



GRADUATE STUDIES AND POSTDOCTORAL FELLOWS

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MEMORANDUM

ATTENTION Senate
FROM Wade Parkhouse, Chair of Senate
Graduate Studies Committee (SGSC)
RE: Beedie School of Business

DATE June 13, 2016
No. GS2016.17



For information:

Acting under delegated authority at its meeting of June 6, 2016, SGSC approved the following curriculum revisions **effective Spring 2017**:

- a) Program change: Graduate Diploma in Business Administration
- b) Program change: Executive Master of Business Administration
- c) Program change: Master of Business Administration
- d) New courses:
 - BUS 733 Negotiations
 - BUS 734 Entrepreneurship
 - BUS 735 Sustainability
 - BUS 736 Leading Self and Others
 - BUS 737 Business Strategy
 - BUS 738 Operations Management
 - BUS 739 Managing Information
 - BUS 740 Managing Across Cultures



**BEEDIE SCHOOL
OF BUSINESS**

Segal Graduate School

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Memo to SGSC

To: Senate Graduate Studies Committee
From: Ian McCarthy, Associate Dean, Graduate Programs
Re: Curriculum revisions to GDBA, EMBA, and MBA New Courses
Date: May 18 2016

The following curriculum revisions have been approved by the Beedie School of Business and are forwarded to the Senate Graduate Studies Committee for approval. These curriculum items should be effective for Spring 2017.

Please include them on the next SGSC agenda.

- *Program change to GDBA (Removal of GDBA cohort in Aboriginal Business & Leadership)*
- *Program change to Executive MBA (Removal of Aboriginal Business & Leadership cohort requirement of completing GDBA cohort in Aboriginal Business & Leadership)*
- *New courses for MBA (BUS 733, 734, 735, 736, 737, 738, 739 & 740)*

Thank you for your attention herein. Should you have any questions or concerns, please do not hesitate to contact me.

Dr. Ian P. McCarthy
Professor in Technology & Operations Management
Associate Dean, Graduate Programs, Beedie School of Business

Calendar Entry Change for SFU's Beedie School of Business' GDBA Program

<p>Summary of change:</p> <p><i>Removal of the Aboriginal Business & Leadership Cohort of the GDBA</i></p>
<p>Rationale for change:</p> <p><i>The Executive MBA program recently changed the admissions requirement for a GMAT as an optional component. As a result, students who enter the Aboriginal Business and Leadership cohort no longer need to complete the GDBA in order to satisfy the GMAT requirement, and can be admitted directly into the Executive MBA program. The Aboriginal Business and Leadership cohort of the GDBA program can therefore be removed as students will no longer be admitted into it.</i></p>
<p>Effective term and year:</p> <p><i>Spring 2017</i></p>
<p>Will this change impact current students? If yes, what is the plan for current students?</p> <p><i>No</i></p>

FROM	TO
<p>Business</p> <p>Simon Fraser University Calendar Fall 2016</p> <p>Business Administration</p> <p>GRADUATE DIPLOMA</p> <p>The graduate diploma in business administration (GDBA) provides core business skills to those with an undergraduate degree in a discipline other than business. Delivered online over three terms, the GDBA is a convenient and practical alternative to a traditional classroom-based program and provides business fundamentals to improve career prospects.</p> <p>The Aboriginal business and leadership cohort of the GDBA provides core business skills to Aboriginal community leaders, those working in Aboriginal businesses or economic development corporations, or working in organizations with significant involvement with Aboriginal communities. Delivered through a</p>	<p>Business</p> <p>Simon Fraser University Calendar Fall 2016</p> <p>Business Administration</p> <p>GRADUATE DIPLOMA</p> <p>The graduate diploma in business administration (GDBA) provides core business skills to those with an undergraduate degree in a discipline other than business. Delivered online over three terms, the GDBA is a convenient and practical alternative to a traditional classroom-based program and provides business fundamentals to improve career prospects.</p> <p>The Social Innovation and Entrepreneurship cohort of the GDBA provides knowledge and experience to interested students from a variety of disciplinary backgrounds to create new social ventures and enhance the success of existing ones. The program builds</p>

<p>combination of face-to-face and online formats, the program provides the core business knowledge in the context of Aboriginal business and leadership. Students who complete the GDBA for Aboriginal business and leadership at a suitable standard will qualify for advanced standing in the executive MBA Aboriginal business and leadership cohort.</p> <p>The Social Innovation and Entrepreneurship cohort of the GDBA provides knowledge and experience to interested students from a variety of disciplinary backgrounds to create new social ventures and enhance the success of existing ones. The program builds upon the existing GDBA offerings in core business knowledge and supplements them with knowledge and experiential learning opportunities specific to social ventures. It will bring together faculty knowledgeable in social innovation and social entrepreneurship with community partners who will participate in class sessions as well as the field study.</p> <p>Applicants should also refer to the program website located at http://beedie.sfu.ca/gdba</p>	<p>upon the existing GDBA offerings in core business knowledge and supplements them with knowledge and experiential learning opportunities specific to social ventures. It will bring together faculty knowledgeable in social innovation and social entrepreneurship with community partners who will participate in class sessions as well as the field study.</p> <p>Applicants should also refer to the program website located at http://beedie.sfu.ca/gdba</p>
<p>Admission Requirements</p> <p>The basic entry qualification is a degree from a recognized university in an area other than business administration, commerce or equivalent. Candidates must be computer literate and familiar with the Internet. The program requires a strong command of the English language. Applications are assessed as they are received.</p> <p>Applicants should also refer to the program website located at http://beedie.sfu.ca/gdba</p> <p>Application</p> <ul style="list-style-type: none"> Students can apply online at Simon Fraser University's online Graduate Studies application for admission, found at www.sfu.ca/dean-gradstudies/future/application_process 	<p>Admission Requirements</p> <p>The basic entry qualification is a degree from a recognized university in an area other than business administration, commerce or equivalent. Candidates must be computer literate and familiar with the Internet. The program requires a strong command of the English language. Applications are assessed as they are received.</p> <p>Applicants should also refer to the program website located at http://beedie.sfu.ca/gdba</p> <p>Application</p> <ul style="list-style-type: none"> Students can apply online at Simon Fraser University's online Graduate Studies application for admission, found at www.sfu.ca/dean-gradstudies/future/application_process Candidates submit the following documentation: GDBA program application essay found at http://beedie.sfu.ca/gdba official transcript of undergraduate grades (mailed directly from the granting institution) resume three confidential letters of reference, preferably from supervisors or former professors

<ul style="list-style-type: none"> • Candidates submit the following documentation: • GDBA program application essay found at http://beedie.sfu.ca/gdba • official transcript of undergraduate grades (mailed directly from the granting institution) • resume • three confidential letters of reference, preferably from supervisors or former professors • for the Aboriginal Business and Leadership cohort, current Business experience (minimum ten years) related to Aboriginal Business and Leadership • Applicants whose primary language is not English, or whose previous education was conducted in another language, must submit evidence of satisfactory completion of a standardized English test that is acceptable to the University (see graduate general regulation 1.3.12). • interview (if required) 	<ul style="list-style-type: none"> • Applicants whose primary language is not English, or whose previous education was conducted in another language, must submit evidence of satisfactory completion of a standardized English test that is acceptable to the University (see graduate general regulation 1.3.12). • interview (if required)
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Calendar Entry Change for SFU's Beedie School of Business' Executive MBA Program

<p>Summary of change:</p> <p><i>Removal of the requirement to complete the Aboriginal Business & Leadership Cohort of the GDBA before entering the Executive MBA in Aboriginal Business & Leadership</i></p>
<p>Rationale for change:</p> <p><i>The Executive MBA program recently changed the admissions requirement for a GMAT as an optional component. As a result, students who enter the Aboriginal Business and Leadership cohort no longer need to complete the GDBA in order to satisfy the GMAT requirement, and can be admitted directly into the Executive MBA program. Reference to this requirement can be removed from the Executive MBA entry of the Academic Calendar.</i></p>
<p>Effective term and year:</p> <p><i>Spring 2017</i></p>
<p>Will this change impact current students? If yes, what is the plan for current students?</p> <p><i>No</i></p>

FROM	TO
Business	Business
Simon Fraser University Calendar Fall 2016	Simon Fraser University Calendar Fall 2016
Executive MBA	Executive MBA
[...]	[...]
Executive Master of Business Administration in Aboriginal Business and Leadership	Executive Master of Business Administration in Aboriginal Business and Leadership
The Aboriginal business and leadership cohort of the EMBA provides the EMBA cohort experience for Aboriginal community leaders, those working in Aboriginal businesses or economic development corporations, or working in organizations with significant involvement with Aboriginal communities. Course delivery will be customized to accommodate the more diverse regional nature of the participants.	The Aboriginal business and leadership cohort of the EMBA provides the EMBA cohort experience for Aboriginal community leaders, those working in Aboriginal businesses or economic development corporations, or working in organizations with significant involvement with Aboriginal communities. Course delivery will be customized to accommodate the more diverse regional nature of the participants.
Students first complete the GDBA Cohort in Aboriginal Business and Leadership at a	

<p>suitable standard. Upon completion of the GDBA cohort in Aboriginal business and leadership, students will qualify for advanced standing in the EMBA cohort for Aboriginal business and leadership.</p> <p>ADMISSION REQUIREMENTS</p> <p>See GDBA Cohort in Aboriginal Business and Leadership at http://students.sfu.ca/calendar/business/bus-grad-diploma.html</p> <p>PROGRAM REQUIREMENTS</p> <p>To qualify for the Executive Master of Business Administration in Aboriginal Business and Leadership degree, students must maintain a minimum average grade of B(3.0 GPA) and complete a minimum of 52 units from the courses listed above.</p> <p>The program may substitute, at the discretion of the academic chair, equivalent courses from another Simon Fraser University graduate program.</p> <p>[...]</p>	<p>PROGRAM REQUIREMENTS</p> <p>To qualify for the Executive Master of Business Administration in Aboriginal Business and Leadership degree, students must maintain a minimum average grade of B(3.0 GPA) and complete a minimum of 52 units from the courses listed above.</p> <p>The program may substitute, at the discretion of the academic chair, equivalent courses from another Simon Fraser University graduate program.</p> <p>[...]</p>
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Calendar Entry Change for SFU's Beedie School of Business' MBA Program

<p>Summary of change:</p> <p><i>Addition of new courses (BUS 733, 734, 735, 736, 737, 738, 739, 740) to the MBA entry of Academic Calendar</i></p>
<p>Rationale for change:</p> <p><i>The Surrey MBA stream of the MBA program offers a number of Special Topics courses in its Study Plan. The Beedie School of Business proposes the formal creation of these courses in order to formalize the courses as well as the Surrey MBA Study Plan.</i></p>
<p>Effective term and year:</p> <p><i>Spring 2017</i></p>
<p>Will this change impact current students? If yes, what is the plan for current students?</p> <p><i>No</i></p>

FROM	TO
<p>Program Requirements</p> <p>Students must maintain a minimum 3.0 grade point average (GPA) (B average) and complete a minimum of 56 units from the following list including a comprehensive exam (BUS 729), selected special topics and substitute courses from other Graduate Business programs at the discretion of the Academic Chair:</p> <p>BUS 702 - Marketing Management (3) BUS 703 - Managerial Economics (3) BUS 704 - Leadership and Teamwork (3) BUS 705 - Financial/Managerial Accounting (3) BUS 706 - Business Analytics (3) BUS 707 - Business Ethics (2) BUS 708 - Financial Management (3) BUS 709 - Managing Information (3) BUS 710 - Managing Global Enterprises (3) BUS 711 - Negotiation and Conflict Resolution (3) BUS 712 - Managing a Globalized Workforce (2) BUS 714 - Entrepreneurship (3) BUS 715 - Operations Management (3) BUS 716 - Sustainability (3) BUS 718 - Business Strategy (3) BUS 719 - Managing People and Organizations (3) BUS 720 - Special Topics in Business</p>	<p>Program Requirements</p> <p>Students must maintain a minimum 3.0 grade point average (GPA) (B average) and complete a minimum of 56 units from the following list including a comprehensive exam (BUS 729), selected special topics and substitute courses from other Graduate Business programs at the discretion of the Academic Chair:</p> <p>BUS 702 - Marketing Management (3) BUS 703 - Managerial Economics (3) BUS 704 - Leadership and Teamwork (3) BUS 705 - Financial/Managerial Accounting (3) BUS 706 - Business Analytics (3) BUS 707 - Business Ethics (2) BUS 708 - Financial Management (3) BUS 709 - Managing Information (3) BUS 710 - Managing Global Enterprises (3) BUS 711 - Negotiation and Conflict Resolution (3) BUS 712 - Managing a Globalized Workforce (2) BUS 714 - Entrepreneurship (3) BUS 715 - Operations Management (3) BUS 716 - Sustainability (3) BUS 718 - Business Strategy (3) BUS 719 - Managing People and Organizations (3) BUS 720 - Special Topics in Business</p>

<p>Administration (2) BUS 721 - Special Topics in Business Administration (3) BUS 722 - Special Topics in Business Administration (4) BUS 723 - Introduction to Managerial Thought (2) BUS 724 - Organizational Analysis (2) BUS 725 - Cross Cultural Experience (2) * BUS 726 - Business Innovation and Creativity (2) BUS 727 - MBA Internship (0) ** or BUS 728 - Research Internship (0) *** BUS 729 - Capstone Simulation (2) Students who have completed or have been enrolled in the graduate diploma in business administration program at SFU, may apply for advance credit for BUS 703, 705, 706, 707, 708, and 719. Students can apply for advance credit of BUS 702 at the discretion of the director. A minimum grade of a B (3.0) in the course equivalent is required.</p> <p>* As part of this course, there is a mandatory cross-cultural study tour for all students in the full time MBA</p> <p>** Students with sufficient full time work experience may receive advanced standing for Bus 727 MBA Internship.</p> <p>*** for students entering the PhD program</p> <p>[...]</p>	<p>Administration (2) BUS 721 - Special Topics in Business Administration (3) BUS 722 - Special Topics in Business Administration (4) BUS 723 - Introduction to Managerial Thought (2) BUS 724 - Organizational Analysis (2) BUS 725 - Cross Cultural Experience (2) * BUS 726 - Business Innovation and Creativity (2) BUS 727 - MBA Internship (0) ** or BUS 728 - Research Internship (0) *** BUS 729 - Capstone Simulation (2) BUS 733 - Negotiations (2) BUS 734 - Entrepreneurship (4) BUS 735 - Sustainability (4) BUS 736 - Leading Self & Others (2) BUS 737 - Business Strategy (4) BUS 738 - Operations Management (4) BUS 739 - Managing Information (4) BUS 740 - Managing Across Cultures (2) Students who have completed or have been enrolled in the graduate diploma in business administration program at SFU, may apply for advance credit for BUS 703, 705, 706, 707, 708, and 719. Students can apply for advance credit of BUS 702 at the discretion of the director. A minimum grade of a B (3.0) in the course equivalent is required.</p> <p>* As part of this course, there is a mandatory cross-cultural study tour for all students in the full time MBA</p> <p>** Students with sufficient full time work experience may receive advanced standing for Bus 727 MBA Internship.</p> <p>*** for students entering the PhD program</p> <p>[...]</p>
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New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	BUS	Number (eg. 810)	733	Units (eg. 4)	2
Course title (max 100 characters including spaces and punctuation) Negotiations					
Short title (for enrollment/transcript - max 30 characters) Negotiations					
<p>Course description for SFU Calendar *</p> <p>Negotiation is the art of and science of securing agreements between two or more parties that are interdependent and who are seeking to maximize their outcomes. The central issues of this course deal with understanding the behaviour of individuals, groups and organizations in the context of competitive situations. Graded on a satisfactory/unsatisfactory basis.</p>					
<p>Rationale for introduction of this course</p> <p>This course is already a part of the Surrey MBA study plan that is offered as a Special Topics. The creation of BUS 733 will formalize the Negotiations course and the study plan.</p>					
Effective term and year		Course delivery (eg 3 hrs/week for 13 weeks) 21 hours			
Spring 2017					
Frequency of offerings/year		Estimated enrollment/offering 40 students			
once per academic year					
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)					
Prerequisite and/or Corequisite **					
<p>Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.</p>					
Campus where course will be taught <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus					
Course Components <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/>					
Grading Basis <input type="checkbox"/> Letter grades <input checked="" type="checkbox"/> Satisfactory/Unsatisfactory		<input type="checkbox"/> In Progress/Complete		Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total completions allowed?		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This mainly applies to a Special Topics or Directed Readings course.

► RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

Rob Prowse

Additional faculty members, space, and/or specialized equipment required in order to offer this course

► CONTACT PERSON

Department / School / Program Beedie/Graduate Programs	Contact name Maria Szymczak	Contact email busgrcrd@sfu.ca
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► DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

► LIBRARY REVIEW

Library review done? YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

► OVERLAP CHECK

Overlap check done? YES N/A

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (ie. Special Topics, Capstone, etc.)

► FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Ian McCarthy	Signature 	Date May 30 2016
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► SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature 	Date JUN 15 2016
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____

If different from regular units:

Course Attribute Value: _____

Academic Progress Units: _____

Instruction Mode: _____

Financial Aid Progress Units: _____

Attendance Type: _____



BUS 733: Negotiations

Instructor: Rob Prowse

Office Phone: 604.617.5492

Email: rprobe@sfu.ca

Semester: Fall

LMS: canvas.sfu.ca

COURSE DESCRIPTION

Negotiation is the art and science of securing agreements between two or more parties that are interdependent and who are seeking to maximize their outcomes. The central issues of this course deal with understanding the behaviour of individuals, groups, and organizations in the context of competitive situations.

OBJECTIVES

As a result of this course, you will be able to:

- Identify the nature of negotiation. This objective is paramount because many of the important phenomena in negotiation, such as interests, goals, and cooperation, are ambiguous and often do not have "right" answers.
- Describe the central concepts in negotiation. These concepts will be building blocks that you will use to understand and systematically evaluate negotiation processes, parities and outcomes.
- Master a general negotiation framework. You will analyze negotiation situations you encounter and learn to develop strategic and tactical plans for negotiating.
- Experience the negotiation process. You will learn how to evaluate the costs and benefits of alternative actions and use on your own negotiating style.

BOOK AND MATERIALS

Fisher, R., Ury, W., Patton, B., (1991) Getting to Yes. Penguin Books. ISBN: 0140157352

Bazerman, M.H. Neale, M.A. (1994) Negotiating Rationally. Free Press. ISBN: 978-0029019863

Custom Courseware packet is available at the Surrey Campus bookstore. The packet includes the cost of articles and negotiation exercises. Please note the exercises are not included in the packet. Exercises will be handed out in class. You will receive a coupon as part of the packet, which must be provided to the instructor at the beginning of the first class. You may not participate in the course without this coupon.

LEARNING AND ASSESSMENT

Course Requirements and Grading

The course will be graded on a satisfactory/unsatisfactory basis. In order to be awarded a passing grade, you must have satisfactorily completed the course requirements. The following are the course requirements:

- Participate actively in chapter and article discussions
- Complete all negotiation exercises and participation activities in debriefs
- Submit a Reflection Paper and Negotiation Checklist (described below)

Reflection Paper and Negotiation Checklist

The purpose of the Reflection Paper and Negotiation Checklist is for you to have something you can use in future negotiations in your work setting. Ideally, you will be able to use your checklist and review it before you negotiate with one or more parties. It will help you to negotiate more efficiently and effectively.

In order to develop a relevant checklist, you should first reflect on your performance in each of the negotiation exercises from the Sessions 1 and 2. Your reflection must describe your strengths and development areas as a negotiator, identify your own tendencies, and describe how to improve your future performance as a negotiator. This reflection should not extend beyond four pages, double-spaced. Please ensure depth of insight, introspection, and analysis in your reflection. Avoid writing play-by-play reports of what happened in each of your negotiation exercises. Instead, analyze what happened and, most importantly, why it happened.

Next, use the following two criteria to develop a one page, double-spaced checklist:

Specificity: Identify basic points or ideas that you will be able to use when you prepare for future negotiations. Avoid vague statements such as "I must get tougher" or "I must listen better". Instead, be more specific about how you will do these things. For example, if you write "I must set higher aspiration prices" or "I will wait 3 seconds before I respond," this will be much more useful for you.

Individuality: Create a checklist that includes issues that may apply to you (e.g. know my BATNA), but more importantly represent your "blind spots" as a negotiator. After several negotiation exercises you should be able to create an individual checklist.

Your draft Reflection Paper and Negotiation Checklist is due at the beginning of the Session 3. A sample Reflection Paper and Negotiation Checklist will be posted to Canvas to provide additional guidance on the structure of your reflection and checklist. If your checklist is not satisfactory, I will return it to you with feedback on how I recommend you re-write the checklist.

COURSE STRUCTURE

Over three separate classes, you will engage in seven different negotiation exercises with other students. The negotiation exercises range from two-party to four-party negotiations and cover a variety of situations. Your goal is to do the best that you can in each of the negotiation exercises. After each negotiation, there will be a debriefing session where you and other students will discuss in detail what happened in your negotiation group and contrast that with what happened in other groups and with what should have happened. Debriefing includes sharing information about results, preparation and negotiating strategies attempted, and reactions to the process.

Most students will have difficulty applying one or more of the negotiation concepts. You must experiment with negotiation techniques and leverage the assigned readings during class. This course is a good opportunity to experiment with new ways of negotiating and to make mistakes in a low-risk environment. A brief lecture on key negotiating concepts will occur either before or after debriefing negotiation exercises.

CLASS SCHEDULE, READINGS AND EXERCISES

Session 1: Intro to Negotiations, Distributive & Integrative Negotiations

Date: September 19

Negotiation exercises will be distributed during class.

Text Readings:

Fisher, R., Ury, W., Patton, B. (1991), *Getting to Yes*
Introduction, Chapters 1 – 5 and Chapter 8
Bazerman, M.H. Neale, M.A. (1994), *Negotiating Rationally*
Chapters 3 – 8

Course Packet Readings:

Thompson, L., et al, (2004) Why Negotiation is the Most Popular
Business School Course, *Ivey Business Journal*



Negotiation Exercises: Celtic Luck, Coffee Contract, Texoil

Session 2: Integrative Negotiation – Strategies & Tactics

Date: September 20

Negotiation exercises will be distributed during class.

Text Readings: Bazerman, M.H. Neale, M.A. (1994), Negotiating Rationally
Chapter 9

Course Packet Readings: Mehta, K., (2012) Five Essential Strategies for Creative Negotiations, IESE-Insight Magazine
Medvec, V, et al, (2005) Putting More on the Table: How Making Multiple Offers Can Increase the Final Value of the Deal, Harvard Business Publishing Newsletters

Negotiation Exercises: H&G Household Goods, New Recruit

Session 3: Interests, Rights & Power, Virtual Negotiation

Date: September 26

Negotiation exercises will be distributed during class.

Course Packet Readings: Ury, William L. et al, (1988) Three Approaches to Resolving Disputes, Getting Disputes Resolved: Designing Systems to Cut the Costs of Conflicts
Hackley, S., (2006) Leveraging Emotion in Negotiation, Harvard Business Publishing Newsletters
Valley, K. (2000) The Electronic Negotiator, Harvard Business Review

Assignment: Reflection Paper & Negotiation Checklist due

Negotiation Exercises: Eazy's Garage, Hollywood

Academic Honesty

Plagiarism is the unacknowledged use of other people's ideas or work. Plagiarism is often unintentional and can be avoided through careful work habits and familiarity with academic conventions. But whether intentional or unintentional, plagiarism is recognized as a serious academic offence. The university's strong stance against plagiarism reflects our shared commitment to intellectual honesty, and the original contributions of each student and faculty member validate and sustain the university as a vital centre of knowledge and research. It is your responsibility, as a student and a member of the academic community, to ensure that you have correctly acknowledged and cited all the resources you have used in writing your work.



The following examples are representative but not exhaustive of activities constituting academic dishonesty:

- Plagiarism (presenting the work of another person as your own)
- Submitting the same work more than once without prior approval
- Translating a work from one language to another without complete and proper citation.
- Cheating
- Impersonation (having someone else write your exam)
- Submitting false records or information (forged medical notes)
- Stealing or destroying the work of another student
- Unauthorized or inappropriate use of computers, cell phones, calculators and other forms of technology in course work, assignments or examinations
- Falsifying material that is subject to academic evaluation
- Any activity not specifically outlined in this document that is intended to circumvent the standards of academic honesty

You are expected to post comments, and write reports and exams in your own words. Whenever you take an idea or passage from another author, you must acknowledge it by appropriately citing the source. If you are struggling to complete an assignment please see your instructor or the program office for additional assistance.

Ignorance of these standards will not preclude the imposition of penalties for academic dishonesty.

For more information you will find the full SFU policy on Academic Honesty (from which the above was summarized) at: <http://www.sfu.ca/policies/gazette/student.html>

About the course instructor

Rob Prowse is a Sessional Lecturer of Management and Organization Studies in the Beedie School of Business at Simon Fraser University. He is also an Adjunct Professor of Organizational Behaviour and Human Resources in the Sauder School of Business at the University of British Columbia. He received his Masters of Business Administration (MBA) from Wilfrid Laurier University. During his graduate studies, he was a Research Assistant studying the impact of change on employees in large-scale technology implementations and broad organizational restructuring. He completed extensive thesis work in this domain. Rob was permanent part-time faculty in at Wilfrid Laurier University's School of Business & Economics for 14 years prior to relocating to Vancouver. He holds a Bachelor of Commerce (Organizational Behaviour and International Business) from the University of Ottawa.

In addition to his academic endeavours, Rob works with local, national and global organizations through his consulting practice (R. Prowse & Associates). His focus is advising clients on organizational effectiveness (organizational structure, organizational design, organizational change) and people development strategies (leadership, coaching, negotiations, performance management, and recruitment and selection systems).

New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	BUS	Number (eg. 810)	734	Units (eg. 4)	4
Course title (max 100 characters including spaces and punctuation) Entrepreneurship					
Short title (for enrollment/transcript - max 30 characters) Entrepreneurship					
Course description for SFU Calendar * This introductory course is intended to facilitate ways of understanding entrepreneurs and entrepreneurship as well as to provide students with conceptual tools which can be used to launch and run their own businesses. Students will assess, explore, critique and celebrate entrepreneurship.					
Rationale for introduction of this course This course is already a part of the Surrey MBA study plan that is offered as a Special Topics. The creation of BUS 734 will formalize the Entrepreneurship course and the Study Plan					
Effective term and year	Spring 2017	Course delivery (eg 3 hrs/week for 13 weeks) 42 hours			
Frequency of offerings/year	once per Academic year	Estimated enrollment/offering 40 students			
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)					
Prerequisite and/or Corequisite **					
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.					
Campus where course will be taught <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus					
Course Components <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/>					
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete			Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total completions allowed?		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This mainly applies to a Special Topics or Directed Readings course.

► RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

BRYAN GALLAGHER; ANDREW HARRIES

Additional faculty members, space, and/or specialized equipment required in order to offer this course

► CONTACT PERSON

Department / School / Program	Contact name	Contact email
Beedie/Graduate Programs	Maria Szymczak	busgrcrd@sfu.ca

► DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

► LIBRARY REVIEW

Library review done? YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

► OVERLAP CHECK

Overlap check done? YES N/A

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (ie. Special Topics, Capstone, etc.)

► FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Ian McCarthy	Signature 	Date May 30 2016
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► SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature 	Date JUN 15 2016
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____

If different from regular units:

Course Attribute Value: _____

Academic Progress Units: _____

Instruction Mode: _____

Financial Aid Progress Units: _____

Attendance Type: _____

BUS 734: Entrepreneurship

Instructor: Dr. Bryan Gallagher
Email: bryang@sfu.ca

Semester: Summer 2
Time:
Room:

Course Description

Entrepreneurship is the means by which people in diverse social settings empower themselves creatively, socially and economically to improve their own circumstances, as well as often those of their families and communities.

This introductory course is intended to facilitate ways of understanding entrepreneurs and entrepreneurship as well as to provide students with conceptual tools which can be used to launch and run their own businesses. During this semester, we will assess, explore, critique and celebrate entrepreneurship. This course will also be an opportunity for students to synthesize and integrate management concepts and insights gained from prior courses and work experiences into an entrepreneurial setting.

This course is primarily case- and project-based. Short lectures will also cover key concepts, and guest entrepreneurs will spark discussion on the practical dimensions of starting and running a business.

Objectives

- Recognize the entrepreneurial potential within yourself and others
- Appreciate the role of entrepreneurship within society, within existing organizations and within your personal life
- Determine what are entrepreneurial opportunities and how to recognize/create them
- Leverage business model iteration and business planning tools
- Identify sources of finance and the relative merits of each kind of investment source
- Consider growth strategies for entrepreneurial firms, as well as pitfalls of growth
- Appreciate identity and ethical issues that are intimately intertwined with entrepreneurial activities
- Explore exit strategies and the meaning of failure

Materials

1. Selected online readings are available for purchase at Study.net
2. Selected readings may be provided on Canvas

Assessment**Assessment Summary**

Evaluation in the course will be based on the assessment of a combination of group and individual work. As with all large courses in the Beedie School of Business, grading norms will be observed. In other words, students with the top marks relative to the class average will receive the top grades.

I will endeavour to provide feedback and grading to students within two weeks of the respective due date for each assignment.

Assignments and class participation will generally only be absolved with a note from a healthcare professional. 5% per day will be deducted from late assignments.

All assignments should be submitted on SFU Canvas.

Individual	Case Memos	20%
	Business Model Canvas	45%
	Class Contribution	10%
Group	Group Presentation	25%
	Total	100%

Business Model Canvas**Draft Due: June 30 Final Version Due: July 14**

Each student will generate an original idea for a business and will develop the business over the first half of the semester. The "Business Model Canvas," an alternative to conventional business plans, will be used to plan and communicate the business idea and execution. The complete one-page Business Model Canvas will be submitted along with a maximum of ten other pages (eleven pages total). These additional pages will serve to illuminate and expand on each section of the one-page Business Model Canvas. The ten explanatory pages can include prose, pictures, diagrams, financials or works cited.

In addition, for each of the nine building blocks of the Business Model Canvas that will be described in class, students should describe the most important outstanding question for that building block (nine questions total). Furthermore, four of those questions should be selected as the starting point for the development of four "Lean Startup" experiments, each of which will answer one of those questions (four Lean Startup experiments total). The best experiments are quantitative, follow the build-measure-learn framework and are specific (i.e., doing x will increase customer acquisition by y percent). Describe what specific results will lead you "to do" or "not do" (pivot, persevere or perish).

A draft one-page Business Model Canvas will be due on June 30, Week 6. This draft will not be marked, but it must be submitted. You will review this draft with others in class. The final version of the Business Model Canvas is due July 14, Week 8.

Group Business Model Canvas Presentation**Due: August 4**

A well-planned, professionally delivered presentation enables entrepreneurs to effectively engage with multiple stakeholders including funders, granting agencies, partners and customers. Even the most compelling new business ideas do not succeed if the face-to-face communication of the business is weak. Your team (yes, all team members must present) will have 15 minutes to deliver a professional and highly polished presentation of a business idea and model you will collectively devise. Each group will decide what role it wants the audience to play. Examples of a potential audience include funders, granting agencies, government departments, partners and customers. The format of the presentations will follow the Business Model Canvas. Groups may present a maximum of two slides per building block of the Canvas plus one introductory slide (nineteen slides total).

15 minutes for presentation, plus 5-10 minutes for questions and feedback (20-25 minutes total).

Groups must submit their PowerPoint slides to the instructor via SFU Canvas. Twelve additional appendix slides, which are not shown in the presentation, may be included in order to outline financials, sources, etc. Additional slides must outline four hypotheses and a Lean Startup build-measure-learn test to answer the four hypotheses.

Each group member must submit an assessment of their fellow group members.

Class Contribution

The success of this course depends, in part, on robust class discussion and an environment in which you learn from your colleagues. The establishment of this environment is contingent on consistent efforts by all students.

The primary factors in determining your Class Contribution grade (which is marked out of 10) will be: (i) attendance, (ii) advanced preparation and (iii) quality of contribution. Below are examples of the three criteria around grades 10, 8.5 and 7. These demonstrate class contribution guidelines.

An assessment of class contribution will be provided mid-way through the semester in order to provide students feedback on how they can improve their participation in future classes.

10: Outstanding Contribution

Attendance: Impeccable attendance and always on time.

Advanced preparation: Demonstrates excellent preparation by having meticulously read readings, thoroughly analyzed cases, thought through implications of key points in cases or readings and related the cases or readings to other relevant material (e.g., readings, course material, previous discussions, life experiences).

Quality of Contribution: Regularly contributes to class discussions and keeps analysis focused, responds thoughtfully to other students' comments and listens intently.

8.5: Solid Contribution

Attendance: Present in all but one class and/or is generally on time.

Advanced preparation: Demonstrates good preparation by knowing cases or readings facts well, and has thought through implications of key points in cases or readings.

Quality of Contribution: Sometimes contributes to class discussions with analysis mostly on point, rarely responds to other students' comments and mostly listens intently to others.

7: Lack-Lustre Contribution

Attendance: Has missed several classes and/or is often late.

Preparation: Demonstrates some preparation. Knows most basic case or reading facts, but does not show evidence of trying to interpret or analyze them.

Quality of Contribution: Contributes sporadically, supplies answers/comments to a moderate degree in class-wide discussions when called upon, offers straightforward information (e.g., straight from the case or reading) with little elaboration or analysis and frequently does not listen intently to others.

Case Memos**Due: 5:50 pm on each day that has a case**

In order to prepare for class discussions, students will submit brief (max. 300 word) case memos on SFU Canvas before the beginning of each class that has a case. In the event that there are two cases for one class, two memos should be submitted. Case memos must include quality analysis and writing. Bullet-point format is acceptable. Memos will answer the question found in the weekly schedule. As a way to answer the question posed, memos should answer the following sub-questions:

- What is the problem the decision maker faces? (1 point)
- What are the options for action available to the decision maker? (1 point)
- What criteria are the most important to evaluate between these options? (1 point)
- What option do you recommend the decision maker select (Answers to this question should consume approximately three times the space/include three times the words as answers to the other questions)? (3 points)
- What downsides are there to your recommendation, and how should the decision maker mitigate against these downsides? (1 point)

In addition, up to 1 point will be awarded for a lack of spelling mistakes, grammatical correctness and clear sentence structure (for a total of 8 points).

Throughout the semester, two memos will be selected by the instructor for in-depth grading out of eight.

The remaining memos will be marked pass/fail. Case memos that receive a failing grade will be returned to students with comments outlining how to increase the quality of future case memos to an acceptable level. Each failed case memo will result in a 10% deduction of the student's overall case memo grade (i.e., no failed case memos = no deductions, 1 failed case memo = 10% deductions, 2 failed case memos = 20% deductions, etc.). Each student is entitled to not hand in one case memo with no deductions applied.

Schedule**Week 1: Introduction to Entrepreneurship and Entrepreneurial Mindsets****May 26**Required Reading

Sarasvathy, S. 2001. What makes entrepreneurs entrepreneurial? The Society for Effectual Action
<http://www.effectuation.org/paper/what-makes-entrepreneurs-entrepreneurial>

Case

None

Week 2: Entrepreneurs and Startup Teams**June 2**Required Reading

Chapter 1 of Siroli, E. 2012. How To Start a Business & Ignite Your Life: A Simple Guide to Combining Business Wisdom with Passion. Garden City, NY: Square One.

Case

Savage Beast

Question: It's 1999. You are a close friend of Tim's. He wants your advice: now that he's come up with a Big Idea, should he make the leap into entrepreneurship?



Suggested Reading

Sirolli, E. 1999. *Ripples from the Zambezi: Passion, Entrepreneurship, and the Rebirth of Local Economies*. Stony Creek, CT: New Society Publishers.

Sirolli, E. 2012. *How To Start a Business & Ignite Your Life: A Simple Guide to Combining Business Wisdom with Passion*. Garden City, NY: Square One.

Week 3: Entrepreneurial Opportunities

June 9

Required Reading

None

Case

Pan Boricua: Developing a Market Strategy for the Hispanic Market in the United States

Question: Should Franco and Rivera expand where they were already doing well, stay in markets where they were weak, and/or distribute to new states and cities in the United States?

Suggested Reading

Neck, H. 2009. *Idea Generation. The Portable MBA in Entrepreneurship*, edited by Bygrave, E.D. and Zacharakis, A. Hoboken, NJ: Wiley.

Week 4: Business Models and the Business Model Canvas

June 16

Required Reading

None

Case

None

Suggested Reading

Osterwalder, A. and Pigneur, Y. 2010. *Business Model Generation*. Hoboken, NY: John Wiley & Sons.

Week 5: The Lean Startup

June 23

Required Reading

Blank, S. 2013. Why The Lean Start-up Changes Everything. *Harvard Business Review*, 91(5), 63-72.

Case

Neechie Gear: Pivoting in an Aboriginal Start-Up

Question: What is one set of tests Netmaker can use to determine his next steps? Hint: select only one plan (C, D or E).

Suggested Reading

Ries, E. 2011. *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. New York, NY: Crown Business.

Week 6: Economics of Entrepreneurial Ventures

June 30

Required Reading



Onyemah, V., Pesquera, M. R., & Ali, A. 2013. What Entrepreneurs Get Wrong. *Harvard Business Review* 91(5), 74-79.

Cases

Sullivan's Flooring Concept

Question: Should Sullivan buy a router, hire staff or do both?

Women's Community House and Mine101: Is Social Enterprise Worth It?

Question: Should Yeo recommend the continued operation of Mine101, or should the social enterprise be shut down?

Suggested Reading

Bowen, H. Kent et al. 1998. Cash Management Practices in Small Companies. Harvard Business School Background Note.

Week 7: Financing and Valuation

July 7

Required Reading

None

Suggested Reading

Gregson, G. 2014. Understanding the Business Angel Investment Process in Financing New Ventures: An Entrepreneur's Guide to Business Angel Investment. New York, NY: Investment. Business Expert Press.

Rosenberg, T. 2009. A Note on Valuation for Venture Capital. Ivey Management Services.

Case

Stratitek B.V.

Question: What is the value of Stratitek?

Week 8: Growing the Venture

July 14

Required Reading

Hamm, J. 2002. Why Entrepreneurs Don't Scale. Boston, MA: Harvard Business Review Press.

Case

Cate & Levi

Question: Which growth option(s) should Title select?

Suggested Reading

Eisenmann, T. R., & Wagonfeld, A. B. 2012. Scaling a Startup: People and Organizational Issues. Harvard Business School Entrepreneurial Management Case.

Week 9: Ethics, Identity and Presenting

July 21

Required Reading

None



Case

Hooplah Media Group: Managing Independent Contractors

Question: Should Greenspoon get involved in the project for Hunt that Evans was spearheading? If yes, how?

Week 10: Exit and Failure

July 28

Required Reading

Bridges, W. 1986. Managing Organizational Transitions. *Organizational dynamics* 15.1: 24-33.

Case

Nantucket Nectars: The Exit

Question: Should Scott and First sell the company, and if so, to whom, and how should the deal be structured?

Suggested Reading

Edmondson, A. 2011. Strategies for Learning from Failure. *Harvard Business Review* 89.4: 48-55.

Week 11: Group Business Model Canvas Open Space

August 2

Week 12: Group Business Model Canvas Presentations

August 4

Other Information

Laptops should not be used in class other than during group work, such as when developing the Group Business Model Canvas Presentation, which requires a laptop.

Academic Honesty

Plagiarism is the unacknowledged use of other people's ideas or work. Plagiarism is often unintentional and can be avoided through careful work habits and familiarity with academic conventions. But whether intentional or unintentional, plagiarism is recognized as a serious academic offence. The university's strong stance against plagiarism reflects our shared commitment to intellectual honesty, and the original contributions of each student and faculty member validate and sustain the university as a vital centre of knowledge and research. It is your responsibility, as a student and a member of the academic community, to ensure that you have correctly acknowledged and cited all the resources you have used in writing your work.

The following examples are representative but not exhaustive of activities constituting academic dishonesty:

- Plagiarism (presenting the work of another person as your own)
- Submitting the same work more than once without prior approval
- Translating a work from one language to another without complete and proper citation
- Cheating
- Impersonation (having someone else write your exam)
- Submitting false records or information (forged medical notes)
- Stealing or destroying the work of another student
- Unauthorized or inappropriate use of computers, cell phones, calculators and other forms of technology in course work, assignments or examinations

- Falsifying material that is subject to academic evaluation
- Any activity not specifically outlined in this document that is intended to circumvent the standards of academic honesty

You are expected to post comments, and write reports and exams in your own words. Whenever you take an idea or passage from another author, you must acknowledge it by appropriately citing the source. If you are struggling to complete an assignment please see your instructor or the program office for additional assistance.

Ignorance of these standards will not preclude the imposition of penalties for academic dishonesty.

For more information you will find the full SFU policy on Academic Honesty (from which the above was summarized) at: <http://www.sfu.ca/policies/gazette/student.html>

Acknowledgements

This course outline was inspired by syllabi from entrepreneurship courses taught by various instructors at SFU including Dr. Tom Lawrence, Dr. Ian McCarthy, Dr. Jan Kietzman and Dr. Jan Simon. I am very appreciative of those who have shared their wisdom, materials and suggestions with me.

About Dr. Bryan Gallagher



I am an Adjunct Professor in the Beedie School of Business, the Business Development Manager for Inlailawatash—a natural resource company wholly owned by the Tsleil-Waututh Nation—and the Business Development Manager for Salish Seas—a commercial fishing company owned by the Musqueam, Sliammon and Tsleil-Waututh Nations.

In March 2015, I completed my Doctor of Philosophy of Management Degree at the Beedie School. Supervised by my senior supervisor Tom Lawrence as well as Mark Selman, John Borrows (University of Minnesota) and Dennis Foley (University of Newcastle), my research explored the connections between Indigenous identity and urban entrepreneurship in Canada and Australia. I received several awards during my studies, including

the SSHRC Top 5 Storytellers award, the CEO of the Year Futures Fund Award and the SFU Beedie Graduate Convocation Medal.

I'm a fourth-generation Canadian, born, raised and currently residing in what is now called North Vancouver. My parents are from Nova Scotia, and my blood lines trace back to Newfoundland, Ireland, England and France.

New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	BUS	Number (eg. 810)	735	Units (eg. 4)	4
Course title (max 100 characters including spaces and punctuation) Sustainability					
Short title (for enrollment/transcript - max 30 characters) Sustainability					
Course description for SFU Calendar * Explore how businesses are realigning or reinventing towards more sustainable models. Examine the key tension that underlies organizational efforts to embed sustainability: reliably and effectively delivering on existing sustainability commitments while making way for the ground breaking innovations that will significantly improve sustainability.					
Rationale for introduction of this course This course is already a part of the Surrey MBA study plan that is offered as a Special Topics. The creation of BUS 735 will formalize the <i>Sustainability</i> course and the Study Plan					
Effective term and year	Spring 2017	Course delivery (eg 3 hrs/week for 13 weeks) 42 hours			
Frequency of offerings/year	once per Academic year	Estimated enrollment/offering 40 students			
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)					
Prerequisite and/or Corequisite **					
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.					
Campus where course will be taught <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus					
Course Components <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/>					
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete				Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total completions allowed?		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This mainly applies to a Special Topics or Directed Readings course.

► RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

STEPHANIE BERTELS

Additional faculty members, space, and/or specialized equipment required in order to offer this course

► CONTACT PERSON

Department / School / Program Beedie/Graduate Programs	Contact name Maria Szymczak	Contact email busgrcrd@sfu.ca
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► DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

► LIBRARY REVIEW

Library review done? YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

► OVERLAP CHECK

Overlap check done? YES N/A

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (ie. Special Topics, Capstone, etc.)

► FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Ian McCarthy	Signature <i>I. McCarthy</i>	Date May 30 2016
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► SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature <i>Wade Parkhouse</i>	Date JUN 15 2016
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____

If different from regular units:

Course Attribute Value: _____

Academic Progress Units: _____

Instruction Mode: _____

Financial Aid Progress Units: _____

Attendance Type: _____

BUS 735 SUSTAINABILITY**Instructor:**
Office Phone:
Email:**Semester:**
LMS: canvas.sfu.ca**COURSE DESCRIPTION**

Students will explore how businesses are realigning or reinventing toward more sustainable models. We also examine the key tension that underlies organizational efforts to embed sustainability: reliably and effectively delivering on existing sustainability commitments while making way for the ground breaking innovations that will significantly improve sustainability. After taking this course, you will be able to help organizations integrate environmental and social sustainability into their operations and their supply chains and help them to develop the new and more sustainable business processes and services of the future.

OBJECTIVES

After completing this course you will be able to:

- Apply lifecycle and systems thinking.
- Apply principles for developing effective sustainability strategy.
- Identify the practical challenges and opportunities facing organizations in terms of integrating sustainability into their operations and value chains.
- Screen and select among the various tools and resources available to integrate sustainability into operations and supply chains.
- Interact with others to improve sustainability practices within an organization or industry.
- Determine how you can incorporate sustainability into your own career trajectory.

BOOK AND MATERIALS

Readings and materials will be provided through online links on Canvas

LEARNING AND ASSESSMENT**Assessment summary**

There is no midterm and no final exam for this course. Instead, I will be looking for consistent high quality work and a high degree of individual and group participation throughout the course, for top grades. In accordance with the policies set out by the Beedie School of Business, your final grade in the course will depend on your relative standing in the class. In this class, your assignments are designed to bring you up to speed on the issues and challenges faced by professionals working to embed sustainability into business operations.

Individual	Life Cycle Mapping Exercise	25%
	Executive Primer	25%
Group	Consulting Project	30% (10% Presentation/20% Report)
Participation	Individual—In class	10%
	Group Rating	10%
	Total	100%

Please note:

You are expected to attend and participate in class sessions and complete the assigned readings in advance of each class. You are expected to adhere to the student code of conduct, to hand assignments in on time and make use of a recognized citation system.

Late assignments will be penalized at 15% a day (including weekends). Contact me in advance if you anticipate not handing in your work on time.

Individual Assignment: Life Cycle Exercise (25%):

At the start of the term, you will select a simple product for which you must prepare a lifecycle diagram that outlines the key environmental and social aspects of this product's full lifecycle. I encourage you to select something that interests you and something that is not too complicated. I'm happy to help you to select something.

Once you've decided, mark your product on the list on Canvas.

File name: LCA [yourlastname your firstname]

Your aim is to produce a report that would be useful both for your company's senior executives and the product design team. The **focus** is on identifying the pathways, knowing what needs to be quantified and getting a sense of where to target to improve the sustainability of the product.

You should be using external sources to support your analysis. That said, this is not about conducting detailed calculations. If you come across quantities or comparisons, go ahead and include them to illustrate the key choices along the lifecycle, but it's not necessary to quantify all of the impacts. It is necessary to demonstrate where you're getting the information about the process and the potential impacts.

Please come to class prepared to draw your lifecycle on the board (see dates in course outline). We'll discuss them in class and you will have the opportunity to revise your assignment before handing it in.

-Maximum 800 words for the body (+ references and appendices)

(I'll explain this assignment in more detail in class and provide examples in class).

You need to hand in a lifecycle diagram with corresponding text. The diagram can be hand drawn, but you need to scan it. Your entire report must be in ONE pdf. Your final report needs to include the lifecycle of the product, identify and justify the key impacts and make recommendations for next steps for what aspects of the lifecycle need be targeted to improve the sustainability of the product and why. While you may choose to offer potential ideas for further exploration, the focus here is on understanding the problem, not on solving it.

Individual Assignment: Executive Primer (25%):

Select a company that interests you and that can help inform your career explorations. One person per company – first come, first served. I am happy to help you to select a suitable company.

Once you've decided, mark your company on the list on Canvas.

File name: Exec Primer [yourlastname your firstname]

A new CEO has been hired at this company. You are the VP of Sustainability and you must explain what is most material (strategically relevant) to the company, what the company is currently doing, and whether there are any gaps.

The deliverable is a 5-10 minute presentation and accompanying script for the presentation.

Note: You will not deliver this presentation; you will only hand in the script. Think of it this way: you were meant to give a short presentation to the new CEO, but instead she/he must depart early and has asked to read your presentation on the plane.

Therefore, you must hand this in as one pdf that combines your slides and your speaking notes so that your reader can easily see the slide and the text that belongs with that slide. You must produce a presentation that explains the following for the new CEO:

1. What are the general sustainability trends that impact your industry in general, and your company in particular?
2. How and why is sustainability important to your company?
3. What are the company's material issues and key sustainability goals? Are they appropriate and how do they compare to other companies?
4. What are the various certifications, processes, systems and memberships that are relevant?
5. What are your key recommendations to improve the company's sustainability?

Examples will be provided in class.

Group Assignment: Consulting Project (30%):

This assignment is designed to help you understand the systemic nature of organizational changes towards sustainability. We will work in partnership with a limited number of pre-selected Vancouver based businesses and organizations, where each group will select a business/question.

The organizations that we consult with will be asked to provide a list of questions that they would like support with; as such there is some flexibility and opportunity for you to cater this project to your interests. For instance, you may focus on making an internal business case, undertake a scenario analysis of various product options, develop an industry benchmark for specific issues, develop a new incentive program, develop a behaviour change campaign, or even design a company or social enterprise that would help meet the needs of the program. More details will be provided in class.

Note: Please hand in one PDF containing your group report and presentation on Canvas.

File name: [CompanyName] Group

Presentation (graded in consultation with your client) 10%

You will have 5 minutes to present a summary and your key recommendations to your client. Your client will be asked to assess you as follows:

- 1) To what extent did this presentation contribute knowledge that helps you in your decision-making?
- 2) To what extent do you have confidence in the recommendations presented (did they do their homework / were they well prepared)?

Below is a suggested outline for your presentation:

- title slide
- high level recommendation
- set-up / justification (what problem are you addressing?)
- approach
- (how did you approach the problem and what work did you do to support your analysis and findings?)
- analysis (what did you find?)
- implementation plan (what should they do – actions and timelines)
- conclusion (restatement of why your recommended action fits with their needs)



Written Submission (graded by me) 20%

Your report should include a similar structure as the presentation.

-Maximum 800 words for the body (+ references and appendices)

Participation

Individual participation reflection (10%):

The goal of including an individual in-class participation grade in the course is to encourage attendance and contribution to the classroom discussion and activities. I am aware that some students are simply more talkative and others are less inclined to talk during class. I am more interested in the quality of your participation than the quantity. A class of this nature benefits from a range of opinions and experiences. If you find that your participation is restricted for some reason, please consult with me. In addition to answering questions and offering comments, participation also includes coming to class prepared by completing the readings and doing your own research/relating the topic of the day to your assignment(s). You are encouraged to identify complementary resources and share them with the class. You will be asked to rate yourself according to the scale provided in Appendix A and to justify your choice of rating with specific examples. It is your responsibility to keep track of these. I will review your rating and either accept it or revise it with explanation.

Please hand this in on Canvas.

File name: Reflection [yourlastname your firstname]

Group Participation Rating (10%):

Please hand this in on Canvas.

File name: Group [#] [yourlastname your firstname]

The goal of including a group participation grade in the course is to encourage everyone to participate to the best of their ability in the group project, but also to acknowledge that the contributions to group work may not always be equal. Your group participation grade will be assessed based on your ranking from your group members (including yourself). The instructions for how to complete this ranking are provided in Appendix A.

COURSE OVERVIEW

Class	Topic	Deliverables/Deadlines
1 Tues May 12th	Intro to the course and deliverables Defining sustainability Strategic business drivers; value creation Planetary boundaries and social floors	Please do the readings for class 1. Please review the course outline prior to class.
2 Tues May 19th	Lifecycle thinking In-class lifecycle exercise Guest	Please do the readings for class 2. Assignments: LCA (Individual) - You must select a product by the end of this week (first come, first served and the earlier the better).

3 Tues May 26th	<p>The social aspect of sustainability</p> <ul style="list-style-type: none"> • Stakeholder identification • Community engagement/investment • Fair labour and human rights; Free prior and informed consent; Protect, respect, remedy; living wage <p>Work though your LCAs Guest</p>	<p>Please do the readings for class 3.</p> <p><u>Assignments:</u></p> <p>LCA (Individual) - Come prepared to draw your LCA for your product on the board, for class discussion.</p> <p>Executive Primer (Individual) - Deadline to confirm company for the Primer assignment.</p>
4 Tues June 2 nd	<p>Developing a sustainability strategy</p> <ul style="list-style-type: none"> • scanning and decision context • context-based materiality analysis • backcasting • setting goals and targets • identifying actions <p>Guest or case</p>	<p>Please do the readings for class 4.</p> <p><u>Assignments:</u></p> <p>Consulting Project (Group) – Deadline to have finalized your consulting group.</p>
5 Tues June 9 th	<p>Embedding sustainability into culture and operations</p> <p>Role of change agents</p> <p>Leadership</p> <p>Case</p>	<p>Please do the readings for class 5.</p> <p>Come prepared to discuss the case.</p> <p>Come prepared to discuss your perception of sustainability in your workplace.</p> <p><u>Assignments:</u></p> <p>LCA (Individual) – DUE today on Canvas (by midnight)</p>
6 Tues June 16 th	<p>Metrics</p> <p>Environmental and Social Disclosure</p> <ul style="list-style-type: none"> • GRI / Integrated Reporting / SASB • Data integrity and assurance <p>Governance and corporate structures</p> <p>Guest</p>	<p>Please do the readings for class 6.</p> <p>Come to class having calculated your footprints.</p>
7 Tues June 23 rd	<p>Collaboration across industries and across the supply chain</p> <p>Guest</p>	<p>Please do the readings for class 7.</p> <p><u>Assignments:</u></p> <p>Consulting Project (Group) – Be prepared to provide a verbal update and collectively problem solve any challenges.</p>
9 Tues June 30 th	<p>Sustainable Supply Chains</p> <ul style="list-style-type: none"> • Sourcing strategy and impacts • Responsible sourcing • Product stewardship • Codes, scorecards and auditing approaches • Transportation and logistics <p>In Class supply chain exercise</p>	<p>Please do the readings for class 8.</p>
8 Tues July 7 th	<p>The Financial Side of Sustainability</p> <ul style="list-style-type: none"> • Socially responsible investing • Internal innovation funds • Green bonds and social impact bonds • Micro lending • Stranded assets <p>Guest</p>	<p>Please do the readings for class 9.</p> <p><u>Assignments:</u></p> <p>Executive Primer (Individual) – DUE today on Canvas (midnight)</p>



10 Tues July 14 th	New Business Models for Sustainability <ul style="list-style-type: none">• Base of the Pyramid• Collaborative consumption• The circular economy• Social enterprise, Bcorps, Cooperatives	Please do the readings for class 10.
11 Tues July 21 st	Final Group Presentations	<u>Assignments:</u> Consulting Project (Group) <ul style="list-style-type: none">• Presentation DUE in class today.• Report DUE in class today (hardcopy) and uploaded on Canvas (midnight).
Tues July 28 th	(not a class)	<u>Assignments:</u> Deadline to hand in your Individual Reflection and Group Evaluation Survey

Academic Honesty

Plagiarism is the unacknowledged use of other people's ideas or work. Plagiarism is often unintentional and can be avoided through careful work habits and familiarity with academic conventions. But whether intentional or unintentional, plagiarism is recognized as a serious academic offence. The university's strong stance against plagiarism reflects our shared commitment to intellectual honesty, and the original contributions of each student and faculty member validate and sustain the university as a vital centre of knowledge and research. It is your responsibility, as a student and a member of the academic community, to ensure that you have correctly acknowledged and cited all the resources you have used in writing your work.

The following examples are representative but not exhaustive of activities constituting academic dishonesty:

- Plagiarism (presenting the work of another person as your own)
- Submitting the same work more than once without prior approval
- Translating a work from one language to another without complete and proper citation.
- Cheating
- Impersonation (having someone else write your exam)
- Submitting false records or information (forged medical notes)
- Stealing or destroying the work of another student
- Unauthorized or inappropriate use of computers, cell phones, calculators and other forms of technology in course work, assignments or examinations
- Falsifying material that is subject to academic evaluation
- Any activity not specifically outlined in this document that is intended to circumvent the standards of academic honesty

You are expected to post comments, and write reports and exams in your own words. Whenever you take an idea or passage from another author, you must acknowledge it by appropriately citing the source. If you are struggling to complete an assignment please see your instructor or the program office for additional assistance.

Ignorance of these standards will not preclude the imposition of penalties for academic dishonesty.

For more information you will find the full SFU policy on Academic Honesty (from which the above was summarized) at: <http://www.sfu.ca/policies/gazette/student.html>

APPENDIX A: Instructions for your Individual and Group Participation Assessments**Individual Participation Reflection**

(10) Outstanding Contribution – You offer highly relevant ideas on a regular basis but you do not dominate the discussion. You have clear and thoughtful views and offer analysis and interpretation that encourage the understanding of the other class participants. You routinely contributed in other ways such as by bringing in relevant information and explaining its relevance to the class.
(Only two or three students in a class would fall in this category)

(9) Excellent Contribution – You offer relevant ideas on a regular basis but you do not dominate the discussion. You have clear and thoughtful views and offer analysis and interpretation that encourage the understanding of the other class participants. You offer comments that move the discussion to conclusion or synthesis. You will also have contributed in other ways such as by bringing in relevant information and explaining its relevance to the class material.
(Generally, about a quarter of the students would fall in this category)

(8) Good Contribution – You express your views, you offer related analysis and you facilitate some clarification of others' thoughts.
(The majority of students will fall in this category)

(7) Fair Contribution – You attend class regularly, you contribute occasional insights but offer minimal analysis or participation in other ways.

(6 or below) Minimal contribution – You contribute very little beyond attending the class and/or you have not regularly attended the class.

Please include one or two paragraphs justifying why you have assigned yourself this grade. Make reference to two or three specific examples to illustrate why you are assigning yourself this grade.

I also ask you to please reflect on your experiences in the course providing candid feedback on your perceptions of the value of particular components and on how to improve the course. (one paragraph is plenty, unless you have lots to say)



BEEDIE SCHOOL
OF BUSINESS

MASTER OF BUSINESS
ADMINISTRATION

Group evaluation:

Please assign a numeric score according to the following criteria:

(5 agree completely, 4 agree somewhat, 3 neither agree nor disagree, 2 somewhat disagree, 1 disagree completely)

Please list all group members, including yourself.

List your members in alphabetical order (last name, first name)

	Last name, first name	Last name, first name	Last name, first name	Last name, first name
This team member was reliable and met deadlines for work in progress.				
This team member did their part to meet the deliverables.				
This team member contributed valuable information to the group, and provided a fair share of the research information.				
This team member gave input for work-in-progress promptly and in a respectful tone.				
This team member produced work that could be incorporated without the need for major revisions.				

If there was a team member that did more than their share to complete the project, please identify this person.

New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	BUS	Number (eg. 810)	736	Units (eg. 4)	2
Course title (max 100 characters including spaces and punctuation) Leading Self & Others					
Short title (for enrollment/transcript - max 30 characters) Leading Self & Others					
Course description for SFU Calendar *					
Gain an accurate assessment of your strengths and challenges as an employee of an organization in a fast moving business environment: bring your skills and knowledge of working with people in a simulated organization where your actions will be reflected on by yourself and others. Graded on a satisfactory/unsatisfactory basis.					
Rationale for introduction of this course This course is already a part of the Surrey MBA study plan that is offered as a Special Topics. The creation of BUS 736 will formalize the Leading Self and Others course and the study plan.					
Effective term and year	Spring 2017	Course delivery (eg 3 hrs/week for 13 weeks) 21 hours			
Frequency of offerings/year	once per academic year	Estimated enrollment/offering 40 students			
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)					
Prerequisite and/or Corequisite **					
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.					
Campus where course will be taught <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus					
Course Components <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/>					
Grading Basis <input type="checkbox"/> Letter grades <input checked="" type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete				Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total completions allowed?		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This mainly applies to a Special Topics or Directed Readings course.

► RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

Gervase Bushe

Additional faculty members, space, and/or specialized equipment required in order to offer this course

► CONTACT PERSON

Department / School / Program

Beedie/Graduate Programs

Contact name

Maria Szymczak

Contact email

busgrcrd@sfu.ca

► DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

► LIBRARY REVIEW

Library review done? YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

► OVERLAP CHECK

Overlap check done? YES N/A

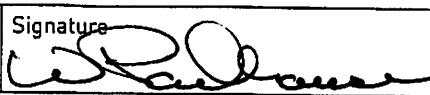
The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (ie. Special Topics, Capstone, etc.)

► FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC)	Signature		Date
Ian McCarthy			May 30 2016

► SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC)	Signature	Date
Wade Parkhouse		JUN 15 2016

ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____

If different from regular units:

Course Attribute Value: _____

Academic Progress Units: _____

Instruction Mode: _____

Financial Aid Progress Units: _____

Attendance Type: _____

BUS 736: ST: LEADING SELF AND OTHERS: AN ORGANIZATIONAL SIMULATION

Instructor: Dr. Gervase Bushe
Office Phone: 778.782.4104
Email: bushe@sfu.ca

Semester: Summer
LMS: canvas.sfu.ca

COURSE DESCRIPTION

The course begins with a short orientation session and continues for the following three full days. During the orientation session you will get an overview of the simulation and ideas for how to learn from your experience over the next 3 days. The required paper will be an assessment of your actions and results during the simulation. More information is available in the handout on writing self-reflection papers. The paper is due two weeks after the simulation end (June 2015).

Information on the simulation is available in the booklet "*WordMasters: A Simulation in Workplace Dynamics*" by Dag Furst and Gervase Bushe. You are encouraged to read it before the course begins and you should bring a copy with you to class. This simulation has been used in a variety of businesses and industries to aid in leadership and organization development. For more information go to: <http://www.plrealtime.com>.

A *Handbook of Ideas* used in these companies has been provided for your benefit. You are strongly encouraged to read this before the course. You do not need to bring this with you to the course but please do bring the Simulation Manual and a notebook to record personal reflections and learning. It may also be useful to have a calculator.

OBJECTIVES

The purpose of this course is to help you get an accurate assessment of your strengths and challenges as an employee of an organization in a fast moving business environment. You will have an opportunity to bring your skills and knowledge of working with people into a simulated organization where your actions will be reflected on by yourself and others. Success in this organization requires people to work together, respond creatively to challenges, maintain motivation in the face of setbacks and overcome obstacles both within you and outside you.

BOOK AND MATERIALS

Bushe, G. & Furst, D. (2007) *Handbook of Ideas for Learning and Performing in Real Time*

Furst, D. & Bushe, G. (2012) *WordMasters: A Simulation in Work Life Dynamics*



LEARNING AND ASSESSMENT

Assessment summary

Self-Assessment Paper (Satisfactory/Unsatisfactory) 100%

Attendance and Participation

Because of the highly experiential nature of this course class attendance is mandatory. Any unauthorized absence during the simulation will result in an automatic failing grade.

If you cannot attend all 3.5 days please contact the instructor immediately.

Academic Honesty

Plagiarism is the unacknowledged use of other people's ideas or work. Plagiarism is often unintentional and can be avoided through careful work habits and familiarity with academic conventions. But whether intentional or unintentional, plagiarism is recognized as a serious academic offence. The university's strong stance against plagiarism reflects our shared commitment to intellectual honesty, and the original contributions of each student and faculty member validate and sustain the university as a vital centre of knowledge and research. It is your responsibility, as a student and a member of the academic community, to ensure that you have correctly acknowledged and cited all the resources you have used in writing your work.

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- Translating a work from one language to another without complete and proper citation.
- Cheating
- Impersonation (having someone else write your exam)
- Submitting false records or information (forged medical notes)
- Stealing or destroying the work of another student
- Unauthorized or inappropriate use of computers, cell phones, calculators and other forms of technology in course work, assignments or examinations
- Falsifying material that is subject to academic evaluation
- Any activity not specifically outlined in this document that is intended to circumvent the standards of academic honesty

You are expected to post comments, and write reports and exams in your own words. Whenever you take an idea or passage from another author, you must acknowledge it by appropriately citing the source. If you are struggling to complete an assignment please see your instructor or the program office for additional assistance.

Ignorance of these standards will not preclude the imposition of penalties for academic dishonesty.

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About the course instructor

Dr. Gervase Bushe, Professor of Leadership and Organization Development, is an internationally recognized scholar in organizational development whose work is widely cited. His research has examined organizational change, organizational learning, leadership and leadership development, teams and team building, change agents and change agency. With an extensive background in designing transformational change processes, Gervase consults to major corporations such as Business Objects, Telus, General Motors, the Vancouver Island and Fraser Health Authorities, Citizenship and Immigration Canada, and ACL Analytics. His leadership development programs are licensed for delivery around the world through Clear Learning Ltd. Gervase is on the editorial boards of the *Journal of Applied Behavioral Science* and *The Organization Development Practitioner*.



New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	BUS	Number (eg. 810)	737	Units (eg. 4)	4
Course title (max 100 characters including spaces and punctuation) Business Strategy					
Short title (for enrollment/transcript - max 30 characters) Business Strategy					
Course description for SFU Calendar * Focus of the course is divided into four components: Strategic Fit, Industry Structure, Industry and Firm Level Value Chains, and Case Studies. Learn the principles of strategic management to gain an understanding of what strategy is, how it is constrained, formulated, developed and implemented.					
Rationale for introduction of this course This course is already a part of the Surrey MBA study plan that is offered as a Special Topics. The creation of BUS 737 will formalize the Business Strategy course and the Study Plan					
Effective term and year	Spring 2017	Course delivery (eg 3 hrs/week for 13 weeks) 42 hours			
Frequency of offerings/year	once per Academic year	Estimated enrollment/offering 40 students			
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)					
Prerequisite and/or Corequisite **					
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.					
Campus where course will be taught <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus					
Course Components <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/>					
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete			Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total completions allowed?		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This mainly applies to a Special Topics or Directed Readings course.

► RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

ED BUKSZAR

Additional faculty members, space, and/or specialized equipment required in order to offer this course

► CONTACT PERSON

Department / School / Program	Contact name	Contact email
Beedie/Graduate Programs	Maria Szymczak	busgrcrd@sfu.ca

► DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

► LIBRARY REVIEW

Library review done? YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

► OVERLAP CHECK

Overlap check done? YES N/A

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (ie. Special Topics, Capstone, etc.)

► FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Ian McCarthy	Signature <i>I. McCarthy</i>	Date May 30 2016
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► SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature <i>Wade Parkhouse</i>	Date JUN 15 2016
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____

If different from regular units:

Course Attribute Value: _____

Academic Progress Units: _____

Instruction Mode: _____

Financial Aid Progress Units: _____

Attendance Type: _____

Course Description

Strategic Management requires a dynamically oriented analysis of markets, industries and the companies within those industries. The goal of Strategic Management is to proactively develop strategies to create and sustain competitive advantage.

The purpose of this seminar is to provide participants with the principles of strategic management. The goal is to enable participants to gain an understanding of what strategy is, how it is constrained, formulated, developed and implemented.

The seminar will include four components. It will begin with a discussion of Strategic Fit. This will include a discussion of generic strategies and the unique structuring of organizations to enable the success of chosen strategies.

The second component focuses on industry structure - how it both constrains and enables the development of strategy. Principles of industry analysis will be presented.

The third component focuses on industry and firm-level value chains. We will address 'make or buy' decisions by developing the logic of core competence, integration and outsourcing. Core competencies form the basis of competitive advantage.

The fourth component consists of case studies that provide opportunities to apply the principles from the first three segments of the course to different firms and industries.

Format: Classes will be a combination of lectures, related discussion and case analyses.

Session 1	What is Strategy?
Session 2	Strategic Fit
Session 3	How Competitive Forces Shape Strategy
Session 4	Industry Analysis - Financial Analysis for Strategy
Session 5	Core Competencies
Session 6	Value Chains: Make or Buy
Session 7	Vertical and Horizontal Integration
Session 8	Strategies for Entry, Growth, Decline
Session 9	In-class Exam: Short Answer, Essay, Case Analysis
Session 10	Case Discussion & Presentations
Session 11	Case Discussion & Presentations

Session 12 Case Discussion & Presentations

There will be no final exam for this course.

New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	BUS	Number (eg. 810)	738	Units (eg. 4)	4
Course title (max 100 characters including spaces and punctuation) Operations Management					
Short title (for enrollment/transcript - max 30 characters) Operations Management					
<p>Course description for SFU Calendar *</p> <p>Explore both design and control aspects of effective operations management as they relate to service and manufacturing entities; and the management of operating systems, including allocation and scheduling of resources (control of costs, inventories, quality and manpower).</p>					
<p>Rationale for introduction of this course</p> <p>This course is already a part of the Surrey MBA study plan that is offered as a Special Topics. The creation of BUS 738 will formalize the <i>Operations Management</i> course and the Study Plan</p>					
Effective term and year	Spring 2017	Course delivery (eg 3 hrs/week for 13 weeks) 42 hours			
Frequency of offerings/year	once per Academic year	Estimated enrollment/offering 40 students			
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)					
Prerequisite and/or Corequisite **					
<p>Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.</p>					
Campus where course will be taught <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus					
Course Components <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/>					
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete			Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total completions allowed?		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This mainly applies to a Special Topics or Directed Readings course.

► RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

RAYMAN JULIA

Additional faculty members, space, and/or specialized equipment required in order to offer this course

► CONTACT PERSON

Department / School / Program	Contact name	Contact email
Beedie/Graduate Programs	Maria Szymczak	busgrcrd@sfu.ca

► DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

► LIBRARY REVIEW

Library review done? YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

► OVERLAP CHECK

Overlap check done? YES N/A

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (ie. Special Topics, Capstone, etc.)

► FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC)	Signature	Date
Ian McCarthy	<i>I. McCarthy</i>	May 30 2016

► SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC)	Signature	Date
Wade Parkhouse	<i>Wade Parkhouse</i>	JUN 15 2016

ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____

Course Attribute Value: _____

Instruction Mode: _____

Attendance Type: _____

If different from regular units:

Academic Progress Units: _____

Financial Aid Progress Units: _____

BUS 738: Operations Management**Instructor:** Payman Jula**Burnaby Office Phone:** 778-782-3564**Email:** pjula@sfu.ca**Semester:****LMS:** canvas.sfu.ca**Surrey Office :** TBD**COURSE DESCRIPTION**

Operations Management is a discipline that emphasizes on processes and methods that enable organizations to achieve better productivity, quality, time and information performance. Those organizations may be large or small providers of services or manufactured goods in the public or private sectors. The course will explore both design and control aspects of effective operations management as they relate to service and manufacturing entities. It will explore the management of operating systems, including allocation and scheduling of resources; control of costs, inventories, quality, and manpower.

Understanding systems theory and using systems thinking as an analytical approach is fundamental to understanding operations management. Systems theory emphasizes the interrelationship between various components internal to an organization and the intersections with external pressures.

Executives should understand the impact of operations on corporate strategy and other elements in the value chain and how to integrate operations effectively into the corporation at all levels; and the processes by which goods and services are produced to keep the firm's internal cost accounting systems timely, relevant and informative.

OBJECTIVES

The purpose of this course is to introduce you to the foundation issues and ideas in operations management. The topics include process mapping and management, operations strategy, allocation and scheduling of resources, inventory management, congestion management, supply chain management, etc.

BOOK AND MATERIALS

There is no one book which adequately covers all of the material in this course at an appropriate level. Class attendance is critical in this course.

I. Managing Business Process Flows: Principles of Operations Management (MBPF), 3rd Edition, by Anupindi, et al. ISBN 0136036376 (Prentice Hall, 2011).

II. Course Pack: Contains supplemental readings and cases to be used throughout the course, including:

1. "Shouldice Hospital Ltd." Harvard Business School Case 9-683-068.
2. "Netflix, Inc.", University of Michigan Business School Operations Management Case.
3. "Kristen's Cookie Company (A)" Harvard Business School Case 9-686-093.
4. Larson, Richard C. "There's more to a line than its wait," Technology Review. US: MIT Press, ISSN: 10963715, pp 60-67.
5. "Delays at Logan Airport" Harvard Business School Case 9-102-011.
6. "National Cranberry Cooperative (Abridged)" Harvard Business School Case 9-688-122.
7. "Manzana Insurance - Fruitvale Branch (Abridged)" Harvard Business School Case 9-692-015.

8. "Hewlett-Packard DeskJet Printer Supply Chain (A) & (B)" Stanford Graduate School of Business Case No. GS3A, GS3B
9. Magretta, Joan "The Power of Virtual Integration" Harvard Business Review No 98208.
10. Stalk, Jr. George "Time — The Next Source of Competitive Advantage," Harvard Business Review, No. 88410.

Note: Course members should check the course timetable on the Canvas site <http://canvas.sfu.ca/> for assigned cases and exercises.

Recommended references: (here are some books which supplement class discussion)

- "The Goal: A Process of Ongoing Improvement", by Eliyahu M. Goldratt and Jeff Cox, (North River Press, 2012). "The Goal" is a popular novel which is often used for a MBA-level operations management course.
- "Operations Management", 12 ed, W. Stevenson, (McGraw-Hill, 2014)
- "Practical Management Science", by Winston and Albright; (South-Western, 2015)
- "Operations Management: Process and Value Chains (10th Edition)", by Lee J. Krajewski, Larry P. Ritzman, and Manoj K. Malhotra (Prentice Hall, 2012).

ASSESSMENT

Prior study of the cases, textbook, and online materials is expected and active class participation is encouraged in this course. "Active" participation is that which enhances group learning; it could be a question, an answer to a question, an observation, or a shared experience. Relatively high percentage is placed on the class participation (25%) to encourage students actively participate in the class discussion. Students will have a quiz on July 30 (worth 20% - open book). A comprehensive individual assignment will be assigned at the last session of the class with due-date of Aug 10 (worth 30%). Groups' marks will be based on comprehensive analysis of two cases (National Cranberry, and Manzana Insurance). The Group assignment report (max 5 pages, excluding exhibits) is due at the beginning of the session. Further instructions on the assignments will be discussed in the class.

Individual Classroom Contribution = 25%

Individual Quiz – open book (July 30) = 20%

Individual final assignment (Due Aug 10) =30%

Group Marks – Analysis & report on two cases (National Cranberry, and Manzana Insurance) = 25%

Course Structure & Reading Schedule

Here is the tentative plan for the course. The plan may be modified to address participants' needs and interests.

	Topic	Readings
May 14	Introduction to OM, Process Management and strategy	Read Ch (1), (2) Case: Shouldice Hospital
May 21	Operational Performance Measures	Read Ch (3) Case: Netflix
May 28	Process Analysis	Read Ch(4-skim), (5) Case: Kristen's Cookie
June 4	Resource Constraints	Read Ch (8) Deliverable: Case-National Cranberry
June 11	Capacity Planning	Case: There's more to a line than its wait
June 18	Congestion Management	Case: Logan Airport
June 25	Capacity, Variability and Time Based Competition	Deliverable: Case- Manzana Insurance
July 2	Supply Chain Management	Case: Hewlett-Packard (A&B)
July 9	Lean Operations	Read Ch (10) Case: The power of virtual Integration...
July 16	Inventory Management	Read Ch (6)
July 23	Inventory Management	Read Ch (7) Case: Time- the next Source of ..."
July 30	Quiz- Process Capability and Control, Quality Management	Read Ch (9)

ACADEMIC HONESTY

Plagiarism is the unacknowledged use of other people's ideas or work. Plagiarism is often unintentional and can be avoided through careful work habits and familiarity with academic conventions. But whether intentional or unintentional, plagiarism is recognized as a serious academic offence. The university's strong stance against plagiarism reflects our shared commitment to intellectual honesty, and the original contributions of each student and faculty member validate and sustain the university as a vital centre of knowledge and research. It is your responsibility, as a student and a member of the academic community, to ensure that you have correctly acknowledged and cited all the resources you have used in writing your work.

The following examples are representative but not exhaustive of activities constituting academic dishonesty:

- Plagiarism (presenting the work of another person as your own)
- Submitting the same work more than once without prior approval
- Translating a work from one language to another without complete and proper citation.
- Cheating
- Impersonation (having someone else write your exam)
- Submitting false records or information (forged medical notes)
- Stealing or destroying the work of another student
- Unauthorized or inappropriate use of computers, cell phones, calculators and other forms of technology in course work, assignments or examinations
- Falsifying material that is subject to academic evaluation
- Any activity not specifically outlined in this document that is intended to circumvent the standards of academic honesty

You are expected to post comments, and write reports and exams in your own words. Whenever you take an idea or passage from another author, you must acknowledge it by appropriately citing the source. If you are struggling to complete an assignment please see your instructor or the program office for additional assistance.

Ignorance of these standards will not preclude the imposition of penalties for academic dishonesty.

For more information you will find the full SFU policy on Academic Honesty (from which the above was summarized) at: <http://www.sfu.ca/policies/gazette/student.html>

About the course instructor

Payman Jula is an Associate Professor at Beedie School of Business, SFU, where he teaches courses related to operations management, and decision making under uncertainty. Payman has a PhD in Industrial Engineering and Operations Research from University of California at Berkeley. His research interests are in transportation and logistics, and applications of operations management in the manufacturing and service (particularly healthcare delivery) industries. Payman has studied the economics of Asia - North America supply chains. He has worked with many international high tech companies such as Samsung Semiconductor, Cypress Semiconductor, Micron Technology, and IMFlash Technologies on issues related to cycle time reduction, production planning, scheduling, and supply chain management.

Payman enjoys Vancouver ski hills in winter and soccer fields in summer.

New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	BUS	Number (eg. 810)	739	Units (eg. 4)	4
Course title (max 100 characters including spaces and punctuation) Managing Information					
Short title (for enrollment/transcript - max 30 characters) Managing Information					
Course description for SFU Calendar * Expose you to the macro theories and concepts of contemporary MIS across a range of industries and organizations. Rather than create technicians or CIOs, the focus is to create knowledge/primary understanding of how management information systems can be effectively and efficiently applied by senior managers and organizations.					
Rationale for introduction of this course This course is already a part of the Surrey MBA study plan that is offered as a Special Topics. The creation of BUS 739 will formalize the Managing Information course and the study plan.					
Effective term and year	Spring 2017	Course delivery (eg 3 hrs/week for 13 weeks) 42 hours			
Frequency of offerings/year	once per academic year	Estimated enrollment/offering 40 students			
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)					
Prerequisite and/or Corequisite **					
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.					
Campus where course will be taught <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus					
Course Components <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/>					
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete				Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total completions allowed?		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This mainly applies to a Special Topics or Directed Readings course.

► RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

Peter Tingling

Additional faculty members, space, and/or specialized equipment required in order to offer this course

► CONTACT PERSON

Department / School / Program
Beedie/Graduate Programs

Contact name
Maria Szymczak

Contact email
busgrcrd@sfu.ca

► DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

► LIBRARY REVIEW

Library review done? YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

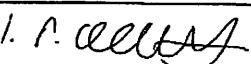
► OVERLAP CHECK

Overlap check done? YES N/A

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► FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Ian McCarthy	Signature 	Date May 30 2016
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► SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature 	Date JUN 15 2016
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____

If different from regular units:

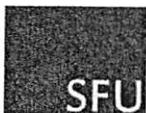
Course Attribute Value: _____

Academic Progress Units: _____

Instruction Mode: _____

Financial Aid Progress Units: _____

Attendance Type: _____



BUS 739 MANAGING INFORMATION

Instructor: Peter Tingling
Office Phone: 778.782.3473
Email: peter_tingling@sfu.ca

Semester:
LMS: canvas.sfu.ca

COURSE DESCRIPTION

We are what we repeatedly do. Excellence, then, is not an act, but a habit.

Aristotle

The development and implementation of computing and communication technologies over the last 60 years have had dramatic effects on organizations and individuals. Today, all functional areas of the firm – from accounting, to marketing, to operations, to human resources – are dependent on information systems. Many organizations use information systems to directly or indirectly add value to their products and services. Increasingly, information technology is having a transformational impact on firms, which are using it reactively (to survive), or proactively (to create competitive advantage). This course deals with the principles and practices of developing and managing information systems (IS). It is designed to improve your understanding of IS' role in organization performance, and management issues that surround adoption and use.

Regardless of your field of specialization, or the type of organization you expect to work in, or what kind of job you might hold, developing and maintaining a good understanding of the relationship between IS and organizational performance will have important implications for your career. Through this course you have the opportunity to develop a long-term understanding of the principles underlying this dramatic and evolving relationship.

Focus

This is an MBA level course focusing on MIS. As such, you will be expected to adopt a much broader perspective that includes IS managers (internal or as a consultant), business and executive managers, senior bureaucrats and top level strategists.

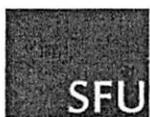
OBJECTIVES

The objective of this course is to expose you to the macro theories and concepts of contemporary MIS across a range of industries and organizations. Rather than create technicians or CIOs, the focus is to create knowledge / primary understanding of how management information systems can be effectively and efficiently applied by senior managers and organizations.

The ideal outcome is to approach technological literacy, as expressed by Ira Flatow "Being technologically literate is knowing what questions to ask".

BOOK AND MATERIALS

This course will use a 'case method' approach. The case package must be purchased online (available from <https://cb.hbsp.harvard.edu/cbmp/access/38253568>). In addition a number of readings will be assigned to you and you will be expected to access them electronically from the library. These are listed at the end of this outline but you should also check the course website for further information or revisions.



COURSE STRUCTURE

Each class will contain a number of components, including:

- Discussion of topical events
- In-class case discussions – Including student presentation of cases
- A seminar based in part on the readings.
- Team Project presentations

I will be well-prepared for each class, and I expect the same from you. A key component of the case method is learning from each other. In order to do so, you need to have read the cases and readings each class, conducted your own analysis, and be ready to offer your input, ideas, and comments.

My recommendation is that you first read and analyze the case, then read the assigned readings, revisit your analysis and note how your thinking has changed – if at all.

My teaching style is driven by business in that I expect you to treat our sessions as you would a business meeting in terms of arriving on time and ready to contribute. I expect timely notification if you miss a class. Please note this will not obviate your attendance and will result in a session participation grade of zero (rather than -1). Missing four half classes or no participation will result in a failing participation grade.

While I expect your presence to be professional at all times, what may be a departure for some of you is in my view of the classroom as a place of safe, supported learning and discourse. I expect that you will treat your colleagues with respect at all times but within this framework I encourage you to engage with the material that we will discuss and to speak honestly and openly.

LEARNING AND ASSESSMENT

Assessment summary

The purpose of evaluating and grading in this course is to provide you with direction, feedback and encouragement. In general you can expect two forms of feedback on your assignments.

- 1) Evaluative feedback that illustrates how your grade was calculated.
- 2) Developmental feedback that is aimed at improving the overall quality of your work

Both include comparative benchmarks, depth of analysis, presentation, grammar, format etc. Remember, the whole point in preparing for class, meeting in teams, completing assignments and writing tests is not to "get a good grade," but to learn! Try to focus on learning first, rather than grades first – learning will naturally lead to higher performance

Your performance in this course is 60% individual, 40% group-based. It will be based on the following five components (these are described in more detail below):

Individual	Course Contribution	15%
	Article Integration	15%
	In Class Exam	30%
Group	Group Case Presentation	20%
	Team Project	20%
	Total	100%

Student Identification

With the exception of participation and the group case presentation all assignments are to be submitted with only your student number as an identifying mark. In the case of group assignments they should be listed in numerical sequence with a percentage of contribution followed by your initials.

All assignments are marked blind, that is when I mark the assignments I do not consider authorship.

Course Contribution (15%)

Your participation will be evaluated each class using a supplied rubric. You are expected to arrive on time, listen actively to whomever is speaking, and regularly contribute your ideas. Contribution grades will be awarded on the basis of both the quantity and the quality of your participation and is not simply repeating or clarifying case facts. The more actively you participate, the more value you will derive from this course. Attendance is important for both individual and group learning. Self and instructor evaluation of contributions to class discussion will be provided. Participation will not be assessed based on whether or not you have a prior in-depth understanding of the subject matter but instead relevance and constructive stimulation of discussion. Missing more than 4 half classes will seriously impair your own and your fellow students' ability to learn, compromise the quality of the course, and result in a failing grade. Prior approval is required.

Some examples of valuable class contribution include (but are not limited to):

- o synthesizing ideas and offering logical conclusions
- o building on a stream of thought (mine or another student's)
- o challenging a perspective, politely but firmly (mine or another student's) Please note, this is expected to be thoughtful and more than simple assuming the opposite or contrary position
- o taking a leadership role in a discussion
- o moving the discussion into unexplored but meaningful areas
- o asking an important question
- o making a statement that takes the class to a "higher level"
- o developing creative alternatives
- o drawing on related ideas from another course
- o bringing in relevant ideas from your personal experience or from current events
- o summarizing key learning points

Marking Scale:

- 1 Absent – No arrangement or clear demonstration that participant is unprepared for discussion
- 0 No Contribution
- 1 Addition / Clarification of basic facts
- 2 Additional key or external information. This is the normal level if you are contributing well.
- 3 Original thoughts or insights that build upon or provide a platform for the views of others. This is a very good level of contribution.
- 4 Significant contribution, synthesis of content, unique insight and absorption of ideas, particularly in a new area. This is exceptional.

NB: This scale is only cumulative in a limited way, i.e. four basic facts do not sum to a rating of 4.

Group Case Presentation (20%)

Beginning in week 2 each group will present the assigned case study. The focus should be one of deep analysis rather than superficiality. It should be interactive and engaging. You should expect that you will be presenting to a senior and demanding (but respectful) audience made up of the class and professor

Article Integration (15%)

You will identify an article of interest within the past 14 days from either The Economist, The Globe and Mail, The Wall Street Journal, or the New York Times. The article may appear online but MUST have been published in the print edition – you must provide publication information. You will prepare a maximum two page summary and assessment that integrates the concepts discussed in the previous week. You must provide a (fully working non password) link to the article, a pdf copy of the article, or a scanned copy. Your



article must be written in business / professional format. More than three spelling / grammatical errors will result in a maximum grade of 6 / 10. This assignment is individual. If you choose an article that has already been selected your grade will be deflated by 25% (you are free to check with me before to see if an article has been selected). Late assignments will not be accepted and will be assessed a zero. This assignment is to be submitted blind. Your name is not to appear in any place in the document. If this assignment has any identification marks your grade will be deflated by 2 marks. The assignment must be in the form of a word document named as follows: Student Number-A2.doc eg, 301012345-A2. The deadline for this assignment will be announced in class.

In class Exam (30%)

This will be held in week 12.

Appropriate use of material from the lectures such as models and theories is expected.

The exam will consist of a mix of case and theory or applied theory questions.

Responses will be scored on a 0-4 scale half marks avoided, as follows:

- -1/4 Answered different question or clearly and incontrovertibly wrong
- 0/4 Blank or unintelligible response.
- 1/4 seriously deficient. Indicates a misunderstanding of the key concepts but may contain some correct element.
- 2/4 Deficient or Mildly Satisfactory. Includes main elements of a correct answer but partially incorrect or missing two or more significant aspects (definition, core concept or test).
- 3/4 Satisfactory or Essentially Complete. Contains the main elements but misses or conflates one aspect of a complete answer. May contain minor inconsistencies in concept but the answer does not contain a substantive or fatal flaw.
- 4/4 Complete or Outstanding. Contains all the required elements of the answer in a logically consistent and congruent way with no mistakes or errors. A complete and articulate answer capable of substituting for the answer template. Succinct and extremely well written.

Pursuant to university regulations, if you do not write this exam without prior approval you may be assigned a grade of zero for this component. This exam has not been used previously in any of my classes and will not be used again as an exam.

Team Project (30%)

The goal of the project is to allow an in-depth exploration and analysis of an IS problem. It is to be centred on an IT issue or a particular systems project in an organization. The class will do some brainstorming of ideas and form teams for this exercise during week 2. All students will be assigned to a team and project by week 3. Projects are due at the beginning of the tenth session.

Each team should, by week 6, hand in a 1-2 page outline of their project. This should contain:

1. Names of the participants
2. Objectives / Scope
3. Description of the data to be collected and main sources (primary data to be avoided)
4. Name and title of person authorizing entry into the firm & a copy of the letter sent to the firm describing the project and deliverables (if applicable).

This will account for 20% of the final grade of that project and will be graded as follows:

0 No status provided

4 Substantially incomplete

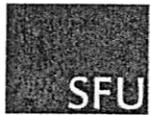
6 Minimally complete

7 Acceptable – Meets expectation

8 Exceeds expectation

9 Excellent

10 Perfect



- Each team should schedule a meeting with me before week 8 to discuss progress.
- The project report is due in week 10. It should be no longer than 15 double-spaced pages (total).
- During the last 2- 3 weeks of class, each team will present their findings in class. These should consist of any insights that the team gained in doing the project - insights about the company under study, about the topic being researched, or about the working of the team itself. The presentations should be professional – oriented like a consulting project and short (20 minutes maximum).
- The following sections should be included in the report:
 1. Executive Summary
 2. Introduction - the topic and the report layout
 3. Methodology
 4. Findings & Recommendations
 5. References
- Ensure appendices and exhibits are referenced in the body of the report
- Use proper citation format for quotations, internet sites, articles and books (see <http://www.apastyle.org> for illustrations)

The due date and time are firm. Late submissions will be penalized 20% for each day's delay (or part thereof). In 20 years of teaching I have not yet seen an example where the benefits of an extra day outweighed the penalty of a delay. While the objective should be a complete assignment on time – keep in mind that "a re as ona bly g o od as s ig nm ent t oday is bet ter than an ex c el lent as s ign ment tom orr ow".

I suggest that you produce a “consulting style” report that is professionally bound that you revise as samples of your work once evaluated and returned to you. Done well, it can be an excellent way to demonstrate that you can produce executive level work.

PLAGIARISM

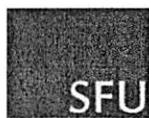
I remind you that plagiarism (representing another person's ideas or writings as your own) is a serious academic offense; the penalty can be as severe as expulsion. I expect you to write reports, memos, and exams in your own words. Whenever you take an idea or passage from another author, you must acknowledge it by appropriately citing the source.

You must retain working copies of your project, saved in a different file, at least once per week. A USB stick with your proposal must be included with your project and contain the stored versions. If this is not included your grade will be deflated by 20%.

Other Information

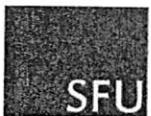
TO SEE ME

My office hours are posted, however, feel free to contact me any time. I welcome pop-ins, and make a point of being in my office before and after class. I also monitor my e-mail diligently. Please note that I may only accept or acknowledge student email originating from an SFU domain (As a normal matter of course you should not expect to communicate with me via hotmail or using any other generic mail service).



Schedule

CLASS	TOPIC	CASE(S)	READINGS
1 Sept 8	Introduction, Course Overview Learning with cases	Twitter	IT Doesn't Matter Getting IT Right
2 Sept 15		Urban Baby	Increasing Returns and the Two Worlds of Business Strategy and the New Economics of Information
3 Sept 22		Maxxed Out: TJX	Six decisions your IT people should not make
4 Sept 29		Flyht Crossing the Chasm	How information gives you competitive advantage.
5 Oct 6		Caterpillar Tunnelling	Strategy and the Internet Competing on Analytics
6 Oct 13	*Team Project Outline Due	1 – 888 Junk Van	Six Myths of Information and Markets: Information Technology Networks, Electronic Commerce, and the Battle for Consumer Surplus
7 Oct 20		Air Canada Flying High	Management Misinformation Systems. Management Misinformation Systems – Another Perspective
8 Oct 27		The Obamacare Website	De-Escalating Information Technology Projects: Lessons From the Denver International Airport. Why your IT project might be riskier than you think
9 Nov 3		Apple in 2013	Services Under Siege - The Restructuring Imperative.
10 Nov 10	Group Project Due	Movie Rental Business	The Impact of Information Systems on Organizations and Markets.
11 Nov 17		We Gave Them a Tool	Sustaining IT Advantage: The Role of Structural Differences Core IS Capabilities for Exploiting Information Technology As We May Think
12 Nov 24	In class Exam		



READINGS

Week 1

(Carr, 2003) (Feld & Stoddard, 2004)

Week 2

(Arthur, 1996) (Evans & Wurster, 1997)

Week 3

(Ross & Weill, 2002)

Week 4

(Porter & Millar, 1985)

Week 5

(Davenport, 2006; Porter, 2001)

Week 6

(Grover & Ramanlal, 1999)

Week 7

(Ackoff, 1967; Rappaport, 1967)

Week 8

(Flyvbjerg & Budzier, 2011; Montealegre & Keil, 2000)

Week 9

(Roach, 1991)

Week 10

(Gurbaxani & Whang, 1991)

Week 11

(Clemons & Row, 1991; Feeny & Willcocks, 1998) (Bush, 1945)

Ackoff, R. (1967). Management Misinformation Systems. *Management Science*, 14(4), 147-155.

Arthur, W. Brian. (1996). Increasing Returns and the Two Worlds of Business. *Harvard Business Review*, 74(4), 1-12.

Bush, Vannevar. (1945, July). As We May Think. *The Atlantic Monthly*, 101-108.

Carr, N. (2003). IT doesn't matter. *Harvard Business Review*, 81(5), 41-49.

Clemons, E. K., & Row, M. C. (1991). Sustaining IT Advantage: The Role of Structural Differences. *MIS Quarterly*, 15(2), 275-295.

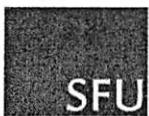
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ACADEMIC HONESTY

Plagiarism is the unacknowledged use of other people's ideas or work. Plagiarism is often unintentional and can be avoided through careful work habits and familiarity with academic conventions. But whether intentional or unintentional, plagiarism is recognized as a serious academic offence. The university's strong stance against plagiarism reflects our shared commitment to intellectual honesty, and the original contributions of each student and faculty member validate and sustain the university as a vital centre of knowledge and research. It is your responsibility, as a student and a member of the academic community, to ensure that you have correctly acknowledged and cited all the resources you have used in writing your work.

The following examples are representative but not exhaustive of activities constituting academic dishonesty:

- Plagiarism (presenting the work of another person as your own)
- Submitting the same work more than once without prior approval
- Translating a work from one language to another without complete and proper citation.
- Cheating
- Impersonation (having someone else write your exam)
- Submitting false records or information (forged medical notes)
- Stealing or destroying the work of another student
- Unauthorized or inappropriate use of computers, cell phones, calculators and other forms of technology in course work, assignments or examinations
- Falsifying material that is subject to academic evaluation
- Any activity not specifically outlined in this document that is intended to circumvent the standards of academic honesty

You are expected to post comments, and write reports and exams in your own words. Whenever you take an idea or passage from another author, you must acknowledge it by appropriately citing the source. If you are struggling to complete an assignment please see your instructor or the program office for additional assistance.

Ignorance of these standards will not preclude the imposition of penalties for academic dishonesty.



For more information you will find the full SFU policy on Academic Honesty (from which the above was summarized) at: <http://www.sfu.ca/policies/gazette/student.html>

ABOUT THE COURSE INSTRUCTOR

Peter Tingling is an Associate Professor of Management at the Beedie School. His 20 + year industrial career has included corporate restructuring and strategy consulting with clients ranging across professional sports organizations, Fortune 1000 companies, start-ups, Not-For-Profits and governments. An engaging speaker and award winning researcher and teacher, Dr. Tingling is a frequent contributor to both the popular press and academic outlets. He has been quoted in the Financial Times (London), Wall Street Journal, Financial Post, Globe and Mail, CBC Radio and Television, CTV, and the Strategic News Service where he was referred to as "far seeing and insightful". His "Moneyball" analytics presentation on the NHL draft with Dr. Brydon at the 2011 MIT Sloan Sports Analytics Conference is one of the top ten EOS sessions of the MIT Sloan Sports Analytics Conference.

Dr. Tingling holds a Ph.D. (organizational and technological decision making) from the Ivey Business School at the University of Western Ontario and an MBA from Wilfrid Laurier University. He is a Fellow of the Institute of Canadian Bankers and a Chartered Professional Accountant (CPA CGA). He has taught graduate and undergraduate courses in strategy, operational risk, systems thinking, managerial accounting, and numerous professional programs. Outside of the University, Dr. Tingling is the founder and CEO of Octothorpe Software Corporation, a privately held decision sciences company.

New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	BUS	Number (eg. 810)	740	Units (eg. 4)	2
Course title (max 100 characters including spaces and punctuation) Managing Across Cultures					
Short title (for enrollment/transcript - max 30 characters) Managing Across Cultures					
Course description for SFU Calendar * Introduces the area of international and cross-cultural management. Focuses on the interaction between people in international work settings. Conveys a way of thinking that increases the students ability to understand the influence of crossing national and cultural boundaries on organizations and on organizational practices.					
Rationale for introduction of this course This course is already a part of the Surrey MBA study plan that is offered as a Special Topics. The creation of BUS 740 will formalize the Managing Across Cultures course and the study plan.					
Effective term and year	Spring 2017	Course delivery (eg 3 hrs/week for 13 weeks) 21 hours			
Frequency of offerings/year	once per academic year	Estimated enrollment/offering 40 students			
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)					
Prerequisite and/or Corequisite **					
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.					
Campus where course will be taught <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus					
Course Components <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/>					
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete			Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total completions allowed?		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This mainly applies to a Special Topics or Directed Readings course.

► RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course

Luciana Turchick; Mila Lazarova

Additional faculty members, space, and/or specialized equipment required in order to offer this course

► CONTACT PERSON

Department / School / Program Beedie/Graduate Programs	Contact name Maria Szymczak	Contact email busgrcrd@sfu.ca
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► DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

► LIBRARY REVIEW

Library review done? YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

► OVERLAP CHECK

Overlap check done? YES N/A

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (ie. Special Topics, Capstone, etc.)

► FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Ian McCarthy	Signature 	Date May 30 2016
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► SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature 	Date JUN 15 2016
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____

If different from regular units:

Course Attribute Value: _____

Academic Progress Units: _____

Instruction Mode: _____

Financial Aid Progress Units: _____

Attendance Type: _____

Instructor: Luciana Turchick Hakak
Office Phone: 778-782-3873
Email: luturchick@gmail.com

Semester: Summer 2016
LMS: canvas.sfu.ca

COURSE DESCRIPTION

This course is designed to introduce students to the area of international and cross-cultural management. The focus of the course is on the interaction between people in international work settings. By learning about the dilemmas and opportunities that are presented in international and multi-cultural work environments, students will be better able to function in an increasingly global business world. The overreaching goal of this course is to convey a way of thinking that increases the students' ability to understand the influence of crossing national and cultural boundaries on organizations and on organizational practices. Special emphasis will be placed on the management of people and groups in international organizations.

OBJECTIVES

- To develop an understanding and appreciation of the challenges of working internationally.
- To develop basic knowledge about the concepts of national culture, cultural differences, stereotyping and cultural sense-making.
- To develop an understanding of the role of culture and cultural differences in various contexts including interpersonal communication, interpersonal negotiation, global teams, leadership, and international careers.
- To provide tools that can facilitate communication across different cultures and national contexts
- To aid students in developing a global mindset that can contribute to critical thinking and decision making under conditions of complexity.

BOOK AND MATERIALS

- 1) Browaeys, M & Price, R. *Understanding Cross-Cultural Management*. (2015). Pearson Education. ISBN# 978-1-292-01589-7
- 2) Selected online readings are available for purchase at Study.net
- 3) Selected readings may be provided on Canvas

LEARNING AND ASSESSMENT

Assessment summary

Evaluation in the course will be based on a combination of group and individual work. As in all large courses in the Beedie School of Business, grading norms will be observed. In other words, students with the top marks relative to the class average will receive the top grades.

Individual	Participation	20%
	Reflection papers (x2)	25%
	Final paper	25%
Group	Group seminar paper	20%
	Group Presentation	10%
	Total	100%



Participation

Class participation is extremely important and will be based on attendance and, more importantly, contributions in class. Students are expected to be well prepared and should complete the assigned readings/cases before the class in which they will be discussed. Students who wish to obtain an above average or excellent participation grade must not only be fully prepared but must contribute regularly to the discussions and other planned activities.

Participation may be in-class or online through Canvas. More details on how participation through Canvas will take place will be explained in class on week one.

Reflection papers

Due: June 07 and June 28 2016 at 6:00 pm

Students will choose specific course topics (not including the course topic on which they will write the group project), and will write about how these topics are related to something that they have experienced in life, what are the insights that the study of these chapters enabled them to obtain and how they are likely to behave differently in the future based on these learnings. Your paper should include:

- 1) A brief summary of the main points of the chapter(s) discussed;
- 2) A brief recount of the situation you experienced in the past and an explanation of why/ how it is relevant to this topic/ chapter(s);
- 3) What are your learnings after studying about this topic and
- 4) How/ why you will behave differently in the future.

Reflection paper 1 should be about any topic/chapter covered in weeks 1- 3 (1, 2, 13, 14, 6 or 8). Reflection paper 2 should be about any topic/chapter covered in weeks 4-6 (12, 16, 7, 10, 15 or 17)

Papers will be 2-3 pages in length (double spaced, font Times 12 or equivalent). Each will comprise 12.5% of your final mark.

Students will receive feedback one week after the paper is handed in (June 14 for reflection paper #1 and July 05 for Reflection paper #2)

Group Project and Seminar

The learning outcome for this project is for students to gain an increased understanding of the traits of a specific region as they pertain to the business world.

Assignment Instructions:

In teams of two and three, students will choose a specific geographic region to study among a list provided by the instructor. Your group will then take on the roles of top Human Resources managers from a company that exists in Canada and that would like to expand to this region. You will then be responsible for providing a recommendation and supporting analysis as to the best strategy to enter this region from an HR perspective. In order to do so, you will:

- 1) Provide a brief overview of the region's economic, social and political context

- 2) Analyze this region in light of its cultural dimensions and value orientations
- 3) Explain in detail how this can be done taking into account the specific topic of the week (teams, leadership, negotiations, etc)

Note: You may choose to study the entire region or to focus on 2-3 specific countries of this region.

Output: The output for this assignment consists of:

- 1) A paper to be handed in through Canvas on the day this region will be covered (7 to 9 pages, double spaced, font Times 12 or equivalent)
- 2) A seminar to be presented to the class on the same day. Seminar presentations should last approximately 10 minutes and should include detailed information about the region studied, including a brief overview about this region's economic, social and political context, its cultural dimensions and value orientations and considerations for a Canadian company that would like to expand to this region.

Final Paper**Due: July 07, 2016 at 11:59 pm**

Final papers should be 6 to 8 pages in length (double spaced, font times 12 or equivalent and excluding references), and are due by email at 11:59pm on July 7thth, 2016. You may choose between two types of project (A or B)

You are expected to hand in a project proposal in week 4 (June 14). This proposal shall be 1 page in length (double spaced) and in it you will provide a brief description of what you intend to do for your final paper. This proposal will not be graded, but failure to submit will result in a 20% deduction of your final project grade.

- A) You will be asked to use a news story or a fictional book or movie to apply and reflect on the learning that took place throughout the course. This part of the paper will consist of a brief summary of the movie/ book/ news story and a detailed explanation of how this exemplifies 2 to 3 of the chapters in the textbook (among those covered in class). In doing so, you should write about your understanding of each of these topics and clarify why the example proposed is an illustration of this topic. Each of these chapter/ topics should be developed beyond the information in your textbook and you are expected to draw on the literature in the field available in books and/or peer reviewed journals to be found at the library or on the library website.
- B) Choose 3 different regions/ countries and analyze in detail the difference between them considering TWO of the following topics: Management, Organizational Culture, Leadership, Diversity, Communication, Negotiations, Teams or Conflicts. Each of these chapter/ topics should be developed beyond the information in your textbook and you are expected to draw on the literature in the field available in books and/or peer reviewed journals to be found at the library or on the library website.

COURSE STRUCTURE

This course will consist of a mixture of case study discussions, small group exercises, case analysis, and group assignments.



OTHER INFORMATION

- Individual Reflection papers and group seminar papers should be handed in before the beginning of class through Canvas
- Written assignments must use the APA style of referencing. See the APA homepage for more information: <http://www.apastyle.org/>.
- If a student misses a test or exam, he/she will receive a mark of "0". Emergency situations preventing a student from completing a test/exam will require substantiation and will be considered on an individual basis by the instructor.

READING SCHEDULE

Readings are available electronically and can be found on SharePoint and Study.net. They are labeled accordingly.

Additional cases and/or readings may be distributed in class.

Session 1 - Culture (May 24)

Reading 1. Browaeys & Price chapters 1 & 2

Reading 2. Osland, J. S., & Bird, A. 2000. Beyond sophisticated stereotyping: Cultural sensemaking in context. *The Academy of Management Executive*, 14(1): 65-79

Session 2 – Cross Cultural Communication (May 31)

Reading 1. Browaeys & Price chapters 13 & 14

Seminars: Western Europe and Eastern Europe

Session 3 – Cross-Cultural Management and Leadership (June 07)

Reading 1. Browaeys & Price chapters 06 & 08

Reading 2. Javidan, M., Teagarden, M., & Bowen, D. 2010. Making it overseas. *Harvard Business Review*, 88(4): 109-113.

Reading 3. Stahl, G. K. & Brannen, M. Y. [2013]. Building cross-cultural leadership competence: An interview with Carlos Ghosn. *Academy of Management Learning and Education*, 12, 494-502.

Case: Meyer, E.; Gupta, S. [2009] Leading across cultures at Michelin. INSEAD. Reference no. 409-008-1. Version 03.2010.

Reflection paper 1 due

Seminars: Sub-Saharan & South Africa and Middle East & North Africa



Session 4 – Cultural Diversity in Organizations and Cross-Cultural Teams

(June 14)

Reading 1. Browaeys & Price chapters 12 & 16

Reading 2. DiStefano, J. J. M., Martha L. 2000. Creating value with diverse teams in global management. *Organizational Dynamics*, 29(1): 45-63. (Can skim appendices A and B)

Reading 3. Siebdrat, F., Hoegl, M., & Ernst, H. 2009. How to manage virtual teams. *MIT Sloan Management Review*, 50(4): 63-68.

Seminars: Confucian Asia & South Asia

Final project proposal due

Session 5 – Effect of Culture on Organizational Structure and Culture

(June 21)

Reading 1. Browaeys & Price chapters 07 & 10

Seminars: Latin America & Australia and New Zealand

Session 6 – Cross Cultural Conflict and Negotiations

(June 28)

Reading 1. Browaeys & Price chapters 15 & 17

Reading 2. Sebenius, J. K. 2002. The hidden challenge of cross-border negotiations. *Harvard Business Review*, 80(3): 76-85

Case: Alpha Beta (Gladwin, 2010) – To be distributed in class

Reflection paper 2 due

Final paper: Due via Canvas; July 07, 2016 by 11:59 pm

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