis. N.Y.: Basic Books
Inc. 1968

Sage University Papers Series: Quantitative Applications in the Social Sciences
Analysis of Variance - Iversen/Norpoth
Operations Research Methods - Nagel/Neef
Causal Modeling - Asher
Tests of Significance - Henkel
Cohort Analysis - Glenn
Canonical Analysis & Factor Comparison - Levine
Analysis of Nominal Data - Reynolds
Analysis of Ordinal Data - Hildebrand/Laing/Rosenthal
Time Series Analysis: Regression Techniques - Ostrom
Ecological Inference - Langbein/Lichtman
Multidimensional Scaling - Kruskal/Wish
Analysis of Covariance - Wildt/Ahtola
Introduction to Factor Analysis - Kim/Mueller

Factor Analysis - Kim/Mueller
Multiple Indicators: An Introduction - Sullivan/Feldman
Exploratory Data Analysis - Hartwig/Dearing
Reliability & Validity Assessment - Carmines/Zeller
Analyzing Panel Data - Markus

Sonquist, J.A., Baker, E.L. & Morgan, J.N. Searching for Structure (Alias - AID - III) Ann Arbor, Michigan: ISR 1971

Sudman, Seymour Applied Sampling N.Y.: Academic Press 1976

Webb, E.J., Campbell, D.T., Schwartz, R.D. & Sechrest, L. Unobtrusive Measures: Non Reactive Research in the Social Sciences Chicago: Rand-McNally 1966

Zcisel, H. Say it with Figures. N.Y.: Harper & Row 1968

Objectives of the Course:

This is the first in a series of Marketing Courses for graduate students. It is being offered with Bus. 846, Marketing Models and Bus. 847, Buyer Behaviour. Bus. 847 is the study of the measurement application of consumer and buyer behaviour to management decision making. Bus. 846 is the application of management science techniques to management decision making. Marketing measurement is the study of the design, development and analysis of market information for management decision making. Thus, it is basically a very sophisticated course in research methods. The purpose of Bus. 845 is to introduce to graduate students, in detailed fashion, the design of research, the collection of information, the preparation of data for analysis, analysis and application.

Format of Course:

There will be two - two-hour seminars each week. The first two weeks of the semester will concentrate on a general overview of research applications and multivariate analysis. Each week thereafter, there will be 2 tracks corresponding to each two hour seminar. The first track concentrates on research design and the collection of information. The second track will concentrate on preparation and analysis of the data. Some basic analysis will be done using SPSS. Other statistical packages will also be used. It is assumed that the students have a background in SPSS or part of the course schedule will be modified. Each student will be supplied with an MTS account.

Course Evaluation:

<u>Task</u>	<u>%</u>	<u>Points</u>
Presentations (2)	40%	200
Project (3 phases)	45%	225
Phase 1 - 5%		
Phase 2 - 10%		
Phase 3 - 30%		
Class Participation	<u>15%</u>	<u>75</u>
	100%	500

Grades:

		(%)	(points)		(%)	(points)
A ⁺	4.33	96%	480	B ⁻	2.67	81% 405
A	4.00	93%	465	C ⁺	2.33	78% 390
A ⁻	3.67	90%	450	C ⁻	2.00	70% 350
B ⁺	3.33	87%	435	C	1.67	65% 325
B	3.00	84%	420	D	1.00	60% 300

N.B. The Instructor holds the privilege of adding up to 25 points or 5% of the grade for class participation above and beyond the "call of duty". This is a very subjective call and this extra potential is ONLY for outstanding contributions to the class, the calibre of which is above the expectations of the instructor.

Note: A more detailed course syllabus will be handed out in class.

Topics to be covered:

Week I - 10 May 1982

Track 1 - General Introduction, Administrative Details and Projects.

Track 2 - Market Research, the value of information and the application to management decision making.

Readings: Lehmann: Ch. 1, 2, 18 & 19, 20 & 21
 Boyd, Westfall & Stasch: Ch. 17-20
 Bellinger & Greenberg: Ch. 11-13

Week II - 17 May 1982

Track 1 - The value of information and research information application to management decision making.

Track 2 - An overview of data analysis and multivariate techniques.

Readings: Lehmann: Ch. 11-13

Week III - 24 May 1982

Track 1 - Student Presentation (S.P.): Research Design

Track 2 - S.P.: Basic Analysis

Readings: Lehmann: Ch. 3, 11 & 13; Henkel; Reynolds; Hildebrand, Laing & Rosenthal; Ferber; Zeisel; Rosenberg; and Babbie.

Week IV - 31 May 1982

Track 1 - S.P.: Sources of Information and major research suppliers (Conference Bd. material).

Track 2 - S.P.: Experimental Design & Analysis

Readings: Lehmann: Ch. 4 & 8; Cox & Enis; Iversen & Norpeth; Henkel; Wildt & Ahtola; Aaker; and Barks.

Week V - 7 June 1982

Track 1 - S.P.: Measurement and scaling.

Track 2 - S.P.: Factor Analysis

Readings: Lehmann: Ch. 5 & 16, Aaker; Kim & Mueller; Kim & Mueller; Carmines & Zeller; Oppenheim; Edwards; Payne and Hughes.

Week VI - 14 June 1982

Track 1 - S.P.: Survey Design and Execution

Track 2 - S.P.: Canonical Analysis and reliability.

Readings: Lehmann: Ch. 6; Aaker; Levine; Ferber; and Babbie.

Week VII - 21 June 1982

Track 1 - S.P.: Non Survey Research

Track 2 - S.P.: Regression Analysis and Causal Modelling.

Readings: Lehmann: Ch. 7 & 14; Aaker; Ostrom; Asher; Langbein & Lichtman; Sullivan & Feldman; Ferber; Webb, et al; Blalock; Bagozzi.

Week VIII - 28 June 1982

Track 1 - S.P.: Sampling.

Track 2 S.P.: Discriminant Analysis.

Readings: Lehmann, Ch. 9 & 15; Ferber; Aaker; and Sudman (readings to be distributed).

Week IX - 5 July 1982

Track 1 - S.P.: Coding and Editing responses.

Track 2 - S.P.: MDS

Readings: Lehmann, Ch. 10 & 17; Green & Wind; Green & Rao; Aaker; and Kruskal & Wish.

Week X - 12 July 1982

Track 1 - S.P.: Cluster Analysis

Track 2 - S.P.: AID

Readings: Lehmann, Ch. 15 & 16; Sonquist, et. al; Aaker; Hartigan + readings.

Week XI - 19 July 1982

Track 1 - S.P.: Conjoint Analysis.

Track 2 - S.P.: Analyzing Panel Data.

Readings: Lehmann, Ch. 17; Markus; and Green & Wind.

Week XII - 26 July 1982

Track 1 - Project Presentations.

Track 2 - Project Presentations.

Week XIII - 2 August 1982

Track 1 - Project Presentations.

Track 2 - Project Presentations.

B66 Graduate Course Proposal Form

(change to existing course title from ECON 6 to BUS. 846)

CALENDAR INFORMATION:Department: Business AdministrationCourse Number: BUS. 846Title: Marketing Theory and Models

Description: This course will consist primarily of analysing and applying marketing models and theory toward a better understanding of economic exchange. The philosophy and methodology of model building will be emphasized throughout the course.

Credit Hours: 4Vector: 0-4-0Prerequisite(s) if any: BUS. 845ENROLLMENT AND SCHEDULING:Estimated Enrollment: 6When will the course first be offered: by arrangement

How often will the course be offered:

Upon demand.JUSTIFICATION:

Presently existing as ECON 846

RESOURCES:

Which Faculty member will normally teach the course:

What are the budgetary implications of mounting the course: See attached letterAre there sufficient Library resources (append details): (existing course)

Appended:

- Outline of the Course
- An indication of the competence of the Faculty member to give the course.
- Library resources

Approved: Departmental Graduate Studies Committee:

Date: April 30/82

Faculty Graduate Studies Committee:

Date: June 28/82

Faculty:

Date: June 24/82

Senate Graduate Studies Committee:

Date: _____

Senate:

Date: _____

COURSE OUTLINE

COURSE: ECON 846-4

SEMESTER: Spring, 1982

TITLE: Marketing Theory and Models

INSTRUCTOR: B. Schoner

Objective:

This seminar will focus on the use of analytical models in understanding market behavior and in formulating marketing strategies.

Texts:

Required: Analytical Methods for Marketing Management, Peter T. Fitzroy
(McGraw-Hill) 1976

Recommended: Marketing Decision Making: A Model Building Approach,
Philip Kotler (Holt, Rinehart and Winston) 1971.

Grading:

Students will be graded on the basis of a midterm (20%), final exam (25%), written project and presentation (35%), review of two papers (see below).
Note: Each student will be responsible for choosing one of the topics in weeks 5 through 10 and in finding and reviewing in class two papers on that topic which have appeared since 1975.

<u>Week</u>	<u>Topic</u>	<u>Reading</u>
Part I - Background		
1	Statistical Methods of Data Analysis	(F) - Chps. 1,2
2	Models of Buyer Behavior	(F) - Chps. 3 supplementary - (K) - chp. 16
3	Market Segmentation	(F) - Chps. 4,5
4	Forecasting	(F) - Chp. 6 supplementary - (K) - Chp. 17
Part II - Strategic Models		
5	Midterm	(F) - Chps. 9
	Pricing	supplementary - (K) - Chp. 12
6	Promotion	(F) - Chp. 7 supplementary - (K) - Chp. 14
7	Personal Selling	(F) - Chp. 8 supplementary - (K) - Chp. 13
8	Product Policy	(F) - Chp. 10 (K) - Chp. 7
9	Distribution	(K) - Chp. 11 (over)

Econ. 846-4

Spring, 1982

10	Multiple Territories and Instruments
11	Optimal Strategy
12	Student presentations
13	Student presentations

(K) - Chps. 3, 6
(F) - Chp. 12
(K) - Chp. 4

(Supplementary readings may be assigned)

Graduate Course Proposal Form

(change to existing course title from ECON 847 to BUS. 847)

CALENDAR INFORMATION:

Department: BUSINESS ADMINISTRATION Course Number: BUS. 847
Title: Consumer Behavior
Description: A study of the results of consumer interactions with the forces affecting purchase decisions. The influence of environmental, corporate and governmental factors on consumer behavior and the processes of consumer decision-making will be examined.
Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: ECON 835

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 12 When will the course first be offered: by arrangement
How often will the course be offered: upon demand

JUSTIFICATION:

Presently existing as ECON 847

RESOURCES:

Which Faculty member will normally teach the course:

What are the budgetary implications of mounting the course: See attached letter

Are there sufficient Library resources (append details): (existing course)

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resourcesApproved: Departmental Graduate Studies Committee: DR. G. Melville Date: April 26/82Faculty Graduate Studies Committee: DR. G. Melville Date: June 26/82Faculty: DR. G. Melville Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

SCHOOL OF BUSINESS ADMINISTRATION & ECONOMICS

Course Outline

COURSE: Econ 847-4

SEMESTER: Fall 1981

TITLE: Consumer Behavior

INSTRUCTOR: G. Mauser

Text: Design and Marketing of New Products (Urban & Hauser)Objectives:

A variety of analytical approaches to designing and/or marketing new products have been proposed recently by management scientists and marketing researchers. Such analytical approaches rely upon consumer behavior models and measures. The objective of this course is to acquaint the student with the state-of-the-art developments in consumer behavior that underpin modern analytical approaches to designing & marketing new products.

The first part of the course will review empirical consumer behavior theory, while the second part will focus on analytical approaches to new product development.

Students will be responsible for surveying the marketing and management science literature, writing a term paper and for presenting this paper to the class.

Grading:

The course grade will be determined in the following manner:

Midterm exam	20%
Term Paper	50%
Final exam	30%
	100%

READINGS LIST

Course: BUS. 847

Instructor: G. Mauser

Title: Consumer Behavior

Semester: 81-3

I Introduction and Overview

Shocker, Allan (ed.) "Analytic Approaches to Product and Marketing Planning", Report No. 79-104, Cambridge, MA: Marketing Science Institute, April, 1979.

Shocker, A.D. and V. Srinavasan. "A consumer-based methodology for the identification of new product ideas", Management Science, Vol. 20(6), (Feb., 1974), pp. 921-937.

Shocker, A.D. and V. Srinavasan. "Multiattribute approaches for product concept evaluation and generation: a critical review", Journal of Marketing Research, Vol. 16, No. 2 (May 1979), pp. 159-180.

Steffire, V.J. "Market structure studies: new products for old markets and new markets (foreign) for old products", in F.M. Bass, C.W. King, and E.A. Pessemier (eds.) Application of the Sciences in Marketing, New York: Wiley, 1968, pp. 251-268.

II Consumer Measurement: A Review

Green, P.E. and Y. Wind. Multiattribute decisions in marketing, Dryden, 1973.

Silk, A.J. "Preference and perception measures in new product development: an exposition and review", Industrial Management Review, VII #1 (Fall, 1969), pp. 21-37.

Steffire, V.J. "Simulation of people's behavior toward new objects and events", The American Behavioral Scientist, 1965, 8(a), pp. 12-15.

III Market Definition

Day, G.S., A.D. Shocker, and R.K. Srivastava. "Customer-oriented approaches to identifying product-markets", Journal of Marketing, Vol. 43, (Fall, 1979), pp. 8-19.

Steffire, V.J. "Some applications of multidimensional scaling to social science problems", in Multidimensional Scaling: Theory and Applications in the Behavioral Sciences, Vol. II, New York: Seminar Press, 1972, pp. 211-248.

IV Perceptual Mapping

Green, P. "Marketing applications of MDS: Assessment and Outlook" in Journal of Marketing, (Jan. 1975), 39(1), pp. 24-31.

Green, P. and Carmone, F. MDS and Related Techniques, Boston: Allyn and Bacon 1970.

Mauser, G. "A structural approach to predicting patterns of electoral substitution", in Multidimensional Scaling: theory and applications in the behavioral sciences, Vol. 2, ed. R.N. Shepard, A.K. Romney and S.B. Nerlove, New York: Seminar Press, 1972, pp. 245-287.

Stefflre, Volney J. "Multidimensional scaling as a model for human information processing", Proceedings of the 1978 Marketing Educators Meeting, Chicago, Ill.: AMA, 1979

V Individual Preference and Choice

Luce, Duncan. Individual Choice Behavior, New York: Wiley, 1959.

Tversky, A. "Elimination by aspects: a theory of choice", Psychological Review, Vol. 79, No. 4 (July 1972), pp. 281-299.

VI Product Positioning

Mauser, Gary A. "Positioning Political Candidates -- An Application of Concept Evaluation Techniques", Journal of the Market Research Society, Vol. 22, No. 3 (1980), pp. 181-191.

Mauser, Gary A. "A Technology for Marketing Political Candidates", in Allan D. Shocker, (eds.) Analytic Approaches to Product and Marketing Planning. Cambridge, MA: Marketing Science Institute, 1979.

New Graduate Course Proposal FormCALENDAR INFORMATION:

Department: Business Administration Course Number: BUS. 852
Title: Researching the Corporation in Canadian Society
Description: Research in contemporary theory and methods of investigating and conducting scientific research in Canadian corporations.
Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 5-10 When will the course first be offered: 1982/Sept.

How often will the course be offered: once per year.

JUSTIFICATION:

Presently no course is offered which presents the problems and means of conducting research in the Canadian corporate setting.

RESOURCES:

Which Faculty member will normally teach the course: Richards/Wexler/Globerman

What are the budgetary implications of mounting the course: see attached letter

Are there sufficient Library resources (append details): see Librarian's report

Appended: a) Outline of the Course (appended)
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: J. C. Whalley Date: Febr 13/82

Faculty Graduate Studies Committee: J. R. Blackman Date: June 23/82

Faculty: R. Brown Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

Dept. of Business Administration

Illustrative Course Outline

Course: Bus 852

Title: Researching the Corporation
in Canadian SocietyInstructor: Globerman, Wexler,
RichardsIntent:

This seminar course in "researching" the corporation in Canadian society is designed to provide the student with an indepth analysis of the research problems one is likely to confront in conducting investigations in and on both domestic and multi-national corporations operating in Canada. Emphasis will be placed on both the scope of research design and the development of research strategies to meet likely obstacles. Readings will be drawn from both quantitative and qualitative research studies focusing upon problematic aspects of corporate life. These readings will be used to illustrate both successful and unsuccessful research strategies.

Grading:

1. Class presentation of an area of contemporary research literature--30%
2. Research paper in which the student focuses in on the literature reviewed in the class presentation and uses this to design a study or program of research in a corporate setting --60%
3. seminar participation --10%

Illustration of Research Topic and Readings:

Research Topic 1: Boards of Directors...what do they do?
(illustrative)

Bacon, Jeremy, and James, Brown, (1977) The Board of Directors: Perspectives and Practices in Nine Countries The Conference Board

Margolis, Peter, (1975) "Interlocking directorates and control of corporations", Social Science Quarterly, Vol. 56; 425-439

Ornskin, Michael, (1976), "The boards and executives of the largest Canadian corporations: Size, composition, and interlocks," Canadian Journal of Sociology, Vol. 1; 411-437

Pennings, M. Johannes, (1980) Interlocking Directorates, San Francisco: Jossey Bass

Research Topic 2: The Nature of Corporate Crime
(illustrative)

Commer, Michael J., (1977) Corporate Fraud, New York: McGraw Hill

Bus 852
Researching the Corporation
Canadian Society

Globerman

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mann, M. David, and Richard J. Lundman, (1978) Corporate and Governmental Deviance
Oxford: Oxford University Press

Goff, Colin, and Charles E. Reasons (1978) Corporate Crime in Canada: A Critical Analysis of Anti-Combines Legislation, Georgetown, Ont.: Prentice Hall of Canada

Stone, Christopher, (1975), Where the Law Ends: The Social Control of Corporate Behavior
New York: Harper and Row

Research Topic #3: Assessing the Social Performance of Corporations
(Illustrative)

Anshen, Michael, (1980), Corporate Strategies for Social Performance, New York: MacMillan

Mactaggart, Terrence, et al, (1977), Corporate Social Performance in Canada. Royal Commission on Corporate Concentration, #21.

Marchak, Patricia, (1979), In Whose Interests: An Essay on Multinational Corporations in a Canadian Context, Toronto: McClelland and Stewart

Staeffer, R.G. and E.F. Lynn, (1979), Corporate Experience in Improving Women's Job Opportunities, Conference Board, #755

Research Topic #4: Research on Canadian Multinationals "outward investment pattern"
(Illustrative)

Economic Council of Canada (1975), Looking Outward, Ottawa: Queen's Printer

Litvak, I.A., and Maule, C.J., (1980), "Canadian Outward Investment - Impact and Policy", Journal of World Trade Law 14:310-328

Litvak, I.A., and Maule, C.J., (1981), The Canadian Multinationals Toronto: Butterworth

New Graduate Course Proposal FormCALENDAR INFORMATION:

Department: Business Administration Course Number: BUS. 854

Title: Business and Government Regulation

Description: The theory and practice of public policy in the area of industrial organization. Topics include anti-combines, utility regulation, patent policy and other policies directed at market failure.

Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: Econ 200

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 10 When will the course first be offered: 82-3

How often will the course be offered: annually

JUSTIFICATION:

The study of public policies directed at the promotion or restriction of competition is commonly found in graduate programmes in Business Administration, and is integral to our area of Business, Government and Society.

RESOURCES:

Which Faculty member will normally teach the course: R. Schwindt and S. Globerman

What are the budgetary implications of mounting the course: see attached letter.

Are there sufficient Library resources (append details): See Librarian's report

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: Ad. G. Schwindt Date: April 30/82

Faculty Graduate Studies Committee: S. Globerman Date: June 23/82

Faculty: R.C. Brown Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

Simon Fraser University

Dept. of Business Administration

Illustrative Course Outline

Course: Bus. 854

Semester: Fall, 1982

Title: Business and Government
Regulation

Instructors: Schwindt/
Globerman

Descriptions:

The course will deal with the theory and practice of public policy in the area of industrial organization. Topics to be covered include: regulation of market conduct (price fixing), regulation of market structure (merger and monopoly), regulation of trade practices, enforcement of anti-combines legislation, revision of anti-combines policy, utility regulation, patent policy and direct regulation of specific industries (agriculture, resource industries, and financial industries).

Grading:

Grades will be based upon two examinations, presentation of a term paper, and the term paper itself.

Texts and typical lecture headings

Texts: F.M.Scherer, Industrial Market Structure and Economic Performance
2nd Edition

C. Green, Canadian Industrial Organization and Policy, 1st ed.

I. The Role of Government in the Economy/Rationale for Regulation

M. Friedman, Capitalism and Freedom
G. Stigler, The Citizen and the State
J. Galbraith, The New Industrial State
Scherer, Text
Green, Text

II. Anti-Combines policy

A. Control of Conduct

Scherer, Text
Green, Text
R.A. Posner, Antitrust Law, an Economic Perspective

B. Control of Structure: Merger, Monopoly, Vertical Integration

Scherer, Text

Green, Text

L.Skeoch, Dynamic Change and Accountability in a Canadian Market Economy

Report of the Royal Commission on Corporate Concentration

Prichard, Stanbury and Wilson, Canadian Competition Policy

C. Enforcement

Paul Gorecki, The Administration and Enforcement of Competition Policy in Canada, 1960-1975

III. Direct Regulation

Economic Council of Canada, Reforming Regulation

Ontario Economic Council, Government Regulation

Scherer, Text

Green, Text

In addition to these readings there will be significant assignments from business and economics journals

SIMON FRASER UNIVERSITY

New Graduate Course Pronosal FormCALENDAR INFORMATION:Department: Business Administration Course Number: BUS. 858Title: Business and the Public InterestDescription: Society requires business to act in the "public interest" by means both of explicit (legislated) rules and implicit social contracts. This course deals with these social contracts and will include discussions of employment policies, investment policies, charitable donations, environmental concerns and
Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: none

community service.

ENROLLMENT AND SCHEDULING:Estimated Enrollment: 8 When will the course first be offered: 83-1How often will the course be offered: Once per year.JUSTIFICATION:The assumption of implicit social responsibilities is increasingly important to Canadian business. This course will provide the student with the historical context, theory and a sample of Canadian experiences bearing upon the discharge of extralegal public interest demands.RESOURCES:Which Faculty member will normally teach the course: Schwindt/Dean/GlobermanWhat are the budgetary implications of mounting the course: See attached letter.Are there sufficient Library resources (append details): See Librarian's ReportAppended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resourcesApproved: Departmental Graduate Studies Committee: W.L. Willey Date: April 30/82Faculty Graduate Studies Committee: A.P. Globerman Date: June 23/82Faculty: R. Brown Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

Simon Fraser University

Dept. of Business Administration

BUS. 858

Semester: Fall, 1982

Title: Business and the
Public InterestInstructors: Schwindt/Dean/
GlobermanObjectives:

The objective of this course is to analyze business behavior as it promotes (or fails to promote) the public interest. The first part of the course will consider what is meant by promoting the public interest. Specific considerations related to issues of market failure, income redistribution, and corporate power, will be addressed. The second part of the course will evaluate whether profit-seeking behavior on the part of business organizations is consistent with promoting the public interest. This evaluation will involve, among other things, the subject of corporate social responsibility.

Example of Grading:

1. class presentation	20%
2. research paper	40%
3. final exam	40%

Textbook: no text1. Definition of the Public InterestReadingsJ.K. Galbraith, Economics and the Public Purpose;J. Hushleifer, Price Theory and Applications, Chapter 17, Welfare EconomicsMilton Friedman, Capitalism and Freedom2. Historical Roles and Perception of Business in SocietyReadingsDouglas North, "Markets and Other Allocation Systems in History: The Challenge of Karl Polanyi", Journal of European Economic History, 1977Alfred Chandler, The Visible Hand, selected chaptersLee Preston and James Post, "Models of Management and Society", in Private Management and Public Policy

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Business

Title: Business and the
Public Interest

Semester: Fall, 1982

Instructors: Schwindt/Dean/
Globerman

3. The Contemporary Policy Agenda for Business

Readings

Joseph Monson, "Social Responsibility and the Corporation", Journal of Economic Issues, 1972

Report of the Royal Commission on Corporate Concentration, "Corporate Ownership, Control, and Management"

Neil Chamberlain, The Limits of Corporate Responsibility, selected chapters

4. Prescriptions for Responsible Management

- a) Promote Competition
- b) The Public Use of Private Interest
- c) "Public" Corporate Directors
- d) Nationalization
- e) Corporatism

Readings

Christopher Stone, Where the Law Ends: The Social Control of Corporate Behavior

Charles Schultze, "The Public Use of Private Interest, Harpers, May 1977

Report of Royal Commission on Corporate Concentrations, chapters 13, 16

Robert Presthus, Elite Accommodation in Canadian Politics, chapter 2

New Graduate Course Proposal FormCALENDAR INFORMATION:Department: Business Administration Course Number: BUS, 860Title: Administration of Public EnterprisesDescription: History, models of organizations of public corporations and their divergence from private counterparts. Public accountability decision-making, cost-benefit theories.Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: -ENROLLMENT AND SCHEDULING:Estimated Enrollment: 8-15 When will the course first be offered: 82-3How often will the course be offered: once annuallyJUSTIFICATION:

This course in the administration of public enterprises is a necessary component of an active investigation of business, government and society and such a course is not available on campus.

RESOURCES:Which Faculty member will normally teach the course: Richards/Wexler/Dean/ClobermanWhat are the budgetary implications of mounting the course: See attached letterAre there sufficient Library resources (append details): See Librarian's report.Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resourcesApproved: Departmental Graduate Studies Committee: SLG, G. L. Gately Date: April 30/82Faculty Graduate Studies Committee: DR Blackman Date: June 23/82Faculty: RC Brown Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

Simon Fraser University
Dept. of Business Administration

Illustrative Course Outline

Course: Bus. 860

Semester: Fall, 1982

Title: Administration of
Public Enterprises

Instructors: Richards/Wexler/
Dean/Globerman

Description:

This course will address issues unique to the public sector, and also compare public and private corporations. Among the topics treated are:

- 1) history of the public sector in Canada at both the provincial and federal level.
- 2) models of organizations of public corporations, their conveyance and divergence from private sector counterparts.
- 3) accountability (or lack thereof) to cabinet legislature and public.
- 4) Theories of optimal public sector decision-making (e.g. cost benefit theories, marginal cost pricing). In addition to an analytical treatment, case studies will be discussed.

Grading:

Grading will be based on 3 components:

- presentation in class of a survey of the literature pertaining to a particular topic.
- a major term essay.
- class participation.

Selected references:

G. B. Dorn & P. Aucoin, The Structure of Policy-Making in Canada.

R. D. French, How Ottawa Decides.

W. D. K. Kernaghan, Public Administration in Canada, Selected Readings.

D. C. Mueller, Public Choice.

T. M. Ohashi & T. P. Roth, Privatization: Theory and Practice.

R. Rees, Public Enterprise Economics.

Benefit-Cost Analysis Guide, Treasury Board, Government of Canada.

A. Tupper, "The Nation's Business: Canadian Concepts of Public Enterprise," unpublished Ph.D. thesis, Queen's University.

New Graduate Course Proposal FormCALENDAR INFORMATION:Department: Business AdministrationCourse Number: BUS. 862Title: Contemporary Topics in International BusinessDescription: The analysis of specific issues in international business - multinational firms, Canada's regulations, international financial management, international marketing, international operations, foreign investment, the international environment.Credit Hours: 4Vector: 0-4-0Prerequisite(s) if any: ENROLLMENT AND SCHEDULING:Estimated Enrollment: 15When will the course first be offered: 83-1

How often will the course be offered:

Once per year.JUSTIFICATION:International transactions are a very large proportion of Canada's business. In one way or another, they affect us all. Knowledge of the environment, processes and changes of these transactions, particularly in relation to the Pacific Rim, is extremely important for B. C. businessmen.RESOURCES:Which Faculty member will normally teach the course: Wedley, R. Schwindt, K. Kendall, J. Richards
What are the budgetary implications of mounting the course: J. Dean, H. Grubel
See attached letterAre there sufficient Library resources (append details): See Librarian's report.Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resourcesApproved: Departmental Graduate Studies Committee: W.L. Wedley Date: April 3, 82
Faculty Graduate Studies Committee: J. P. Blackman Date: June 23/82
Faculty: R. Brown Date: June 24/82

Senate Graduate Studies Committee:

Date:

Senate:

Date:

SIMON FRASER UNIVERSITY

Business Administration

COURSE OUTLINE

COURSE: BUS. 862-4

TITLE: Contemporary Topics in International Business

The course will analyze specific issues in international business. The topic to be emphasized will be announced well in advance of the presentation of the course. Potential topics include the multinational firm, Canada's regulations of foreign firms, the Canadian firm abroad, international financial management, international marketing, international operations, foreign investment, and the international environment. The emphasis chosen will depend upon student needs, professor capabilities, and current issues in the literature.

Students will be required to make class presentations on assigned readings. A research paper will require students to analyze a relevant topic in considerable detail.

Examples of potential books for the course are:

I. General

K. C. Dhawan, H. Etemad and R. Wright, International Business: A Canadian Perspective. London: Addison - Wesley, 1981

R. N. Farmer and B. M. Richman, International Business, 3rd ed. Bloomington, Ind.: Cedarwood Press, 1980

R. N. Farmer, Incidents in International Business, 3rd ed. Bloomington, Ind., Cedarwood Press, 1975

R. Vernon, Storm Over the Multinationals. Cambridge, Mass.: Harvard University Press, 1977

R. Barnet and R. Muller, Global Reach. New York: Simon and Schuster, 1975.

R. D. Robinson, International Business Management, 2nd ed. Holt, Rinehart and Winston, 1978.

P. J. Buckley, The Future of the Multinational Enterprise. London, MacMillan, 1976

E. J. Kolde, International Business Enterprise. Englewood Cliffs, N.J.: Prentice Hall, 1973

S. P. Sethi and J. N. Sheth, Multinational Business Operations. Pacific Palisades, Calif.: Goodyear Publishing Co., 1973

C. Tugendhat, The Multinationals London: Eyre & Spottiswoode, 1971

II. Multinationals and Canada

A. M. Rugman, Multinationals in Canada. Theory, Performance and Economic Impact. (Boston, Martinus Nijhoff, 1980)

I. A. Litvak and C. J. Maule. The Canadian Multinationals. Toronto: Butterworths, 1981

J. Fayerweather, Foreign Investment in Canada. Oxford University Press, 1974

K. C. Dhawan and L. Kryzanowski, Export Consortia: A Canadian Study. Montreal: Concordia University, 1978

D. M. Shapiro, Foreign and Domestic Firms in Canada. Toronto: Butterworths, 1980

Kari Levitt, Silent Surrender. Toronto: MacMillan, 1970

Gray Report, Foreign Ownership of Canadian Industry. Toronto: University of Toronto Press, 1973

S. Globerman, U. S. Ownership of Firms in Canada. Montreal: C. D. Howe Research Institute and National Planning Association, 1979

I. A. Litvak and C. J. Maule, Dual Loyalty Canada - U. S. Business Arrangements. Toronto: McGraw-Hill, 1971

D. Godfrey and M. Watkins, Gordon to Watkins to You. Toronto: New Press, 1970

W. L. Gordon, A Choice for Canada. Toronto: McClelland and Stewart, 1966

A. Rothstein and G. Lax (eds.) Getting It Back. Toronto: Clarke, Irwin, 1974

A. Rothstein and G. Lax (eds.) Independence: The Canadian Challenge. Toronto: Web Offset, 1972

III. International Finance

C. A. Coombs, The Arena of International Finance. New York: John Wiley, 1976

D. Lessard, International Financial Management. Boston, 1979

James R. Bosche, Unusual Foreign Payments - A Survey of the Policies and Practices of U. S. Companies. New York: Conference Board, 1976

R. Aggarwal, Financial Policies for the Multinational Company. New York: Praeger, 1976

D. K. Eiteman and A. I. Stonehill, Multinational Business Finance. Reading, Mass.: Addison-Wesley, 1979

IV. International Marketing

P. R. Cateora and J. M. Hess, International Marketing (3rd ed.) Homewood, Illinois: R. D. Irwin, 1975

U. E. Wichman, Marketing Management in Multinational Firms. New York: Praeger, 1976

V. International Operations

R. D. Robinson, International Business Management, 2nd ed. Holt Rinehart and Winston, 1978

J. N. Stopford and L. I. Wells, Jr., Managing the Multinational Enterprise. New York: Basic Books, 1972

Y. Tsurumi, Multinational Management. Cambridge, Mass.: Ballinger, 1977

S. H. Hymer, The International Operations of National Firms.
Cambridge, Mass.: MIT Press, 1976

J. N. Behrman and H. W. Wallender, Transfers of Manufacturing Technology
Within Multinational Enterprises. Cambridge, Mass.: Ballinger, 1976

L. Nieckels, Transfer Pricing in Multinational Firms

A. V. Phatak, Managing Multinational Corporations. New York: Praeger,
1974

D. A. Heenan, Multinational Management of Human Resources; A Systems
Approach. Austin, Texas: University of Texas, 1975

VI. International Investment

S. H. Robock, K. Simmonds, and J. Zwick, International Business and
Multinational Enterprises. Homewood, Ill.: Richard D. Irwin, 1977

J. H. Dunning, International Investment - Selected Readings. London:
Penguin Books, 1972

K. Kojima, Direct Foreign Investment. London: Croom Helm, 1978

J. H. Dunning, Studies in International Investment. London: Allen and
Unwin, 1970

VII. The International Environment

N. Hood and S. Young, The Economics of Multinational Enterprise.
London: Longmans, 1979

U. N. Transnational Centre, Transnational Corporations in World
Development. 1978

R. Vernon and L. T. Wells, Jr., The Economic Environment of International
Business, 3rd ed. Prentice Hall, 1976

M. Kreinen, International Economics: A Policy Approach, 3rd ed. New
York: Harcourt, Brace, Jovanovich Inc., 1979

J. D. Daniels, E. W. Ogram and L. H. Radebough, International Business
Environment and Operations, 2nd ed. Addison-Wesley, 1979

R. H. Mason, R. R. Miller and D. Wiegel, The Economics of International Business. New York: John Wiley and Sons, 1975

D. E. Apter and L. W. Goodman, (eds.), The Multinational Corporation and Social Change. New York, Praeger Press, 1976

V. Terpstra, The Cultural Environment of International Business. Cincinnati, Ohio: Southwestern Publishing Co., 1978

N. Hood and S. Young, The Economics of Multinational Enterprises. New York: Longmans, 1979

H. G. Grubel, International Economics. Homewood, Ill.: Irwin, 1981

Stephen H. Hymer, The Multinational Corporation: A Radical Approach. Cambridge: Cambridge University Press, 1979

J. N. Behrman, Conflicting Constraints on the Multinational Enterprise. New York: Council of Americas, 1974

D. Wallace, International Regulation of Multinational Corporations. New York: Praeger, 1976

Journals and Papers with International Business Content:

Columbia Journal of World Business

Western Economic Journal

Quarterly Journal of Economics

Oxford Economic Papers

American Economic Review

Journal of Finance

I.M.F. Staff Papers:

Journal of World Trade Law

Wall Street Journal

Financial Post

Business Week

Business International

Fortune
California Management Review
Harvard Business Review
Foreign Affairs
Journal of Political Economy
The Economist
Multinational Business
The Financial Times (London)
Finance and Development
The International Executive
Journal of International Business Studies
Management International Review

CALENDAR INFORMATION:

Department: BUSINESS ADMINISTRATION

Course Number: BUS. 871

Title: Seminar in Financial Accounting

Description: An in-depth analysis of current literature in financial accounting theory and practice. Emphasis will be placed on recent empirical research.

Credit Hours: 4

Vector: 0-4-0

Prerequisite(s) if any: Permission of the Instructor

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 5

When will the course first be offered: by arrangement

How often will the course be offered:

Upon demand.

JUSTIFICATION:

Presently existing as ECON 871

RESOURCES:

Which Faculty member will normally teach the course:

What are the budgetary implications of mounting the course: See attached letter

Are there sufficient Library resources (append details): (existing course)

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee:

Date: April 30/82

Faculty Graduate Studies Committee:

Date: June 23/82

Faculty:

Date: June 24/82

Senate Graduate Studies Committee:

Date:

Senate:

Date:

(change to existing course title from ECON to BUS. 871)

SIMON FRASER UNIVERSITY
DEPARTMENT OF ECONOMICS

Appendix B(89)

COURSE OUTLINE

COURSE: Business Administration 871-4

SEMESTER: Fall, 1981

TITLE: Seminar in Financial Accounting

INSTRUCTOR: Daniel McDonald
291-4604

Required Texts:

Staubus, Geo., Making Accounting Decisions, (Scholars Books), 1977

Bloom, Robert and P.T. Elger, Accounting Theory and Policy, Harcourt Brace Jovanovich, 1981

Belkaoui, Ahmed, Accounting Theory, Harcourt Brace Jovanovich, 1981

Seminar Objectives:

- To examine existing "theories" in accounting as well as the criteria by which they are to be accepted or rejected.
- To consider the institutional arrangements by which q.a.a.p. are defined as well as proposed alternative arrangements.
- To examine a sampling of recent empirical research for both methodology and conclusions.

Prerequisites:

Permission of instructor. Usually a minimum of the equivalent of Bus. 320 and 321 is required.

A term paper will be required.

For the first 4 weeks 871-4 will meet jointly with Bus 421 day (pick up course outline for 421). During this 4 week period we will meet for an additional hour (at a time to be arranged at our first meeting) to consider the material from Staubus.

<u>Week of:</u>	<u>Additional Material from Staubus</u>
Sept. 7	none
" 14	Chap. 1, 2
" 21	Chap. 3
" 28	Chap. 4

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SIMON FRASER UNIVERSITY

School of Business Admin. & Econ.

COURSE OUTLINE

COURSE: ECON. 871

INSTRUCTOR: D. McDonald

TITLE: Seminar in Financial Accounting

SEMESTER: Fall, 1980

Required Texts:

J. A. Anderson, A Comparative Analysis of Selected Theories
In Financial Accounting. Am. Acctng. Assn. 1976

American Accounting Association, Statement on Accounting Theory
and Theory Acceptance. Am. Acctng. Assn. 1977

Recommended:

- All of the material published by the Financial Accounting Standards Board relating to their conceptual framework project.

Seminar Content:

- Intensive examination of the manner in which "theory" is developed in the field of accounting. A review of selected theories. The relationship between theory(ies) and generally accepted accounting principles. The application of theory and/or g.a.a.p. in emerging problem areas. Recent empirical findings with respect to the usefulness of published financial reports. Throughout the seminar there will be extensive reference to and use of recent journal articles.

Instruction:

- The method of instruction will be entirely seminar - discussion based on assigned and suggested readings and on the research project.

Grading:

- Research Project: approx. 60%
Final: approx. 40%

Prerequisites:

- In general, a minimum of Bus. 320 and 321 or equivalent.
If in doubt please check with the instructor.

Graduate Course Proposal Form

(change to existing course title from ECON 872 to BUS. 872)

CALENDAR INFORMATION:

Department: BUSINESS ADMINISTRATION

Course Number: BUS. 872

Title: Seminar in Managerial Accounting

Description: An integrative course intended to develop an appreciation of the interrelationship of managerial accounting and analytical, behavioral and technological considerations in analysis and design of control systems. Emphasis will be placed on empirical research.

Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: Permission of the Instructor

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 7 When will the course first be offered: by arrangement

How often will the course be offered: upon demand

JUSTIFICATION:

Presently existing as ECON 872

RESOURCES:

Which Faculty member will normally teach the course:

What are the budgetary implications of mounting the course: See attached letter.

Are there sufficient Library resources (append details): (existing course)

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resourcesApproved: Departmental Graduate Studies Committee: J. P. Hoy

Date: June 23 '82

Faculty Graduate Studies Committee: A.C. Blaikie

Date: June 23 '82

Faculty: R.C. Burns

Date: June 24 '82

Senate Graduate Studies Committee: _____

Date: _____

Senate: _____

Date: _____

SIMON FRASER UNIVERSITY

Department of Economics

COURSE OUTLINE

Course: Economics 872

Semester: Spring, 1981

Title : Seminar in Managerial Accounting

Instructor: T. Var

This course will cover advanced concepts in managerial planning and control. It will focus on the economic evaluation of accounting information generated for decision making within an organization. Theoretical and experimental literature in the field will be surveyed critically.

Text: Felix P. Kollaritsch, Cost Systems for Planning, Decisions, and Controls: Concepts and Techniques, Grid Publications, 1979.

Ahmed Belkaoui, Conceptual Foundations of Management Accounting, Addison-Wesley Publishing Company, 1980.

Recommended: Jerry Dermer, Management Planning and Control Systems: Advanced Concepts and Cases, Richard D. Irwin, 1977.

There will be several assignments from various journals and other sources.

Coverage:

1. Introduction- Historical Development of Managerial Accounting
2. Management Control and Decision Analysis
3. Information Evaluation
4. Decision Analysis- Theoretical and Practical Approaches
5. Short-Run Planning
6. Performance Evaluation and Responsibility Centers
7. Divisional Performance and Transfer Prices, Investment Centers
8. Performance Control
9. Human Element and Managerial Accounting
10. Managerial Accounting and Quantitative Methods
11. Research Methodology
12. Conclusion

Requirement: Class attendance and participation will be required. Each student will make two class presentations. Short reports and cases will be required.

Grading : Short reports and cases..... 30 %
 Presentations..... 20 %
 Research Paper..... 50 % Due: April 11, 1981

SIMON FRASER UNIVERSITY

New Graduate Course Proposal FormCALENDAR INFORMATION:Department: BUSINESS ADMINISTRATION Course Number: BUS. 873Title: HISTORY OF ACCOUNTING THOUGHTDescription: An advanced course that traces the evolution of accounting and relates the historical development to present accounting theory and practice.Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: Undergraduate accounting theoryENROLLMENT AND SCHEDULING:Estimated Enrollment: 15 When will the course first be offered: 1982 or 1983How often will the course be offered: Once a yearJUSTIFICATION:Currently no graduate course dealing with the history of accounting thought exists. This is a standard course in many schools that offer graduate degree in accounting.RESOURCES:Which Faculty member will normally teach the course: T. Var, M. Abdel-MagidWhat are the budgetary implications of mounting the course: See Attached letter.Are there sufficient Library resources (append details): See Librarian's report.Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resourcesApproved: Departmental Graduate Studies Committee: W.G. Leboldy Date: April 3/82Faculty Graduate Studies Committee: W.G. Leboldy Date: April 23/82Faculty: R.C. Brown Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

COURSE OUTLINE
HISTORY OF ACCOUNTING THOUGHT

BUS. 873

Objective: To trace evolution of accounting and relate the historical development to present accounting theory and practice.

Textbook : Michael Chatfield, A History of Accounting Thought, New York: Robert E. Krieger Publishing Company, 1977 and an extensive reading list of selected books and articles. (Enclosed)

Grading :

Short research papers	30%
Term paper	40%
Final examination	30%

HISTORY OF ACCOUNTING THOUGHT

Topics and Approaches

1. Accounting in the Ancient World (3500BC-476AD)

Approach: Environmental influences largely explain similarities and differences between methods of record keeping in Egypt, Babylonia, Mesopotamia, Greece and Rome.

- A. To what extent does economic environment determine accounting concepts?
- B. Attempts to find universal principles which carry down to the present time.

2. Medieval Bookkeeping (476-1300AD)

Approach: Accounting from the viewpoint of special purpose bookkeeping entities including the church, manor, banking house and trading company.

3. The Renaissance (1300-1550)

Approach: In terms of continuity, periodicity, double entry, accrual accounting and other basic principles which developed during the Italian Renaissance and remain in use today.

- A. Contrasted with accounting in ancient times.
- B. Proprietorship and the origin of double entry bookkeeping.
- C. Paciolis as a synthesizer of accounting ideas.

4. Mercantilism (1550-1800)

Approach: Institutional and social influences on accountancy during the mercantile era.

- A. Effects of the commercial, governmental, legal, economic, religious, domestic and military institutions of the time.
- B. Evolution of limited liability: the joint venture, the joint stock company, and the corporation.

5. The Industrial Corporation (1700-)

Approach: In terms of the functional areas of accounting affected by the industrial revolution and the need to adapt accounting practice to changing corporate requirements.

- A. The independent auditor.
- B. The genesis of cost accounting
- C. The reporting function and the move to public ownership.
- D. The parallel development of financial and managerial accounting.

6. Legal and Governmental Regulation (1844-)

Approach: According to the types and purposes of regulations imposed on accountants and accounting data by government.

- A. The Company Acts and the audit function.
- B. Income tax regulation since 1913.
- C. The SEC and securities regulation.

7. Professional Development in Canada and the U.S. (1853-)

Approach: Emergence of an accounting profession, seen in the effect of the accountant's changing status on his functions and on the ways in which new theoretical concepts were generated.

- A. Professional status as a response to changing forms of business organization.
- B. Professional societies and codes of conduct in England and America.

8. Accounting Codification (1917-)

Approach: A study, in historical sequence, of efforts to define accounting principles and standardize procedures.

- A. Early attempts to systematize accounting theory.
- B. Influence of the 1929 stock market crash.
- C. The origins and adequacy of the Accounting Research Bulletins (1939-1958) as interpretive authority for "generally accepted accounting principles".
- D. Attempts to codify accounting principles (1936-1964) as reflections of different accounting eras.
- E. APB, FASB, CICA.

9. The Future.

Approach: An attempt to anticipate the directions of accounting thought in terms of who accountancy serves and what it does.

PROFESSIONAL ACCOUNTANCY

Birkett, W.P. and Walker, R.G., "Professional Ideas on Research in Accounting: Australia, 1930-49", Abacus, VIII (1972), pp. 35-60.

Johnson, T.J. and Caygill, M., "The Development of Accountancy Links in the Commonwealth", Accounting and Business Research, I (1971), pp. 155-173.

Stewart, J.C., "Qualification for Membership in a Hundred Years Ago", Accountant's Magazine, LXXVIII (1974), pp. 263-5; "The Emergent Professionals", Accountant's Magazine, LXXIX (1975), pp. 113-6.

AUDITING

Lee, T.A., "A Brief History of Company Audits: 1840-1940", Accountant's Magazine, LXXIV (1970), pp. 363-368.

Tyson, R.E., "The Failure of the City of Glasgow Bank and the Rise of Independent Auditing", Accountant's Magazine, LXXVIII (1974), pp. 126-131.

COST AND MANAGEMENT ACCOUNTING

Bergstrom, K.H., "Looking Back", Management Accounting (U.S.A.), LV (March, 1974), pp. 47-50.

Channon, G., "A Nineteenth Century Investment Decision: The Midland Railway's London Extension", Economic History Review, 2nd ser. XXV (1972), pp. 448-470.

Chatfield, M., "The Origins of Cost Accounting", Management Accounting (U.S.A.), LII (June, 1971), pp. 11-14.

Elnicki, R.A., "The Genesis of Management Accounting", Management Accounting (U.S.A.), LII (April, 1971), pp. 15-17.

Gould, J.R., "Opportunity Cost: The London Tradition", pp. 91-107 of Edey, H. and Yamey, B.S. (eds.), Debits, Credits, Finance and Profits (London, Sweet & Maxwell, 1974).

Horn, C.A., "How Victorian Industrial Advances Brought Cost Accountancy to the Fore", Management Accounting (U.K.), LII (1974), pp. 7-10.

Johnson, H.T., "Early Cost Accounting for Internal Management Control: Lyman Mills in the 1850's", Business History Review, XLVI (1972) pp. 466-74.

McKendrick, N., "Josiah Wedgwood and Cost Accounting in the Industrial Revolution", Economic History Review, 2nd ser., XXIII (1970), pp. 45-67.

National Association of Accountants, 50 Years, 1919-1969 (New York, National Association of Accountants, 1969).

Parker, R.H., "Early History of Cost Concepts for Decision-Making", Accountancy, LXXIX (1968), pp. 621-4.

Schoenfeld, H.M.W., Cost Terminology and Cost Theory: A Study of Its Development and Present State in Central Europe (Center for International Education and Research in Accounting, 1974), p. 177.

Sowell, E.M., The Evolution of the Theories and Techniques of Standard Costs (University of Alabama Press, 1973) x + p. 540.

Stone, W.E., "An Early English Cotton Mill Cost Accounting System: Charlton Mills, 1810-1889", Accounting and Business Research, IV (1973), pp. 71-8.

Wells, M.C., Accounting for Common Costs (Urbana, Ill.: International Center for Education and Research in Accounting, forthcoming).

CORPORATE ACCOUNTING

Ameiss, A.P., "Two Decades of Change in Foreign Subsidiary Accounting and United States Consolidation Practices", International Journal of Accounting, VII (1972), pp. 1-22.

Aranya, N., "The Influence of Pressure Groups on Financial Statements in Britain," Abacus, X (1974), pp. 3-12.

Chatov, R., Corporate Financial Reporting--Public or Private Control?, (New York, The Free Press, 1975), p. 363.

Davies, P.N. and Bourn, A.M., "Lord Kylsant and the Royal Mail", Business History, XIV (1972), pp. 102-123.

Gibson, R.W., Disclosure by Australian Companies (Melbourne University Press, 1971) xii + p. 354.

Hodgkins, P., "Unilever--The First 21 Years", Coopers Journal, no. 22 (September, 1973), pp. 15-19.

Watzlaff, R.H., "The Bubble Act of 1720", Abacus, VII (1971), pp. 8-28.

FINANCIAL ACCOUNTING THEORY

Clarke, F.L., "A Closer Look at Sweeney's Stabilised Accounting Proposals", Accounting and Business Research (Autumn, 1976), pp. 264-275.

Elvik, K.O., "Acquisition Cost Versus Revaluation: A Historical Perspective", International Journal of Accounting, IX (1974), pp. 155-167.

Horn, C.A., "Changing Attitudes to Obsolescence and Depreciation", Accountant, CLVIII (1968), pp. 619-622.

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Kitchen, J., "Lawrence Dicksee, Depreciation, and the Double-Account System", pp. 109-130 of Edey, H. and Yamey, B.S. (eds.), Debits, Credits, Finance and Profits (London, Sweet & Maxwell, 1974).

Moonitz, M., "Three Contributions to the Development of Accounting Principles Prior to 1930", Journal of Accounting Research, VIII (1970), pp. 145-155.

Perridon, L., "Accounting principles, an academic opinion", Journal U.E.C., IX (1974), pp. 202-236, (French, English and German texts).

Zeff, S.A., Forging Accounting Principles in Five Countries: A History and Analysis of Trends (Champaign, Ill.: Stipes Publishing Co., 1972) p. 332.

EDUCATION

Chatfield, M., "The Accounting Review's First Fifty Years", Accounting Review, L (1975), pp.1-6.

BIBLIOGRAPHIES, BIOGRAPHIES AND CHRONOLOGIES

Bedford, N.M. and Ziegler, R.E., "The Contributions of A.C. Littleton to Accounting Thought and Practice", Accounting Review, L (1975), pp. 435-43.

Institute of Chartered Accountants in England and Wales, Historical Accounting Literature (London, Mansell, 1975) xxvi + p. 360. Supplements issued periodically.

Knight, C.L., Previts, G.J. and Ratcliffe, T.A., A Reference Chronology of Events Significant to the Development of Accountancy in the United States (University, Alabama, Academy of Accounting Historians, Monograph 1, 1976) v + p. 102.

Stewart, J.C., Pioneers of a Profession (Edinburgh, Institute of Chartered Accountants of Scotland, 1977).

Zeff, S.A., "Chronology of Significant Developments in the Establishment of Accounting Principles in the United States, 1926-1972", Journal of Accounting Research, X (1972), pp. 217-227.

New Graduate Course Proposal FormCALENDAR INFORMATION:Department: Business Administration Course Number: BUS. 874Title: Advanced Topics in AccountingDescription: Selected advanced topics in accounting. A continuation of 871 and 872 with emphasis on the interrelation between financial and managerial accounting. Particular attention will be devoted to present and developing problem areas and the research related to those problems.Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: BUS. 871 & 872 or permission of the instructorENROLLMENT AND SCHEDULING:Estimated Enrollment: 5-10 When will the course first be offered: by arrangement.How often will the course be offered: Once a year.JUSTIFICATION:See attached statement.RESOURCES:Which Faculty member will normally teach the course: McDonald, VarWhat are the budgetary implications of mounting the course: See attached letter.Are there sufficient Library resources (append details): See Librarian's Report.Appended: b) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
b) Library resourcesApproved: Departmental Graduate Studies Committee: W. G. Leibl Date: April 30/82Faculty Graduate Studies Committee: J. R. Blaebank Date: June 23/82Faculty: R. C. Bonham Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

Justification:

Most of those taking the seminar will be aspiring to academic or to staff research positions. It is important that they direct their attention to problem areas on the horizon (rather than only focus on past problems and the solutions to them).

In both teaching and research, an awareness of existing and potential problem areas and of the research methods appropriate to their solution is essential.

Note: We expect that a substantial number of those specializing in accounting in the day M.B.A. will carry on to a Ph.D. program elsewhere. There are approximately 335 full-time accounting faculties in Canada now. The additional doctorates required to update existing faculty and to provide additional full-time faculty is approximately 190 (Beechy: T.H. University Accounting Programs in Canada: Inventory and Analysis, 1980, Canadian Academic Accounting Association). With the drastic shortage of accounting, faculty and the continued strong growth in undergraduate enrollments (at S.F.U. 3 year compound annual rate of growth of 16-20%) it is essential that we do our part to assist in meeting this shortage.

Sample Outline

Advanced Topics in Accounting

The nature of the seminar is such that the topics considered will change from time to time as the problems in the field change. Topics will normally have the following characteristics:

- a) A present & future real world problem.
- b) The implications will have an impact on management decisions (and thus must be reflected in internal financial control system of the firm or agency.
- c) The implications will have an impact on investors and on society in general and thus must be reflected in the external published financial reports of the firm or agency.

The following topics illustrate these characteristics:

- 1) Accounting for foreign exchange fluctuations. It is alleged that management decisions with respect to hedging, participation in foreign ventures, foreign sales and purchase commitments, etc. will be changed. The financial control system must facilitate optimus decision making. Inappropriate external reporting may inhibit optimus decision making within the firm and/or give inappropriate signals with respect to risk.
- 2) The standard setting process. Up to now the standard setting process in Canada and in U.S. has been left in the hands of the private sector professionals. Recent moves in the U.S. House and Senate provide early warning signal that this may change in the future. In turn, these are signals of future pressures for change in Canada. Somewhat related, is the moves in the U.S. for a separate standard setting body for governmental and not for profit organizations. Given that there are presently no well established standards for governmental according in Canada, developments in the area will have an impact on our Canadian practice. Very little research has been conducted with respect to the efficiency of standard setting.
- 3) Research and development expenditures. It is alleged that recent rule changes in Canada which result in most such outlays being reported as expenses rather than as investment in assets has impeded research and development activity in Canada. This problem has implication for internal profit center reporting and the evaluation of managerial performance. It also has an impact on external reports of profitability.

In a similar vein other topics include:

- exploration and developments costs in resource industries.

Texts and References:

Most of the emphasis will be on recent research published in the following journals:

The Journal of Accounting Research
The Accounting Review
Abacus
Journal of Accounting and Economics
Accounting and Business Research
Accounting and Finance
Journal of Business, Finance and Accounting

Frequent reference will also be made to recent official pronouncements of - The Accounting Research Committee of the Canadian Institute of Chartered Accountants
- The Financial Accounting Standards Board
- The International Federation of Accountants
- The International Accounting Standards Committee

Other references:

Abdel-Khalik, A. R. and B. B. Ajinkya
Empirical Research in Accounting: A Methodological Viewpoint: American Accounting Association 1979.

The American Accounting Association,
Collected Papers (of the Annual Meeting)
published annually.

The Canadian Academic Accounting Association,
Proceedings: published annually.

Demski, Joel S.
Information Analysis, 2nd ed. Addison-Wesley 1980.

Dyckman, T. R., Downes and Magee
Efficient Capital Markets and Accounting
Prentice Hall 1973.

Feltham, G. A.
Information Evaluation, American Accounting Association, 1972.

Jensen, R. E.
Phantasmagoric Accounting: Research and Analysis of Economic, Social and Environmental Impact of Corporate Business, 1976 American Accounting Association.

References (Cont'd.)

Kelley-Newton, L.

Accounting Policy Formulation: The role of Corporate Management,
Addison Wesley, 1980

Kirkman, P. R. A.

Accounting Under Inflationary Conditions
George Allen and Unwin 1974

Lee, T. A.

Income and Value Measurement
University Park Press 1975

Lev, Baruch

Financial Statement Analysis: A New Approach, Prentice Hall 1974

Thomas, Arthur L.

The Allocation Problem in Financial Accounting Theory: American Accounting Association, 1969.

The Allocation Problem Part Two,

American Accounting Association 1974.

A behavioral Analysis of Joint Cost Allocation and Transfer Pricing,
Champaign, Stipes Publishing 1980.

New Graduate Course Proposal FormCALENDAR INFORMATION:Department: Business Administration Course Number BUS. 875Title: International AccountingDescription: Comparative systems of accounting. Evolution of Multinational business and accounting implications.Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: BUS. 871
BUS. 346 or
permission of the instructor.ENROLLMENT AND SCHEDULING:Estimated Enrollment: 12 When will the course first be offered: by arrangementHow often will the course be offered: Upon demandJUSTIFICATION:

Canada is actively involved with international accounting principles and international trade. It is necessary that an understanding of international accounting fundamentals must be given at this level.

RESOURCES:Which Faculty member will normally teach the course: M. Abdel-Magid, T. VarWhat are the budgetary implications of mounting the course: see attached letterAre there sufficient Library resources (append details): See Librarian's report.Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resourcesApproved: Departmental Graduate Studies Committee: W.C. Wedley Date: April 30/82Faculty Graduate Studies Committee: ACBlaetman Date: June 23/82Faculty: RCBonna Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

BUS. 875 - International Accounting

4 credits, one semester, graduate

Prerequisites: Bus. 871 Accounting Theory
Bus. 346 International Business
or permission of the instructor

Instructor: A. Magid

Course Objective:

Examines accounting theories and accounting systems of several industrially-developed and developing nations on a comparative basis. An analysis of the different approaches to the same accounting problems in different countries to demonstrate the influence of culture, tradition, and economic and political institutions on accounting. Differences in accounting approaches are related to attempts at unification and harmonization of accounting standards. The accounting problems of multinationals are examined in depth to assure understanding of the problems unique to these entities. The role of accounting in development is considered and social reporting by economic entities in different societies is emphasized.

Topic

1. Multinational Business and Accounting

Evolution of multinational business; Accounting implications of multinational business.

2. Comparative Systems of Accounting

Environmental Analysis: The influence of cultural, economic, legal, political, and educational factors on accounting.

Applications: France, Egypt, Brazil, The Netherlands, Sweden, Japan.

Commonalities and Clusters

3. Harmonization of Accounting on an International Scale

EEC Fourth Directive; International Accounting Standards Committee (IASC); The UN; The OECD

4. Uniform Systems of Accounts
France; Germany; Switzerland; U.S. - transportation industry.
5. Accounting Systems in Centrally Planned Economies
U.S.S.R.; East Germany; Poland
6. Accounting for Inflation in Various Countries
Constant dollar accounting; current cost accounting; current-cost constant-dollar accounting; other possibilities.
National experiences; The United States; The United Kingdom; The Netherlands; Brazil; Sweden.
7. Accounting for Multinational Operations
Consolidation and translation methods; general price level accounting and foreign operations; foreign exchange risk management; reporting and disclosure of foreign operations; management accounting and performance evaluation; transfer pricing.
8. Accounting in Developing Countries
9. Social Accounting
10. An International View of the Accounting Profession

Textbooks

Jeffrey S. Arpan and Lee H. Radebough, International Accounting and Multinational Enterprises, (Warren, Gorham and Lamont, Inc.,: Boston, Mass.), 1981.

F.D.S. Choi and G. G. Mueller, An Introduction to Multinational Accounting (Prentice-Hall), 1978.

Basic Journals

The International Journal of Accounting, Center for International Education and Research in Accounting, (University of Illinois at Champaign-Urbana: Urbana, Illinois). All volumes should be available.

Journal of International Business Studies, Academy of International Business, (Hankamer School of Business, Baylor University, Waco, Texas). All volumes.

Reading Sources

American Accounting Association, Accounting Education and the Third World, 1979.

American Accounting Association, "Report of the Committee on International Accountint", Supplement to the Accounting Review, 1976.

American Institute of Certified Public Accountants, Professional Accounting in 30 Countries, 1975.

Center for International Education and Research in Accounting, The Impact of Inflation on Accounting: A Global View, (Center for International Education and Research in Accounting, The University of Illinois at Champaign-Urbana, Illinois), 1979.

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Edward L. Elliot, The Nature and Stages of Accounting Development in Latin America, (Center for International Education and Research in Accounting, University of Illinois at Champaign-Urbana: Urbana, Illinois)

A. J. H. Enthoven, Accountancy Systems in Third World Economies, (North-Holland Publishing Co., Amsterdam), 1977 Development in Latin America, Accountancy and Development Policy (North-Holland Publishing Co.,), 1973.

D. D. Al Hashim and T. W. Robertson, Accounting for Multinational Enterprises, (Bobbs-Merrill), 1978

B. Horwitz, Accounting Controls and the Soviet Economic Reforms of 1966, (American Accounting Association, Sarasota, Florida), Accounting Research Series, 1975.

Price Waterhouse and Co., Guide for the Reader of Foreign Financial Statements, Principles, and Reporting Practices, 1975.

Hanns-Martin Schoenfeld, Cost Terminology and Cost Theory: A Study of its Development and Present State in Central Europe, Center for International Education and Research in Accounting (University of Illinois at Champaign-Urbana: Urbana, Illinois), 1974.

Hanns-Martin Schoenfeld, The Status of Social Reporting in Selected Countries, Center for International Education and Research in Accounting (University of Illinois at Champaign-Urbana: Urbana, Illinois); 1978.

New Graduate Course Pronosal FormCALENDAR INFORMATION:

Department: Business Administration Course Number: BUS. 876
Title: Decision Support Systems
Description: Design and application of computer based information systems to support managerial decision making in organizations.
Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: BUS. 801

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 15-20 When will the course first be offered: Fall 82

How often will the course be offered: Once every three semesters.

JUSTIFICATION:

The course will be a fundamental building block for those wishing to develop understanding and expertise in the use of computers to assist managerial decision-making. Decision Support Systems is a high growth area and the course will attract significant interest from well-qualified students with a variety of career goals. A well-run DSS course can only enhance the reputation of SFU's academic program, particularly in supporting its up-to-dateness in this and other areas of research. Research funds are available in RESOURCES: / this area, e.g. through SMIS.

B. Brooking

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: See attached memorandum.

Are there sufficient Library resources (append details): See Librarian's report.

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: el C. Medley Date: April 30/82

Faculty Graduate Studies Committee: J. Blalock Date: June 28/82

Faculty: R.C. Brown Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

SIMON FRASER UNIVERSITY

Department of Business Administration

COURSE OUTLINE

COURSE: Business Administration 876-4

TITLE: Decision Support Systems

Introduction:

This course will focus on the design and application of computer-based information systems to support the managerial decision-making process within organizations. In particular, the emphasis will be upon the computer-based support of semi-structured and "fuzzy" decisions in a managerial environment. The concept of computer-based decision support systems will be explored in terms of:

- Information and data gathering, data communication
- Development of managerial data bases
- Modeling and simulations
- Comparison and selection of alternatives
- DSS implementation planning and control

Objectives:

Objectives of the course will be:

- to increase participant's knowledge in computer-based decision support concepts (specifically in terms of the topic areas outlined below).
- to provide experiential learning in the analysis, design and development of decision support systems. Specifically, the financial modeling language IFPS will be used to construct a financial planning model.
- to provide experiential learning the use of computer-based information systems to support group decision-making in a case environment.
- to develop written and oral skills, particularly as they relate to MIS/DSS development.
- to provide a vehicle for the application of field research methods.

Method of Approach:

The above objectives will be realized through a selection of the following:

- weekly seminars covering the topics listed below. Seminar leaders may be:
 - the course instructor
 - guest lecturers
 - the course participants

Bus. 876-4

Method of Approach: (cont.)

- in-depth review of each course participant of a number of readings selected from recent academic and professional literature.
- analysis, design and creation of a decision support system(s) (using IFPS based either on cases and/or real world settings).
- a research-oriented term paper.
- a number of cases/assignments/computer-assisted decision exercises to be completed during the semester.
- a management game.

Suggested Topic List:

1. Course Framework.
2. MIS frameworks -- conceptual foundations for MIS.
3. Decision support systems -- DSS vs. MIS.
4. The managerial decision maker.
 - Decision effectiveness
5. The value of information.
6. Cognitive styles and their impact on DSS design.
7. Database management systems and data dictionaries.
8. The organizational model base.
9. Computer based simulation, modeling, and gaming.
10. Financial modeling -- IFPS.
11. Data communications.
12. Implementing MIS/DSS.
13. Current directions in MIS/DSS design.
14. Decision support system implementation planning and control.

Prerequisites:

Course participants will be expected to make use of SFU's computer systems in completing the course. Consequently, familiarity with EDP systems and their use will be assumed. Additionally, it is expected that class participants will have had some prior exposure to high level programming in either one or more of the common programming languages and/or more specific "languages" such as SPSS, GPSS, TROLL, etc.

The following graduate courses will be prerequisites to enrollment in Bus. 876.

- 801 Research Methodology -- Field Research Methods

The following graduate courses are suggested as suitable, complementary courses for those wishing to focus their studies in this area:

- 818 Advanced Topics in Finance
- 833 Advanced Micro OB
- 822 Decision Theory
- 874 Advanced Topics in Accounting

Bus. 876-4

Suggested Texts:

A number of selected readings will be assigned. Course participants will need to purchase the reading material. In addition, the following texts are recommended:

1. IFPS Users' Manual, and IFPS Tutorial.
2. Keen, P.G.W. and Scott, Morton M.S., Decision Support Systems: An Organizational Perspective (Addison-Wesley, Reading, Mass.) 1978.

A bibliography of suggested readings is appended.

Basis of Grading:

Grading for the course will be based upon the following:

- Term paper (Research)	... 40%
- Assignments	... 40%
- IFPS Project	... <u>20%</u>
100%	

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

Appendix B(113)

CALENDAR INFORMATION:Department: Business Administration Course Number: BUS. 896Title: Selected Topics in BusinessDescription: (as above)Credit Hours: 4Vector: 0-4-0

Prerequisite(s) if any:

ENROLLMENT AND SCHEDULING:Estimated Enrollment: 8 When will the course first be offered: Upon demandHow often will the course be offered: By arrangementJUSTIFICATION:RESOURCES:

Which Faculty member will normally teach the course:

What are the budgetary implications of mounting the course: See attached letter

Are there sufficient Library resources (append details):

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee:

Faculty Graduate Studies Committee:

Faculty:

*Re Brown*Date: April 32/82Date: June 23/82Date: June 24/82

Senate Graduate Studies Committee:

Senate:

Date:

Date:

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

Appendix B(114)

CALENDAR INFORMATION:

Department: Business Administration Course Number: BUS, 897
Title: Directed Readings
Description: (as above)

Credit Hours: 4 Vector: 0-4-0 Prerequisite(s) if any: -

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 2 When will the course first be offered: Upon demand.
How often will the course be offered: By arrangement.

JUSTIFICATION:

RESOURCES:

Which Faculty member will normally teach the course: _____
What are the budgetary implications of mounting the course: See attached letter.

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: W.C. Gillis Date: April 3/82
Faculty Graduate Studies Committee: W.P. Blackman Date: June 23/82

Faculty: R.C. Brown Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

New Graduate Course Proposal FormCALENDAR INFORMATION:Department: BUSINESS ADMINISTRATIONCourse Number: BUS. 898Title: M.B.A. ThesisDescription: (as above)Credit Hours: 4 for extended essays option

16 for thesis option

Vector:

Prerequisite(s) if any:

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____

How often will the course be offered: _____

JUSTIFICATION:

RESOURCES:

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: see attached letter

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resourcesApproved: Departmental Graduate Studies Committee: lcl Date: April 3/82Faculty Graduate Studies Committee: J.P. Bell Date: June 23/82Faculty: R.C. Brown Date: June 24/82

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

CALENDAR INFORMATION:

Department: BUSINESS ADMINISTRATION

Course Number: BUS. 900-4

Title: Methodology Seminar/Research Workshop

Description: This course, which will meet twice weekly, will be devoted one-half to an examination of methodological approaches including selection, planning and conduct of research and philosophy of science and one-half to attendance at faculty and graduate student workshop presentations. The methodology section of (see * below)

Credit Hours: 4

Vector: 4

Prerequisite(s) if any: Completion of prior required research courses.

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 20

When will the course first be offered: Spring 1985

How often will the course be offered: Once per year.

JUSTIFICATION:

This is the only course in the MBA Program required of all students.

* the course is intended to place students' research methodology in a broader context for critical evaluation. The workshop section will require students to present their own research findings for critical evaluation.

RESOURCES:

Which Faculty member will normally teach the course: Boland, Shapiro, Schoner

What are the budgetary implications of mounting the course: See attached letter

Are there sufficient Library resources (append details): See Librarian's report.

Appended: a) Outline of the Course
 b) An indication of the competence of the Faculty member to give the course.
 c) Library resources

Approved: Departmental Graduate Studies Committee: L. C. Welling Date: Aug 13/82

Faculty Graduate Studies Committee: J. P. Richardson Date: June 23/82

Faculty: R.C. Brown Date: June 24/82

Senate Graduate Studies Committee: Date:

Senate: Date:

LECTURE/DISCUSSION TOPICS FOR BUSINESS 900

1. Introduction: Logic and Understanding
2. Rationality and Logic — 'Anti-Psychologism'
3. Logic and Truth Status — 'Anti-Justificationism'
4. Epistemology vs. Methodology
5. Conventionalism vs. Inductivism
6. Instrumentalism, Logical Positivism and Friedman
7. Testability, Falsifiability and Conventionalism
8. Models, Theories and 'modern' Science
9. Kuhn and Paradigms — an Empty Box?
10. Popper and Pseudo-Popperians
11. Psychologism, Holism and Individualism
12. Institutional-Individualism
13. Mathematics, Econometrics, etc. — the Wrong Box?

BIBLIOGRAPHY FOR BUSINESS 900

- [1] Agassi, J. {1965} 'The nature of scientific problems and their roots in metaphysics' in M. Bunge (ed.) **The Critical Approach to Science and Philosophy** (New York: Collier-Macmillan)
- [2] Agassi, J. {1966a} 'Sensationalism' **Mind** 75(297), 1-24
- [3] Agassi, J. {1966b} 'The mystery of the ravens: discussion' **Philosophy of Science** 33(4), 395-402
- [4] Agassi, J. {1969} 'The novelty of Popper's philosophy of science' **International Philosophical Quarterly** 8, 442-63
- [5] Bartley, W. {1968} 'Theories of demarcation between science and metaphysics' in I. Lakatos and A. Musgrave (eds.) **Problems in the Philosophy of Science** (Amsterdam: North Holland), 40-64
- [6] Boland, L. {1979} 'A critique of Friedman's critics' **Journal of Economic Literature** 17, 503-22
- [7] Boland, L. {1980} 'Friedman's methodology vs. conventional empiricism: a reply to Rotwein' **Journal of Economic Literature** 18, 1555-7
- [8] Boland, L. {1981a} 'Satisficing in methodology: a reply to Rendigs Fels' **Journal of Economic Literature** 19, 84-6
- [9] Boland, L. {1981b} 'On the futility of criticizing the neoclassical maximization hypothesis' **American Economic Review** 71, 1031-6
- [10] Boland, L. {1982} **Foundations of Economic Method** (London: Geo. Allen & Unwin)
- [11] Hatiangadi, J.N. {1978} 'Structure of Problems' **Philosophy of the Social Sciences** 8, 345-65
- [12] Hayek, F. {1937/48} 'Economics and knowledge' **Economica** 4 (NS), 33-54
- [13] Hayek, F. {1945/48} 'The uses of knowledge in society' **American Economic Review** 35, 519-30
- [14] Lakatos, I. {1971} 'History of science and its rational reconstructions' in R. Buck and R. Cohen (eds.) **Boston Studies in the Philosophy of Science** 8 (Dordrecht, Netherlands: Reidel), 91-136
- [15] Pirsig, R. {1974} **Zen and the Art of Motorcycle Maintenance** (New York: Bantam)
- [16] Popper, K. {1965} **Conjectures and Refutations** (New York: Harper Torchbooks)
- [17] Popper, K. {1972} **Objective Knowledge** (Oxford: Oxford University Press)
- [18] Popper, K. {1971/72} 'Conjectural knowledge: my solution of the problem of induction', Chapter 1 of {1972}

- [19] Popper, K. {1957/72} 'The aim of science', Chapter 5 of {1972}
- [20] Popper, K. {1948/72} 'The bucket and the searchlight: two theories of knowledge', Appendix to {1972}
- [21] Popper, K. {1960/65} 'On the sources of knowledge and of ignorance', Introduction to {1962/65}
- [22] Popper, K. {1953/65} 'Science: conjectures and refutations', Chapter 1 of {1962/65}
- [23] Popper, K. {1956/65} 'Three views concerning human knowledge', Chapter 3 of {1962/65}
- [24] Popper, K. {1946/65} 'Truth, rationality, and the growth of scientific knowledge', Chapter 10 of {1962/65}
- [25] Russell, B. {1950/60} 'Philosophy and politics' in **Authority and the Individual** (Boston: Beacon Press)
- [26] Simon, H. {1979} 'Rational decision-making in business organizations' **American Economic Review** 69, 493-513
- [27] Stigler, G. and G. Becker {1977} 'De gustibus non est disputandum' **American Economic Review** 67, 76-90
- [28] Wong, S. {1973} 'The "F-twist" and the methodology of Paul Samuelson' **American Economic Review** 63, 312-25



FACULTY OF ADMINISTRATIVE STUDIES

4700 KEELE STREET, DOWNSVIEW, ONTARIO M3J 2R6

August 31, 1982

Prof. Bryan P. Beirne
Dean of Graduate Studies
Simon Fraser University
Burnaby, B.C.
V5A 1S6

Dear Prof. Beirne:

Thank you for your letter of August 2 on the proposal for the full-time MBA program in the Department of Business Administration. I found the supporting materials on the proposal on the whole thorough and well-prepared. It was an interesting assignment to review them on behalf of the Assessment Committee. I have organized my response around the four questions included in your letter.

1. Is the available academic expertise sufficient to implement the program?

Without question, the answer is yes, it is. A year ago I was part of a small task force reviewing the programs of my own Faculty. As part of that process we compared the quality of our own faculty members with that of other business and public administration programs in Canada and the U.S. I thus became acquainted in a general way with the backgrounds of colleagues across the country. Given this awareness, I can state unequivocally that in terms of formal qualifications, published research output and involvement in the broader academic community, the faculty at Simon Fraser who would be involved in the proposed new program are as strong a group overall as that in most of the major business schools in the country and, in fact, stronger than several others that have long standing MBA programs in place.

The above comments refer to the quality of existing faculty. Regarding the question of the adequacy of numbers, this depends entirely on your own criteria governing class sizes and workload. The proposal itself estimates that 16 new course sections with an average class size of 10 will be required. This translates into a need for 4 new full-time equivalent faculty (assuming that each teaches 4 course/sections per year.) These estimates seem reasonable given

Prof. Bryan P. Beirne

the assumption that this program will be primarily one of advanced specialization in functional areas. It should be noted, however, that many MBA programs in other universities, e.g. Western, Alberta, York, Toronto, have class sizes considerably larger than 10 even in the second year elective courses. If funding this program is a problem, I would suggest that the sponsoring department consider the possibility of admitting more than 30 per year. (Incidentally, the documentation on the program would benefit from a presentation of data on the revenues it would produce in fees and government grants so one can get some idea of the net costs rather than just the estimated gross cost of \$180,000).

In sum, given the reservation on the small class sizes proposed, it would seem that the estimate of four new faculty would serve to provide sufficient human resources to staff the proposed program.

2. Do you think graduates of the program will be of a quality comparable to those produced at the leading institutions in the field?

This question is difficult to answer because the program proposed will not be like those at "the leading institutions in the field."

The program proposed here is based on the assumption that the students in it will have a B. Comm. or equivalent and will spend 2 years acquiring considerable in-depth training in research methods and specialization in a specific "field of concentration" (with limited exposure to one or more "supporting areas").

The MBA programs in most U.S. and Canadian business schools, including most "leading" ones, are based on accepting students who do not have a previous degree in business and exposing them to a "core" of required courses in all the major functional areas in the field in the first year of study followed by some limited specialization by means of elective courses in the second (usually accompanied in that year by one or more courses which attempt to provide an integration of the skill and knowledge acquired in the various functional areas). Institutions such as U.B.C. which do offer a specialized, as opposed to general, form of Masters level education in business usually give such programs an M.Sc designation. It can be seen, therefore, how difficult it is to answer the question on comparable quality. In terms of an in-depth knowledge of a particular field, it is likely that the S.F.U. full-time MBA would know more than an MBA from a "typical" generalist program or indeed more than an MBA from your university's other program, the Executive MBA.

On the other hand, depending on the quality of the student's B. Comm. and the point in time at which it was taken, the S.F.U. full-time MBA could be distinctly inferior to the graduate of a typical general MBA program taken elsewhere in terms of breadth of knowledge and particularly the ability to integrate across disciplines and handle

Prof. Bryan P. Beirne

problems in general management which rarely present themselves in convenient functional boxes yet may draw on concepts and skills from several of them.

This problem with the basic concept of the proposed program is discussed further below.

3. How large is the need for the graduates that this program would produce and is it a continuing need?

The best available technical estimates of the demand for graduates with specialized training in management studies suggest that there is indeed a strong need for the graduates of virtually all MBA programs and that, in fact, the demand exceeds the supply, hence there is ample room, and need, for a new and expanded MBA program as S.F.U.* The data on which these estimates are based is primarily from the late '70s. It must be admitted that for the first time, this past year there has not been 100% placement of graduates wanting jobs right after graduation in several of the MBA programs in the country. This would suggest that the market is softening somewhat in the current economic decline though not nearly so much as it has for other graduates. Also, assuming that the economy succeeds in turning around in the next twelve months, it is highly likely that the demand for MBA graduates will once again become very strong. In any case, the number of students seeking entry to MBA programs across the country remains very strong as they realize that their chances for obtaining an interesting position in business are greatly improved (if not to the level of certainty) by acquiring the MBA. All in all, there is very little doubt that the proposed program would not lack for students in the foreseeable future.

4. Is the particular program proposed likely to meet the stated objectives?

Unfortunately there is no place in the submitted materials where the objectives of the proposed program are stated explicitly and directly. One can infer the objectives perhaps from statements such as the following from point 2 of the Dec. 7th memo from Prof. Hoyt to Prof. Blackman: "... the proposed Program is intended to develop technical skills and applied research expertise within various functional areas and to accommodate the educational aspirations of those with little or no business experience"; or this statement from p. 1 para. 3 of the

* See Max von Zur-Muehlen "University Management Education and Research in Canada" (Ottawa: mimeo, 1979); (Profs. Shapiro and Hoyt are likely to have copies of this material). Also Statistics Canada "Six Background Reports on University Management Education in Canada" Ottawa: Institutional and Public Finance Statistics Branch, 1978.

Prof. Bryan P. Beirne

Proposal document itself: "...the new MBA will offer the opportunity for greater functional specialization and is appropriate for the younger, less experienced students for whom it is designed. In addition, it will place greater emphasis on developing the student's applied research skills."

My opinion is that the proposed program is likely to afford ample opportunity for "greater functional specialization" and to "develop technical skills and applied research expertise within various functional areas." In particular, this is likely for the areas of accounting, finance, marketing, management science and perhaps organizational behaviour. It is less likely in the area of Business, Government and Society because as an area, with its diverse sub-fields and highly complex and abstract subject matter, it simply does not lend itself to "technical skills and applied research" in the same sense as does marketing and finance, for example.

As to whether the proposed program will "accommodate the educational aspirations of those with little or no business experience" and be "appropriate for the younger, less experienced students for which it is designed", that is a somewhat more debatable matter. The dominant educational aspiration for most business students is to get a "good job" with their degree. Top level managers giving speeches on what kind of education they would like business schools to provide, frequently state that they want to see graduates who are capable of "seeing the big picture"; being able to perceive the essential issues in highly complex multi-disciplinary problems; being able to bring out the best in others and contribute optimally to a team effort, etc. These are not the kind of qualities which the proposed program will develop.

On the other hand, the specific lower level persons who come to recruit graduates from business programs frequently want students to show that they have specialized skills in one of marketing, accounting, finance, information systems, etc. Their question is "what can you do for us now". Clearly there is confusion in the minds of the business community and as a result confusion in the minds of students as to what they want from their MBA education. Similarly, it is impossible to reach a consensus over what is appropriate for "younger less experienced students". Some would say that narrow, specialized training in functional areas is all they can handle and use in the short run; others say that they must be exposed to the more system-wide, synergistic multi-disciplinary view that upper-level executives ought to have. Such exposure is vital to their maturing as capable future executives.

In summary, though the objectives of the program can only be inferred, I would conclude that, on balance, the proposed program is likely to meet them. The more important question is, however, are the inferred objectives the best ones for the program.

Prof. Bryan P. Beirne

5. Other Considerations

At the moment, the statements on the nature of the proposed new program are insufficiently clear. Its objectives must be spelled out more sharply and clearly. It is a 2-year masters program for the B. Comm. or equivalent who wishes to specialize in research in a limited field, i.e. in one functional area and related supporting areas. The statement on admissions also must be made more clearly. At present it reads: "Most students admitted to the program will have a Bachelor's degree with a concentration in business administration", (going on to say that others would have to acquire prerequisite backgrounds in 8 areas). This statement, in keeping with the more direct statement on the nature and objectives of the program, should be made more explicit and read something like: "Students admitted to the program will normally possess an undergraduate degree in business administration (e.g. B. Comm., BBA) or equivalent in which they have taken at least one course in the following eight subjects: (name them)." (Incidentally, these days I would tend to also include a course or equivalent experience in computer science.)

I would also feel it necessary to develop some sort of policy on advanced standing. Students from UBC or elsewhere with a B. Comm. may well come along wanting an MBA who already have a fair amount of specialization in the area of their choice since there is ample time and opportunity for such in the last year of many large B. Comm. programs. Will these students be given advanced standing if they wish to pursue further specialization in the same area? Is a one-year MBA possible? It probably should be for those students with sufficient prior experience.

Finally, it would be my personal opinion that, as long as the degree to be awarded in the proposed program is an MBA and not an M.Sc, some effort should be made to provide some breadth and especially integration from a managerial perspective. Virtually, every MBA program I know of does this or tries to, in one way or another because the degree traditionally is a professional one connoting expertise in management, all facets of management. It is not a typical post-graduate degree like an MA or M.Sc. SFU could argue that by only taking B. Comm.s or equivalent, its students already have the breadth in the sense of exposure to the full range of subject fields, but many such programs do not make much effort to provide a capstone course or courses which require a multi-disciplinary integration of knowledge around concrete "real-life" management problems at an organization-wide level. It would seem to me that such a course should be required of all students in the second year. Many forms of such courses are available. For example, U.B.C. uses a business game; Western uses a "case course" in business policy and York uses a strategic management field study. I'm sure each of these universities (and others, of course) would be willing to provide details if desired.

Prof. Bryan P. Beirne

All of the above comments are based on the assumption that the specialized MBA concept is the right one for SFU. Given the understandable predilection of the faculty to (at long last) teach real advanced level courses in their respective fields after so many years of only undergraduate and executive MBA program teaching and given the amount of time and effort that have gone into developing the program thus far, it is highly unlikely that there will be any desire to change at this point. Even so, I can't help but close with the suggestion that a more general form of MBA program should be considered; namely a program which is open to non-B. Comm. students in which the first year consists of a set of core courses providing general exposure to the whole range of basic business subjects and the second year allows for a modest amount of specialization plus requiring an integrating capstone course of the type discussed above. Those with a B. Comm. or equivalent would be allowed advanced standing for all or most of the first year and those without would take the full two years. There would also be a much greater opportunity to mesh such a program more closely with the existing Executive MBA program, thus avoiding the confusing anomaly of having two very different MBA programs under the one roof, one for generalists and one for specialists.

Lest it be thought that this opinion is derived solely from the fact that it is what most universities offer as an MBA or that it is essentially what my own university offers, I might mention that it is also a trend advocated by most studies of the future of business education over the past five years. As an illustration of these studies, I am enclosing copies of excerpts from some of them from my own files. In general it can be seen that the manager of the future is expected to have to be more "holistic", have greater tolerance of complexity and ambiguity, have a more knowledgeable and sensitive orientation to the total environment in which his or her organization exists and a greater analytic sophistication which manages to incorporate both that which derives from the logical positivist tradition of science and the more intuitive "non-rational" forms of understanding. I would submit that the present specialized MBA program as proposed is not best suited for achieving those kinds of objectives. It seems a pity that the university which lead the nation in establishing an Executive MBA which is based very clearly on the kinds of conclusions about the nature of modern management noted above should move so far to the other extreme in its effort to meet the needs of the younger, less experienced student wishing an MBA education.

Sincerely,



V. V. Murray
Professor
Faculty of Administrative Studies
York University.

Dr. Murray sent copies of several articles from recent studies of trends in management education. They are on file for your perusal in the Dean of Graduate Studies Office.

"Managers for the Year 2000"

"Management and Management Education in a World of Changing Expectations"

"Managers for the XXI Century: their Education and Development"

"Harvard Business School Restudies Itself"

"An Assessment of the Harvard University Graduate School of Business Administration"

Faculty of Management Studies

Appendix C(3)

246 Bloor Street West, Toronto, Ontario, Canada M5S 1V4

UNIVERSITY OF TORONTO



September 28, 1982.

Dean Bryan P. Beirne,
School of Graduate Studies,
Simon Fraser University,
BURNABY, British Columbia
V5A 1S6.

Dear Dean Beirne,

I regret the delay in sending you this assessment but the package did not arrive in Toronto until after I had left for vacation, so I was not able to get at it until term began and that as you know is an universally busy time of year, with the beginning of classes. Also I knew that I would be seeing Dean Hoyt at a meeting of the executive of the Federation of Deans in Ottawa last week. I wanted to take advantage of this opportunity to discuss some of my concerns about the proposed program with him.

My concerns are focused in several areas.

1. Adequacy of course work

The depth and breadth of courses is, in my opinion, inadequate for an M.B.A. program. The program needs a more clearly defined and required core. Courses to cover the "Common Body of Knowledge" should be required for those students who have not attained a B.Com. degree. I have enclosed the calendar of the Faculty of Management Studies from which you can see on page 7 the required first year courses which provide a student with a thorough knowledge of the specialized language of business, otherwise known as "Common Body of Knowledge". Exemptions from courses can be granted to students with B.Com. degrees, as appropriate. I am not suggesting that the Faculty of Management Studies' program is the only model, but I do believe that any M.B.A. program must provide these fundamentals of business in appropriate depth.

There is also a clear need in the proposed program for a required course in business policy/strategy, in order for students to integrate the knowledge of the functional areas into a General Management Viewpoint. You will find the outline of the required second year course in our program on page 15. Once again this is not necessarily the model, but I know of no M.B.A. program in North America which does not have a course similar to this.

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2. My second area of concern relates to what I would call the "academic" nature of the proposed program as contrasted with the "applied" orientation of all other programs of which I have knowledge. My impression of this program is that it is designed primarily so the faculty can be provided with inexpensive research assistants. The use of these students as teaching assistants in the undergraduate business program would be highly questionable in my view.

3. Age of students

The age level projected for incoming students is much too young for an M.B.A. program. The average age of students in most full time M.B.A. programs is between 25 and 27, and in part time programs is between 29 and 32. The proposed age level of students would preclude the necessary addition of students with work experience. It is unrealistic to believe that a small group of young students in small classes, with no meaningful work experience, would have the educational experience which justifies granting the M.B.A. degree. The M.B.A. degree should provide qualifications for more than entry-level jobs in organizations. The improvement of managerial competencies should be an integral part of an M.B.A. program. I see no evidence of the existence of this as an objective in the program.

4. Lack of case discussion

While an exclusive focus on the use of cases, such as at the University of Western Ontario or at Harvard, is by no means necessary for a good M.B.A. program, the total exclusion of cases is unusual. It is difficult to discuss, in a meaningful manner, the problems of general management, such as those one would find in a business policy/strategy course, without the use of cases. The small class size and the small number of students would make this a very difficult task.

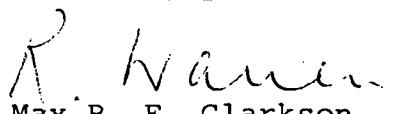
It is clear from my brief reading of other programs at Simon Fraser that a masters program focusing on business administration and management would provide opportunities for positive affiliation with some of your other masters programs, such as resource management, engineering, criminal justice administration and so on. It might be appropriate therefore to look at the proposed program as leading to an M.Sc. degree. A lot of work has undoubtedly gone into the preparation of this proposal and the need for more graduates educated at the masters level in management and business administration is very clear. However it

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would be unfortunate for Simon Fraser to launch a program with a misleading degree appended to it. If the objective is to develop an M.B.A. program then the present one will need more rigour, more depth and breadth, a larger number of courses, and the opportunity for case discussion as appropriate. If on the other hand resources and other constraints make this course difficult or impossible, I would strongly urge that the present program lead to the M.Sc. rather than the M.B.A. degree.

If I can be of any further help please let me know.

Sincerely yours,



Max B. E. Clarkson.

(Signed in M.B.E.Clarkson's absence September 28, 1982).

enc.

Faculty of Management Studies

246 Bloor Street West, Toronto, Ontario, Canada M5S 1V4

UNIVERSITY OF TORONTO



August 24, 1982

Dean Bryan P. Beirne
Office of the Dean of Graduate Studies
Simon Fraser University
Burnaby, B.C.
V5A 1S6

Dear Dean Beirne:

Following is my assessment of your proposed daytime M.B.A. program.

The faculty expertise is more than sufficient to implement the program. I base this conclusion on the academic credentials of the faculty. I was very impressed to find that the Simon Fraser faculty was comprised of a very high percentage of Ph.D.s from reputable schools. This level of academic accomplishment is more than necessary to offer a competent high quality M.B.A. and is higher than many schools who do offer such an M.B.A.

I have little doubt that the graduates of this program will be given comparable instruction to that given in the majority of schools certified by the AACSB. However, whether the graduates will be of quality comparable to those produced at leading institutions will depend on Simon Fraser's ability to attract outstanding students. If local demand for a full-time M.B.A. allows Simon Fraser to be sufficiently selective in its admissions, the quality of Simon Fraser's graduates should be sufficiently high to justify offering the M.B.A.

I have no knowledge of demand for M.B.A.s. However, the number of inquiries with respect to your program suggests sufficient demand if these inquiries come from individuals who are interested in a full-time M.B.A. program. It is clear the the supply for Ph.D.s in business is, and will remain, well below the demand for such Ph.D.s in faculties throughout Canada. Clearly, the Simon Fraser M.B.A. should make some contribution to the number of individuals who choose to make a full-time career of academic work. Therefore this program should make a contribution to the production of qualified Ph.D.s in business through the 1980's.

The stated objectives of the program are not set out in one clear paragraph. However, the report makes it clear that the following outcomes are expected from the proposed M.B.A.:

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- A. Satisfy demand for individuals who currently inquire about M.B.A. offerings at Simon Fraser.
- B. Alleviate the short supply of graduate students to serve as teaching assistants.
- C. Make it possible for faculty to teach at a higher level than is currently being taught so as to facilitate faculty members' efforts to maintain current knowledge of developments in their field.
- D. Enhance the likelihood that Simon Fraser can recruit high quality faculty members in the future.

It is my opinion that the proposed M.B.A. will contribute significantly to the attainment of the above outcomes. The addition of the M.B.A. should involve more faculty in graduate education than currently are involved in the Executive M.B.A. Further, the requirement for research projects or theses will provide an opportunity for faculty to engage in research supervision and possibly some opportunity to have students conduct pilot research projects which are of scholarly interest to the faculty member.

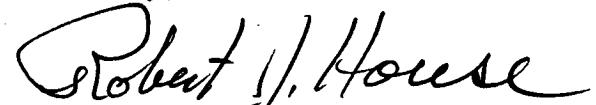
I have two concerns with respect to the administration of the M.B.A. First, the calculation of required FTEs does not reflect faculty members' efforts toward supervising M.B.A. theses or research projects. The addition to the faculty of four FTEs will cover required course offerings. However, if, as expected, forty to fifty students require research project or thesis supervision, then on an average each faculty member will be required to supervise more than one project per year. Since students will likely have some choice of faculty research supervisors it is likely that the task of supervising research projects will fall to a minority of faculty members who share the greatest interest in the research or in student involvement. Given that students are given twelve to sixteen credits for their research projects or theses, it seems reasonable to expect a high degree of time demands will be imposed on faculty to supervise these projects. In the light of the fact that significantly more faculty time will be required for such supervision and the likelihood that this task will fall to a minority of the faculty, I recommend that teaching credit be allocated for the supervision of research projects.

In addition, I believe there will be a need to coordinate instruction across disciplines and devote a significant amount of time to handling student problems. These demands will impose additional administrative and counselling requirements on the faculty. To accommodate these demands an M.B.A. coordinator or Associate Dean-M.B.A. is likely to be required. It is my recommendation that the budget for the M.B.A. include provision for at least one-half FTE to be devoted to program coordination and administration.

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I hope this appraisal was helpful for you. Let me know if I can provide you with any additional information.

Sincerely,



Robert J. House
Shell Professor of
Organizational Behaviour

ek



2500 University Drive N.W., Calgary, Alberta, Canada T2N 1N4

Faculty of MANAGEMENT

Telephone (403) 284-5685

September 2, 1982

Dr. Bryan P. Beirne
Dean of Graduate Studies
Simon Fraser University
BURNABY, B.C.
V5A 1S6

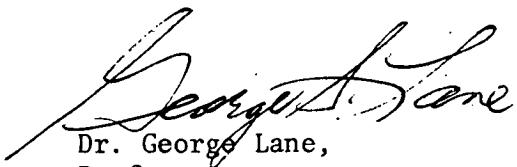
Dear Dr. Beirne :

You will find enclosed my brief assessment of your proposed daytime MBA program. I am afraid that I might not have met your desire for a response within ten days or so, but trust that you will appreciate that it took Canada Post longer than that to get it over the Rockies. That fact, combined with the fact that I was out of town the latter part of August precluded me from tending to the matter until recently.

Upon reviewing what I have written, I realize that my response may appear to be a bit more negative than I had intended. This is probably, at least in part, a function of my lack of first-hand knowledge of the environmental variables of Simon Fraser as well as any strategic plans of the Department of Business Administration. I appreciate, as I am sure you do, that when environmental and strategic variables are factored into the analysis a different result may obtain.

In any event, I hope that you find my comments useful. I thank you for opportunity to serve as an assessor and remain available for such further elaboration/consultation as you might desire.

Sincerely yours,



Dr. George Lane,
Professor
Policy and Environment

GSL:bw

An Assessment
of the Proposed MBA (daytime) Program
of Simon Fraser University

The desire of the Department of Business Administration to offer a daytime MBA program for full-time students would appear to be a natural and healthy evolutionary development given the notable success of Executive MBA program. In undertaking such a venture it would seem important to ensure that the new program is complementary to, and hopefully enhances, the older part-time program.

Concept of Proposed Program. The documentation indicates that the program is to be a specialized, technical, research oriented program designed primarily for Bachelor of Commerce graduates. This conceptualization would appear to be at considerable odds with the general perception of Masters of Business Administration programs. For example the accreditation standards of the American Assembly of Collegiate Schools of Business state, "For the MBA degree, it is expected that the program----shall be broad in nature and aimed at general competence for overall management."

To pursue a course that is at variance both with the general perception of what an MBA is and with the AACSB accreditation standards would, regardless of the merits of the program, require much courage.

As well one has to question the wisdom of offering two versions of MBA that differ so radically in concept. It is my impression that most businessmen believe they know what an MBA is and know what to expect of its bearer; the more sophisticated businessmen believe they know what a Harvard MBA is as distinguished from say, a Stanford MBA. They know a Toronto MBA as distinguished from say a York MBA. But what would be the Simon Fraser MBA? It is doubtful that graduates of either of the Simon Fraser programs are likely to bother explaining to employers that they were "daytime or "nightime" students. Granted, it might not be possible nor desirable to subject both full-time and part-time students to the same educational process. Nevertheless, one would expect that there should be some "product consistency" to Simon Fraser MBA's. To do otherwise, would, I fear, render a diffuse image resulting in confusion among employers and students as well as considerable difficulties in the promotion of the two programs.

Justification of the Proposed Program. There can be little doubt that there is sufficient student demand to justify additional MBA programs in Canada. Indeed it is shameful that due to quotas and other factors so many students are prevented from pursuing an MBA at a time when our society so badly needs them. Our experience at Calgary as well as that of other business schools, suggests that 70-80% of those entering MBA programs have undergraduate degrees in something other than Commerce. Even though the proposed program does not totally exclude non-business graduates, it is obviously not designed for them.

The notion of instituting a program in order to secure teaching assistants and to permit professors to more fully utilize their research skills while perhaps laudable and understandable in university circles is likely to be viewed as self-indulgence by the taxpayer--something most universities can ill afford in these straightened times.

Curriculum. AACSB accreditation standards state:

The purpose of the curriculum shall be to provide for broad education preparing the student for imaginative and responsible citizenship and leadership roles in business and society--domestic and worldwide.

To provide students with the common body of knowledge in business administration, programs shall include in their course of instruction the equivalent of at least one year of work comprising the following areas:

- a) a background of the concepts, processes and institutions in the production and marketing of goods and/or services and the financing of the business enterprise or other forms of organization;
- b) a background of the economic and legal environment as it pertains to profit and/or nonprofit organizations along with ethical considerations and social and political influences as they affect such organizations;
- c) a basic understanding of the concepts and applications of accounting, of quantitative methods and management information systems including computer applications;
- d) a study of organization theory, behavior, and interpersonal communications;
- e) a study of administrative processes under conditions of uncertainty including integrating analysis and policy determination at the overall management level.

While the proposed program makes reference to students either possessing a B. Commerce (in which case they may have mastered the common body of knowledge) or being required to take a maximum of five semester courses it is doubtful, in my opinion, if very many graduates would end up with a mastery of the broad body of knowledge that is common to graduates of accredited MBA programs.

In particular there do not appear to be any requirements in the proposed program for even a half course in Business Policy, Business-Government Relations or International Business--three topics that most leading schools nowadays consider essential in their MBA programs.

Academic Staff. Insofar as one can tell from the documentation provided there is would appear to be a suitable range and balance of qualified faculty.

Analysis. The program, as proposed, does not in my opinion, conform with the general perceptions of what an MBA program should be, nor does it conform with the standards of well known, accredited programs in North America. On the other hand, the authors of the proposal specifically note they were not proposing a professional program but rather a program that could just as easily be termed an M.Sc. program. That being the case, one wonders why they did not choose the M.Sc. label. The suggestion that the overriding factor was "the widespread, recognition, acceptance and desirability of that (MBA) degree is a bit dubious. The M.Sc. designation is certainly older, than the MBA as widely used as the MBA, and as well recognized as the MBA. Whether it is as well accepted by business employers or considered as desirable by business graduates may be debatable. If, as the authors might well argue, the MBA is better accepted by business employers and/or more desired by business graduates then there would seem to be some obligation to offer a program that conforms to

MBA standards. If, however the Department is intent upon offering an M.Sc. type program then surely credibility is enhanced (although enrolments might suffer) if the program is designated M.Sc. or possibly M.A.

Problem. Most business schools these days face many more demands, or put another way, have many more opportunities than their limited resources can accommodate. In such circumstances the choices made tend to be imperfect -- they tend to be compromises that satisfy no demand perfectly, but satisfy a number of demands imperfectly.

At the risk of appearing pretentious I would suggest that the Department of Business Administration should select one of the following four options.

Option One: M.Sc. (or M.A.). The current proposal could be rather simply revised and redesignated. If this course is followed I would prefer a strict regulation that all students must meet the common body of knowledge requirement as stipulated by the AACSB. This requirement could be met in one of three ways:

- (a) through an undergraduate B. Commerce.
- (b) through a year of graduate level course work
- (c) through a series of evening courses possibly taken in whole or in part with executive MBA students.

Such a program would be particularly suitable for B. Commerce graduates who wish to pursue careers as consultants, Junior College teachers or staff specialists. It would satisfy faculty desires to make greater use of their research talents. It would have the disadvantage of a limited demand on the part of students.

Option Two: MBA. This option would require a more extensive revision of the proposal if the program were to meet the standards of accredited schools. It would have the advantage of not diffusing the quality reputation of the current executive program. While this option might not satisfy faculty research aspirations as well as option one it would probably go much further in satisfying student and employer aspirations. Market demand for this type of program is probably five or more times that of option one.

Option Three: MBA with Thesis Option. This option has been chosen by a number of business schools. Two that come to mind are Calgary and Western Ontario. In our own case the thesis option is limited to those students holding undergraduate degrees in commerce or business. Students permitted to take the thesis option must meet all the general requirements of the MBA degree (e.g. common body of knowledge and capstone policy course), but are permitted to use the "options space" in their program to pursue an approved 'program' of research and thesis.

This option has the advantage of providing a pathway for the more research oriented student while still protecting the integrity of the MBA designation.

Option Four: DBA Program. Given the apparent interests and desires of the business administration faculty and given the large shortages of qualified faculty in most of the business schools in North America this option may be particularly appealing. While the cost in time and effort of developing a DBA program of reasonable size would be high, Simon Fraser would appear to have a comparative advantage over most other business schools. There would appear to be a critical mass of interested and qualified faculty, some of whom have experience via the Ph.D. in economics program.

Summary and Conclusions. Permit me at this point to return to the specific questions asked in the covering letter.

1. Is the available academic expertise (see enclosed curricula vitae) sufficient to implement the program?

As indicated earlier, there would appear to be a suitable range and balance of faculty for the program. Whether there is a sufficient quantity, given the Department's other commitments is something that I cannot, from a distance, judge.

2. Do you think that graduates of the program will be of a quality comparable to those produced at the leading institutions in the field?

The short answer is no. The question is difficult because it is akin to the notion of comparing apples and oranges. I expect that graduates of the proposed program may well be of a quality comparable to those of M.Sc. and M.A. programs of other business schools. They would be far from comparable to those of leading MBA programs. A good apple is not a good orange.

3. How large is the need for the graduates that this program would produce and is it a continuing need?

The need for graduates of this kind of program is very small, but probably continuing. My guess would be that the demand on the part of students would be somewhat larger than the societal need. This would be especially so if the program is designated and promoted as an MBA program. Such mislabelling would, I fear, result in resentment on the part of graduates and employers, and in time lead to a number of negative circumstances.

None of these comments is meant to suggest that there is not a large, steady and growing need for quality educated MBA graduates. But apple trees, no matter how healthy, do not produce oranges.

4. Is the particular program proposed likely to meet the stated objectives?

Yes and no. I would expect that if the proposed program were implemented there would be an reasonably strong initial demand on the part of applicants. This would, in the short-run, meet the professorial objectives of providing an increased supply of teaching assistants and of increasing research output. In the longer run I would expect that the graduates would not be well received by employers as MBA graduates. The better applicants, who desire a true MBA experience will apply elsewhere. Enrolments will drop and pressures will mount to revamp the program and change the image--an expensive undertaking.

In summary, I cannot recommend approval of the program as presently constituted. If the program were changed to an M.Sc. and/or M.A. program (and incidentally made a little more flexible) then I think it would be academically acceptable, but have only a very small number of "takers".

I would expect (although again it is difficult to be certain from this distance) that there is a strong societal demand for a broad-based, general management, professional, daytime MBA program at Simon Fraser. I do not know why that is not being pursued, especially when the Department has the experience of the part-time MBA program to draw upon. My best guess is that the Department feels the need for teaching and research assistants so keenly that it is willing to engage in what in my view is an unhealthy compromise.

This is not to suggest that the Department may not have, and should not be concerned, about a shortage of teaching and research assistants. There are however other solutions to that problem. The major solution utilized by older and more established business schools (and possibly better funded?) is to keep the teaching load of professors down to two sections per term(or less) and to hire qualified full-time teaching and research assistants in large numbers. That, of course takes dollars, which the Department may or may not have. So long as the Department is funded at about the same level per student as other comparable "dry" professional schools (e.g. Law, Education, Social Welfare) it should be able to manage its affairs so that that more preferable solution could be pursued.

* * * * *

SIMON FRASER UNIVERSITY

APPENDIX C(20)

MEMORANDUM

John Webster, Dean
Graduate Studies
Subject: Graduate Program Proposal -
Assessors' Comments

Cal Hoyt, Dean
Business Administration
Date: November 22nd, 1982

CH

When our proposal for a new residence M.B.A. Program was first forwarded in the Fall of 1981, the old program submission guidelines were in effect. Although the program proposal has now been revised to conform to the current Universities Council of B.C. guidelines, the Program was sent to the external assessors in its original form. We feel that this circumstance has resulted in some lack of clarity and some confusion on the part of the assessors. In short, there are some comments by assessors which result from program format, while others are of a substantive nature. I shall address these two sets of issues separately.

I. Comments due to format of the proposal.

The original guidelines did not require or facilitate a clear statement of Program objectives and the particular "market" to which the Program is addressed. The particular objectives of this Program are now addressed in the present format and the particular group of students to whom the Program would appeal is also commented upon. Likewise, the admission standards and assumptions are more clearly spelled out. It was not clear to the external assessors that, in almost all cases, we would be admitting students who had recently graduated with a B.Comm. or B.B.A. degree from a recognized university. Consequently, admission to the Program assumes a general background of knowledge in the management or business administration field. Regarding those students who do not have precisely this background, we have now spelled out the requirements in terms of prerequisite courses that would have to be taken to provide an essentially similar background. The omission in the earlier draft, led some assessors (e.g., Clarkson) to feel that the Program did not provide sufficient general background in business subjects. We feel that this issue, along with that of objectives and market, has now been adequately addressed.

In the original submission, we referred to the linkage between this Program and faculty research interests, and the employment of students in this Program as T.A.s in the Undergraduate Program. This reference was made not as a benefit of the Program, but to indicate the ease with which the Program could be implemented in our current situation. In short, we have the proper research-oriented faculty to conduct such a Program effectively, and we can provide financial support for the students enrolling in the Program. These were looked upon as facilitating factors and side-benefits, not as objectives of the Program, as one or two assessors seemed to assume.

We feel that these points of concern raised by some of the assessors have now been adequately addressed in the current version.

II. Substantive comments.

1. Program design.

The degree of specialization, and to some extent the applied research focus of the Program, seemed to disturb some of the assessors. We feel that this is in part

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November 22nd, 1982

John Webster

Graduate Program Proposal — Assessors' Comments

because the assessors were not clear on the specific objectives and admission standards of the Program, but also due to the fact that they seemed to implicitly hold up as a model, the M.B.A. guidelines promulgated by the American Assembly of Collegiate Schools of Business. We feel that the assessors' concern with this issue is fundamental and underlies many of their other comments. Consequently, it deserves full response.

We are fully aware of the AACSB guidelines, and their effectiveness at the time they were formulated following the Ford Foundation and Carnegie Foundation Reports on Business Education in the United States in the mid- to late-50s. This was a time when business education at the post-secondary level in the United States was in serious disarray, with many legitimate concerns about the adequacy of standards in some of the smaller and less well-known schools. However, conditions in Canada today are not at all similar to conditions as they prevailed in the United States 25 years ago. In fact, at the most recent meeting of the Federation of Canadian Deans of Business Schools, it was decided unanimously not to attempt to follow the AACSB guidelines, and, further, not to establish any accreditation standards of our own. It was felt that to do this would lead to the same type of conformity in programming that is now plaguing United States' business schools. It was this concern that accreditation standards, especially adopting those of the AACSB, would stifle innovation and diversity in Canadian programs. A similar set of concerns for the need of diversity and the dangers of conformity underlie our Program design.

It might be added that our Program also addresses some of the prime criticisms levelled at existing M.B.A. programs at the present time. It is often observed that the typical M.B.A. program is too repetitive of the undergraduate bachelor's degree in commerce or business administration. Given that our Program assumes an undergraduate degree in business, to design a Program as some of the assessors imply (e.g., Clarkson and Lane) would make our Program subject to the same criticism. Secondly, M.B.A. programs have been roundly criticized in recent years for focussing exclusively on the development of senior management conceptual skills, and this with a group of 22 or 23 year old students. We recognize that such skills are desirable, indeed, we require the student to have some overview in this area before entering our Program. What we are trying to do is to build on that broad overview to provide the kind of technical and analytic skills that will be useful to the student's future employer in the early parts of his/her career. This, we feel, is a major strength of our proposed Program.

2. Degree designation.

Some concerns were raised about using the same degree designation (M.B.A.) when we have two such different Programs in effect in the same University. Admittedly, both the M.B.A. Executive Program and the proposed Program represent deviations from the traditional M.B.A. model. In our Executive M.B.A. Program, obviously we take a generalist approach. This is because the typical student entering the Program has some 10 or 15 years' experience and is emerging from a specialty, such as engineering, into a more general management position. In this circumstance, the

-3-

November 22nd, 1982

John Webster

Graduate Program Proposal — Assessors' Comments

process should be one of attempting to produce broad conceptual understanding of organizational issues and organizational policy. On the other hand, the proposed Program assumes a student who has a broad background at the university level in business administration, and in order to be a more productive and contributing member of society, needs further work in a field of specialization. It seems clear to us, then, that to produce the same quality in our students, the process should be quite different for the two groups.

We feel that the initial lack of clarity on objectives in our proposal, and some of the assessors' implicit adherence to the AACSB model, has led to their concern about the M.B.A. degree designation. This becomes most evident in their concern that two M.B.A. Programs could, indeed, be so different in character. We argue that the AACSB, or traditional M.B.A. model, is not entirely appropriate for either of the two groups of students we are attempting to address. In fact, we feel that the kind of standardization or uniformity that is being suggested by the assessors is entirely dysfunctional for our situation and for our students. It is perhaps true that larger numbers of students would be attracted to the standard M.B.A. program, but we are not out to attract large numbers. In fact, we feel that the quality of our students will be better (a point that some assessors recognize), although the numbers may not be as large as otherwise may be the case.

3. Market demand.

Despite the smaller size of student body in our proposed Program, the assessors had not question about the market demand for such a Program. They see it as providing a useful input into the managerial problems in Canada in future decades.

4. Faculty.

The reviewers were clearly impressed with the quality of our faculty and our ability to deliver such a Program.

We are convinced that although this proposed Program is different from the standard model, it is a sound one. Likewise, our Executive M.B.A. Program deviated from standard practice, and many outside observers questioned it when we first implemented it. Both Programs differ from the standard model, but in different directions. We feel that both are sound, socially useful, and can be implemented in a reasonable way that is quite cost effective.

GRADUATE CALENDAR ENTRYMASTER OF BUSINESS ADMINISTRATION

The Faculty of Business Administration offers two programs leading to the M.B.A. Degree; the Executive M.B.A. Program and the M.B.A. Program. The Executive M.B.A. is an evening program for mid-career managers or executives; it is comprised of a generalized course of studies which exposes the student to broad management issues rather than in-depth specialization within business subjects. The M.B.A. Program is a day-time program designed primarily for recent Business graduates who desire more concentrated exposure to a specific field of Business study and development of applied research skills.

Executive M.B.A. Program

The Executive M.B.A. Program is one of evening study, designed primarily for persons in regular employment in private or public corporations who have had several years of experience in a managerial capacity. Details of this Executive Program are given below:

Admission

Applicants will be considered for admission on the basis of information drawn from some or all of the following:

- a). Extended application forms
- b). Undergraduate grades
- c). Letters of recommendation
- d). Graduate Management Admission Test

Normally, candidates admitted will be expected to possess a Bachelor's degree (in any discipline) with at least a good second class (B) standing. However, considerable weight will be attached to the other criteria of admission, and a few candidates may be admitted who do not possess a university degree, provided their relevant qualities in other respects are considered outstanding.

Requirements

To qualify for the M.B.A. degree, a candidate must complete successfully ten courses and a research project. Eight of the ten courses are required and two are electives. In place of the 600

level M.B.A. course offerings listed below, students may substitute with the prior consent of the Program Committee, equivalent graduate course-work from any department in Simon Fraser University. Prior approval is not required for students to submit 800 level BUS. or BUEC courses as electives.

In order to maintain good standing within the Program, a student must demonstrate working knowledge of (1) mathematics (through calculus), (2) elementary probability theory and statistics, (3) microeconomic principles, and (4) accounting. Competence normally will be demonstrated through standarized proficiency examinations, but where the student has taken substantial prior course-work in the area or where he/she has professional qualifications pertinent to the requirement (e.g., R.I.A., C.G.A., or C.A. for accounting), the examination requirements will be waived. Non-credit review courses and independent study materials are made available to students who either lack prior preparation or wish to resharpen their skills.

Summer	Non-credit courses and independent study to remove any background deficiencies in mathematics, statistics, microeconomic principles, and reading and study skills.
Fall Semester 1	MBA 651-5 Managerial Economics MBA 685-5 Small Group Behavior
Spring Semester 2	MBA 601-5 Organizational Behavior MBA 632-5 Operations Research
Summer	Non-credit course and independent study to remove any background deficiencies in accounting.
Fall Semester 3	MBA 603-5 Organization and Management MBA 605-5 Market Strategies
Spring Semester 4	Elective Course 1 Elective Course 2
Summer Semester 5	MBA 699-10 Research Project
Fall Semester 6	MBA 607-5 Organization Policy MBA 691-5 Business and Society

DESCRIPTION OF MBA EXECUTIVE PROGRAM COURSES

MBA 601-5 **Organizational Behavior**
Analysis of the design and function of organizational sub-units.

MBA 603-5 **Organization and Management**
Analysis of the inter-relatedness of major subdivisions of the organization and interactions between the organization and its environment. The management of organizational conflict and change.

MBA 605-5 **Market Strategies**
Strategies by which the organization reduces and adapts to uncertainties stemming from elements in its product and resource markets. Students elect whether to focus on these issues from the standpoint of solving either marketing or financial problems.

MBA 607-5 **Organization Policy**
Analysis of problems affecting the character and success of the total enterprise. Emphasis on the functions, responsibilities, and viewpoint of top-level general management.

MBA 621-5 **Management Information and Controls**
Collection, processing and dissemination of information required by managers to make top-level decisions and to control the organization's activities.

MBA 632-5 **Operations Research**
Quantitative methods to cope with problems of complexity, uncertainty, and lack of information in organizational decision-making.

MBA 633-5 **Decision Analysis**
Approaches to the formulation of decision problems under uncertainty such that they can be solved by rational methods. The evaluation of information in the decision context.
Prerequisite: Permission of Instructor

MBA 651-5 **Managerial Economics**
Applications of economic theory to practical business decision-making.

MBA 681-5 **Small Group Behavior**
Interpersonal relations and group dynamics in organizational life. Development of perceptual and communication skills in small groups.

MBA 689-5 Special Topics in Human Behavior
Course content, which deals with Behavioral Analysis in
Organizations, varies from semester to semester. Specific course
outlines and bibliographies must receive prior approval of the
M.B.A. Program Committee

MBA 690-5 The Canadian Economy

An investigation of Canadian economic issues and
problems, with particular emphasis on their impact on business
decisions.

MBA 691-5 Business and Society

Relations between business and other social
institutions such as government, religion, and education.
Non-market forces in the environment influencing business decisions.

MBA 695-5 Methods of Research

Methods and aims of business research and how it
contributes to effective management. Students design an original
research project which is to be carried out in MBA 699-10.

MBA 699-10 Research Project

Execution of research project under faculty
supervision. No formal classes.

M.B.A. Program

The M.B.A. Program has a subject specialization/applied
research focus and is designed for incoming students with a
Bachelor's Degree (usually in Business Administration). The
Program regularly offers study in the following fields of
concentration:

Accounting and Management Information Systems

Business, Government and Society

Finance

Management Science

Marketing

Organizational Behavior

Additional fields of concentration are available with the
approval of the student's Supervisory Committee. In particular,
candidates are encouraged to develop a joint field of concentration
with other graduate programs, such as those in Resource Management,
Economics, and Computing Science.

Admission

University admission requirements are set out in the General Regulations section. Students granted clear admission to the program must have a Bachelor's degree with a concentration in Business Administration and a cumulative grade point average of B or better. Those with degrees from other fields of study may be admitted as qualifying students. Such students, prior to being granted clear admission, must complete up to ten undergraduate courses from the following areas: Calculus, Statistics, Managerial Economics, Accounting, Management Science, Finance, Marketing, Organization Behavior, and Business Policies.

Applicants will be considered for admission on the basis of information drawn from the following sources:

- a). Application forms
- b). Letters of recommendation
- c). Undergraduate grades
- d). Graduate Management Admissions Test

The Test of English as a Foreign Language (TOEFL) may be required of those whose native language is not English.

Degree Requirements

With normal progress, candidates who have been granted clear admission can expect to complete the degree in two years. To qualify for the M.B.A. degree under this Program, the candidate must complete the requirements (i.e. 40 credit hours) under one of two available options.

Appendix D (6)

Project Option

9 courses totalling at least 36 credits

plus

a major research project (4 credits)

Thesis Option

6 courses totalling at least 24 credits

plus

an original thesis (16 credits)

Course Requirements are divided into three areas:

1. Research
2. Field of Concentration
3. Supporting Fields

Candidates must take courses from each of the three areas.

The following table summarizes the overall course requirements under each option and each area:

AREA OF REQUIREMENT	COURSE REQUIREMENTS UNDER:	
	PROJECT OPTION	THESIS OPTION
Research	3 courses	2 courses
Field of Concentration	3 or 4 courses, depending on field	3 courses
Supporting Fields	2 or 3 courses	1 course
MINIMUM TOTAL	9 courses	6 courses

More detailed information on the degree requirements is presented in the following table:

DEGREE REQUIREMENTS

RESEARCH COURSES

1. Project Option: A two-course sequence in data generation and analysis (e.g. ECON 835-837, PSYC 910-911) plus BUS. 900
2. Thesis Option: One course in data generation and analysis plus BUS. 900

The candidate must select the research courses in consultation with his/her Supervisory Committee and may include BUS 801. All other research courses must be completed prior to registering in BUS. 900.

FIELDS OF CONCENTRATION

Field	Course Requirements	Field	Courses
Accounting and Management Information Systems	<ol style="list-style-type: none"> 1. Project Option; at least 4 courses from field 2. Thesis Option; 3 courses from field 	BUS.	871 872 873 874 875 876
Business, Government and Society	<ol style="list-style-type: none"> 1. Project Option; at least 3 courses from field 2. Thesis Option; 3 courses from field 	BUS.	852 854 858 860 862
Finance	<ol style="list-style-type: none"> 1. Project Option; all 3 courses in field plus one course in econometrics (ECON 837,838) 2. Thesis Option, 3 courses from field (one could be from Econometrics: ECON 837,838) 	BUEC	815 817 818
Management Science	<ol style="list-style-type: none"> 1. Project Option; 4 courses from field 2. Thesis Option; 3 courses from field 	BUEC	819 820 821 822 823
Marketing	<ol style="list-style-type: none"> 1. Project Option; all 3 courses in field 2. Thesis Option; all 3 courses in field 	BUS.	845 846 847

Appendix D (8)

Area	Course Requirements	Area Courses
Organizational Behavior	1. Project Option; BUS 833,834 plus at least two other courses in field	BUS. 833
	2. Thesis Option; BUS.833,834 plus at least one other course in field	BUS. 834
		BUS. 831
		BUS. 836
		BUS. 839

SUPPORTING FIELDS

1. Project Option: 2 or 3 courses outside the field of concentration, at least two of which are from a single field.
2. Thesis Option: one additional course outside the field of concentration.

The candidate must select supporting courses in consultation with his/her Supervisory Committee. The selections may be either from Business Administration or from other fields of study (e.g. Economics, Resource Management).

RESEARCH REQUIREMENTS

1. Project Option: the candidate must complete a major research project (4 credits)
2. Thesis Option: the candidate must complete an original thesis (16 credits).

The form of these research submissions and the method of examination is set out in the General Regulations.

BUS. 801-4 Research Techniques

Designing, conducting and analyzing business research including both field and laboratory research methods. Candidates will be exposed to hypothesis testing, data collection, univariate analysis, and multivariate techniques.

Prereq: BUEC 333

Offered once a year

BUEC 815-4 Portfolio Theory

A study of optimum portfolio selections and diversification of financial assets including cash vis-a-vis different classes of utility functions of final wealth. Also, an examination of the behavior of speculative prices and rates of return.

Prereq: ECON 331-5

Offered once a year

BUEC 817-4 Theory of Capital Markets

A study of capital market equilibrium theories, risk allocation, valuation models under perfect and imperfect markets and their empirical testing.

Prereqs: ECON 331-5; ECON 835-4

Offered once a year

BUEC 818-4 Advanced Topics in Business Finance

Extensions of advanced topics beyond those covered in BUEC 815, Portfolio Theory, and BUEC 817, Capital Market Theory

Prereqs: BUEC 815, BUEC 817

Offered by arrangement

BUEC 819-4 Mathematical Programming for Economics and Business

Topics include dynamic programming, linear and non-linear programming, stochastic programming, optimization techniques, game theory.

Prereq: Consent of instructor

Offered once a year

BUEC 820-4 Analysis of Dynamic Processes

To analyze the operation of dynamic (time-varying) economic/business systems with emphasis on model formulation and optimization procedures.

Offered once a year

BUS. 821-4 Analysis of Inventory and Queueing Systems

The design and control of inventory and queuing systems. Approaches include analytical and numerical models, algorithms for optimizing such systems and simulation for large, complex systems.

Prereq: BUEC 333 or equivalent

Offered by arrangement

BUS. 822-4 Decision Theory

An examination of prescriptive (Bayesian) theory of decision making under uncertainty and critical investigation of the theory.

Prereq: BUEC 333, MATH 157

Offered by arrangement

BUEC 823-4 Business and Economic Forecasting

Concepts of forecasting including trend fitting, time series, regression, econometric survey data, leading indicators. Application to business, economics, population, technology.

Prereq: BUEC 333

Offered by arrangement

Negotiation, arbitration, collective agreements, work stoppages, labour-management cooperation.

Offered by arrangement.

BUS. 833-4 Trends and Issues in Micro Organization Behavior

A selected set of current issues in micro organization behavior will be examined in depth.

Prereq: Advanced undergraduate course work in micro aspects of organization behavior
Offered once a year

BUS. 834-4 Macro Perspectives on Organization

This course is intended as a seminar research course in contemporary findings and problems in organization theory. The unit of analysis is the organization and its interaction with other organizations. Basic topics to be covered in the course will be chosen from among topics like: organizational environment relations; organization histories; population ecology models of organization; organizational design and models of organizationally negotiated realities.

Offered once a year

BUS. 836-4 Human Resources Management

Management of human resources in work organizations.

Prereqs: BUS 481, 482

Offered by arrangement

BUS. 839-4 Organizational Assessment and Planned Change

Current theory, research, and practice in organizational diagnosis and planned change.

Prereq: Advanced undergraduate course work in Micro and Macro O.B.

Offered once a year

BUS. 845-4 Marketing Measurement

This course will focus on the generation and analysis of non-accounting measurement from sources both internal and external to the firm, with the purpose of understanding the use of such measurements in market segmentation.

Prereq: ECON 835-4

Offered by arrangement

BUS. 846-4 Marketing Theory and Models

This course will consist primarily of analyzing and applying marketing models and theory toward a better understanding of economic exchange. The philosophy and methodology of model building will be emphasized throughout the course.

Prereq: ECON 835-4

Offered by arrangement

BUS. 847-4 Consumer Behavior

A study of the results of consumer interactions with the forces affecting purchase decisions. The influence of environmental, corporate, and governmental factors on consumer behavior and the processes of consumer decision-making will be examined.

Prereq: ECON 835-4

Offered by arrangement

BUS. 852-4 Researching the Corporation in Canadian Society

Research in contemporary theory and methods of investigating and conducting scientific research in Canadian corporations.

Offered once a year

BUS. 854-4 Business and Government Regulation

The theories and practice of industrial organization. Topics include anti-combines, utility regulation, patent policy, and other policies directed at market failure.

Prereq: ECON 200

Offered once a year

BUS. 858-4 Business and the Public Interest

Society requires business to act in the "public interest" by means both of explicit (legislated) rules and implicit social contracts. This course deals with these social contracts and will include discussions of employment policies, investment policies, charitable donations, environmental concerns and community service.

Offered once a year

BUS. 860-4 Administration of Public Enterprises

History, models of organizations of public corporations and their divergence from private counterparts. Public accountability decision-making, cost-benefit theories.

Offered once a year

BUS. 862-4 Contemporary Topics in International Business

The analysis of specific issues in international business - multinational firms, Canada's regulations, international financial management, international marketing, international operations, foreign investment, the international environment.

BUS. 871-4 Seminar in Financial Accounting

An in-depth analysis of current literature in financial accounting theory and practice. Emphasis will be placed on recent empirical research.

Prereq: Permission of the Instructor

Offered once a year

BUS. 872-4 Seminar in Managerial Accounting

An integrative course intended to develop an appreciation of the interrelationship of managerial accounting and analytical, behavioral and technological considerations in analysis and design of control systems. Emphasis will be placed on empirical research.

Prereq: Permission of the Instructor

Offered once a year

BUS. 873-4 History of Accounting Thought

An advanced course that traces the evolution of accounting and relates the historical development to present accounting theory and practice.

Prereq: Undergraduate accounting theory

Offered once a year

BUS. 874-4 Advanced Topics in Accounting

Selected advanced topics in accounting. A continuation of 871 and 872 with emphasis on the interrelation between financial and managerial accounting. Particular attention will be devoted to present and developing problem areas and the research related to those problems.

Prereq: BUS. 871 and 872, or permission of the Instructor

Offered once a year

BUS. 875-4 International Accounting

Comparative systems of accounting. Evolution of multinational business and accounting implications.

Prereqs: BUS. 871, BUS. 346, or permission of the Instructor

Offered by arrangement

BUS. 876-4 Decision Support Systems

Design and application of computer based information systems to support managerial decision making in organizations.

Offered once a year

BUS. 896-4 Selected Topics in Business

Offered by arrangement

BUS. 897-4 Directed Readings

Supervised reading and report preparation in a particular field of specialization.

Offered by arrangement

BUS. 898 MBA Thesis

BUS. 900-4 Methodology Seminar/Research Workshop

This course, which will meet twice weekly, will be devoted one-half to an examination of methodological approaches including selection, planning and conduct of research and philosophy of science and one-half to attendance at faculty and graduate student workshop presentations. The methodology section of the course is intended to place students' research methodology in a broader context for critical evaluation. The workshop section will require students to present their own research findings for critical evaluation.

Prerequisite: Completion of prior required research courses.