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**MEMORANDUM**

**ATTENTION** Senate  
**FROM** Jon Driver, Vice-President, Academic and  
Provost *pro tem*, and Chair, SCUP  
**RE:** Full Program Proposal for Graduate Diploma in Management (SCUP 20-16)

**DATE** April 28, 2020  
**PAGES** 1 of 1

A handwritten signature in black ink, appearing to read "Jon C. Driver", is written over the "DATE" and "PAGES" fields.

At its April 22, 2020 meeting, SCUP reviewed and approved the full program proposal for the Graduate Diploma in Management in the Beedie School of Business, effective Fall 2021.

**Motion:**

That Senate approve and recommend to the Board of Governors the full program proposal for the Graduate Diploma in Management in the Beedie School of Business, effective Fall 2021.

c: A. Gemino  
A. Dastmalchian



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## **Graduate Diploma in Management**

Full Program Proposal

February 6, 2020  
Beedie School of Business



### **Executive Summary**

The Graduate Diploma in Management is an alternative exit offered within the proposed Master in Management (MiM) program. Students who have completed 24 units of the MiM core management courses and have maintained a minimum 2.5 cumulative grade point average will be eligible for this Diploma.

The proposed Graduate Diploma in Management is intended for recent university graduates with less than three years of relevant full-time work experience and is an alternative exit offered within the proposed Master in Management (MiM) program.

The Graduate Diploma in Management will feature courses that combine people and performance enabling skills with digital literacy in the context of management complimented by career management services and co-curricular experiences. The Graduate Diploma will help students to successfully leverage their undergraduate education and more effectively launch their careers.

### **PART A [3 pages maximum]**

#### **Proposed credential to be awarded**

Graduate Diploma in Management

#### **Location of program**

The initial program will be offered at the Burnaby campus with the potential to be offered in more locations as the program grows.

#### **Academic unit(s) offering proposed program**

The Beedie School of Business (SFU Beedie).

#### **Anticipated program start date**

Fall 2021.

#### **Anticipated completion time**

Two semesters

#### **Summary of proposed program**

##### **a) Aims, goals and/or objectives of the proposed program**

This Graduate Diploma is being proposed to help launch the careers of recent post-secondary graduates from non-business undergraduate majors. The goals of the program are to enhance the employability of recent graduates from non-business undergraduate majors by providing them with transferrable needed for employment in the future of work.

The learning goals are as follows (the highlighted words in the learning goals below are intended to bring attention to key objectives in the school's mandate):

1. Communicate an organization's position and understand how natural, social, and cultural systems create opportunities and constraints for delivering on its mission.
2. Identify opportunities, develop a plan, create a budget and collaborate effectively to achieve complex *innovation* objectives in a team-based project environment.
3. Generate *sustainable* alternatives through *global* research and data analysis and apply multiple criteria to make evidence-based recommendations.

4. Use a systems approach to analyze an organizational process and propose an *innovation* that could create *sustainable* stakeholder and shareholder value.
5. Identify key messages, develop persuasive stories and create impactful visuals using technology that effectively communicates trends and recommendations to stakeholders.
6. Demonstrate emotional intelligence, an awareness of human behavior and the need for equity, diversity and inclusion to collaborate and lead in *global* work environments.

An important component of this Graduate Diploma will be a focus on career management.

**b) Anticipated contribution of the proposed program to the mandate and strategic plan of the institution**

The Graduate Diploma aligns with SFU's mission particularly by equipping post-secondary students with knowledge, skills and experiences necessary in the future of work.

The Graduate Diploma also aligns with SFU's Academic Plan 2019-24 by addressing 4 of the 5 challenges as follows:

- **Academic Quality/Curriculum:** Innovating program delivery including blended online and face to face programming and flipped classroom instruction.
- **Engagement:** Placing an emphasis on experiential learning with the inclusion of community-integrated learning projects, possible international partnership opportunities, and optional community-based internships.
- **Bridging Divides:** Working in partnership with other faculties across interdisciplinary boundaries and co-designing streams as part of the MiM experience.
- **Faculty Renewal:** Providing opportunities for faculty to further develop graduate program/course design and instructional skills as well as increasing the tuition revenue to support the faculty complement.

**c) Potential areas/sectors of employment for graduates and/or opportunities for further study.**

The opportunities for graduates include future employment in the major occupational groups as described in the BC Labour Market Outlook 2018 of "*Sales and Service, Business, Finance and Administration and Management*" (Table 2.6, p. 17).

The curriculum and career programming offered throughout the Graduate Diploma will aim at preparing students to launch their careers in diverse areas. As student gain years of experience in the workforce, there is the potential for them to transition into higher level or more in-demand jobs or return to university for additional education in other Graduate Diplomas, Masters programs, or the Executive MBA. These programs require particular levels of management experience, not initially accessible by MiM students, but represent established opportunities for further studies with career experience.

**d) Delivery methods**

The Graduate Diploma will be offered using a cohort and blended delivery model. That is to say that all courses will be supported by Canvas - SFU's learning management system - as well as have in-class instruction or face-to-face components. There will also be regular, frequent career programming.

**e) Related programs in the institution or other British Columbia post-secondary institutions.**

The Graduate Diploma in Management is differentiated from SFU Beedie's Graduate Diploma in Business Administration (GDBA) in that it focuses on the acquisition of skills to support career launch; whereas, the GDBA is intended for students with more than 3 years' work experience who are looking for career progression or career transition.

The Graduate Diploma in Management is differentiated from other Graduate Diploma offerings in that the curriculum is designed to reinforce the application of management skills at a graduate level (such as digital literacy, people, and performance skills) rather than around traditional functional areas (i.e., finance, accounting, operations, etc.).

**Contact information**

Andrew Gemino, Associate Dean, Graduate Programs, Beedie School of Business,  
[gemino@sfu.ca](mailto:gemino@sfu.ca), 778-782-3653.

**PART B [2 pages maximum]**

**PROGRAM DETAILS**

**a) Graduation requirements, target audience**

The Graduate Diploma will be available as an alternate exit for the MiM program after completing 24 units of the core programming. The Graduate Diploma will provide a graduation pathway for students who can achieve a 2.5 cumulative grade point average. The target audience will be recently graduated, non-business undergraduate majors, including those that have completed a Business Minor, from Simon Fraser University (SFU) or students working through a non-traditional pathway. The program will be of special interest to those who wish to obtain more management knowledge and career management experience post-graduation so that they can be better prepared to enter the changing labour market.

**b) Admission requirements**

This Diploma is set up as a is an alternative exit offered within the proposed Master in Management (MiM) program. Students who have completed 24 units of the MiM core management courses and have maintained a minimum 2.5 cumulative grade point average will be eligible for this Diploma.

**c) Evidence of student interest and labour market demand**

We have relied on information from the BC Student Outcomes, Annual Surveys for BC Baccalaureate Studies by program area report, interviews with current students and potential applicants to the MiM program, and the BC Labour Market Outlook: 2018 edition for evidence of student interest and labour market demand.  
The BC Labour Market Outlook (Table 2.6, p. 17) suggests: *"Within the 10 major occupational groups that are defined by Canada's National Occupational Classification, more than half (51 percent) of the projected job openings in BC over the next 10 years will come from the top three occupational categories (Sales and Service, Business, Finance and*

*Administration and Management*).” Therefore, these foundational skills are the focus of the program’s curriculum and will influence future employment in the following areas:

**NOC 1122** Professional occupations in business management consulting

**NOC 2171** Information systems analysts and consultants

**NOC 4163** Business development officers and marketing researchers and consultants

**NOC 6411** Sales and account representatives – wholesale trade (non-technical)

Also, given this data in combination with the BC Students Outcomes Annual Survey for BC Baccalaureate Studies report, there is a clear opportunity to close the skills and expectation gaps for Arts and Science majors by providing graduate management skill education for recent graduates from the programs. This education should better prepare a larger number of students for the top three National Occupation Classification (NOC) categories requiring over 461,000 jobs in BC over the next 10 years. (Please see the Beedie School of Business MiM Full Program Proposal for more details).

**d) Eligibility for scholarships, awards, and financial aid**

We expect that scholarships, awards, and financial aid will not be provided.

## **RESOURCES**

**a) Enrolment Plan**

The Graduate Diploma in Management exists to provide an alternative exit for students who are unable to fulfil the full requirements of the MiM. If a student in the MiM completes 24 core credits, they may be eligible to transfer to the Diploma and graduate. It is estimated that less than 5% of MiM students will transfer to the Diploma.

**b) Resources required and/or available to implement the program (financial and personnel) including any new faculty appointments**

The resources required for this Graduate Diploma are the same as for the Masters in Management program needs. This includes additional staff and faculty with delivery costs similar to other graduate program offerings.

Additional staff will be supported by the share of tuition provided by SFU to the program and startup costs will be covered by the Beedie School of Business as an investment that will be recovered through tuition revenue. Additional instructional costs will be covered by new faculty and temporary instructors. These additional faculty costs, including benefits, will also be covered by a share of tuition but only in cohorts larger than 24.

Teaching loads will initially be impacted as the Beedie School continues to push to recruit more faculty over the next five years as indicated in Beedie’s 2018-2023 Five-Year Academic Plan. The goal is to move to an increased number of faculty members by 2023 as it will provide the increase in teaching load necessary to offer the MiM program.

**c) Faculty member’s teaching/supervision**

The MiM will feature team-based applied projects rather than thesis-based project work, reducing individual faculty supervision requirements. An academic director for the MiM will serve as the graduate supervisor for students in the MiM and the Graduate Diploma program.



Faculty members teaching in this program are the same as those suggested to be teaching in the Masters in Management program. Please see the Beedie School of Business Master in Management Full Program Proposal appendix for a list of faculty members.

**d) Proposed tuition and other program fees including a justification**

The proposed tuition fees in fall 2021 for domestic students are \$6833.33 per term with annual increases of 2% thereafter; and for international students, \$11,500 per term with annual increases of 4% thereafter.

The integrated career management and co-curricular experiences are critical components of the program that are not included in tuition fees. The proposed program fees directly related to the staff and operational expenses associated with this program are \$1,500 per term for domestic and international students with annual increases of 2% thereafter. Please refer to the Masters in Management Proposal for fee justification.

The total program fees will be \$16,666.66 for domestic students and 26,000 for international students.

**PART C: Appendices**

**Appendix 1 Calendar entry**

Please see attached.

**Appendix 2 New courses**

Please note that the new course approval forms and sample course outlines are repurposed from the Beedie School of Business Master in Management Full Program Proposal appendix.

**Appendix 3 Letters of support**

Please note that the letters of support provided are repurposed from the Beedie School of Business Master in Management Full Program Proposal appendix.

**Appendix 4 Abbreviated curriculum vitae for non-SFU faculty**

Courses will be taught by existing Beedie School of Business faculty, along with adjunct and sessional faculty to be specifically hired for the MiM/Graduate Diploma in Management.

Please see the Beedie School of Business Master in Management Full Program Proposal appendix for a list of faculty who may teach in the program.



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## **APPENDICES**

Graduate Diploma in Management  
Full Program Proposal



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## APPENDIX 1

## **Management**

### **Graduate Diploma**

### **Description of Program**

The Graduate Diploma in Management will feature a core of management courses that combine people skills with digital literacy and performance enablers all grounded in the context of management. This program is affiliated with the Master in Management (MiM) program.

### **Admission Requirements**

Applicants must satisfy the University admission requirements as stated in Graduate General Regulation 1.3 in the SFU Calendar. For more information, contact Beedie School of Business.

### **Program Requirements**

This program consists of 24 units of course work. Course work may be substituted at the discretion of the academic director.

Students must complete

BUS 580- Enabling Results Through Collaboration (3)

BUS 581- Making Decisions with Data (3)

BUS 582- Accounting Literacy in Organizations (3)

BUS 583- Creating Value in Organizations (3)

BUS 584- Managing Projects (3)

BUS 585- Financial Literacy in Organizations (3)

BUS 586- Marketing and Sales (3)

BUS 587- Applied Project (3)

### **Program Length**

Students are expected to complete the program requirements within three terms.

### **Academic Requirements within the Graduate General Regulations**

All graduate students must satisfy the academic requirements that are specified in the graduate general regulations, as well as the specific requirements for the program in which they are enrolled.





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## APPENDIX 2

## New Graduate Course Proposal

Course Subject (eg. PSYC) BUS	Number (eg. 810) 580	Units (eg. 4) 3
Course title (max. 100 characters) <b>Enabling Results Through Collaboration</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Results Through Collaboration</b>		
<p>Course description for SFU Calendar (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)</p> <p>Develop ability to harness talents and expand personal and team capacity to solve a complex organizational problem. Students will work to develop themselves as a high performing team. Students will deepen their existing knowledge about teaming and collaboration while working to solve an organizational problem. As part of the process, they will also continue to increase their awareness of self and others. By the end of this course, students should know how to develop and support a high-performing team in their organization.</p>		
<p>Rationale for introduction of this course</p> <p>See attached Masters in Management proposal.</p>		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>35 hrs of blended instruction</b>	
Frequency of offerings/year <b>Twice a year</b>	Estimated enrollment per offering <b>40</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) <b>n/a</b>		
Prerequisite and/or Corequisite <b>n/a</b>		
Criminal record check required? <input type="checkbox"/> Yes <input type="checkbox"/> No if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <b>0</b>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

## RESOURCES

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

Faculty member(s) who will normally teach this course

Shauna Jones, Susan Christie-Bell, Kathleen Burke, Kate Dilworth, Tom Culham

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

## CONTACT PERSON

Academic Unit / Program	Name (typically, Graduate Program Chair)	Email
Beedie Graduate Programs	Stephanie Reimer	stephanie_reimer@sfu.ca

## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

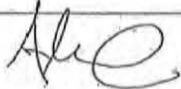
Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

## FACULTY APPROVAL

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

Overlap check done? ☒ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee	Signature	Date
Andrew Gemino		January 8, 2020

A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee	Signature	Date
Jeff Derksen		MAR 16 2020

### ADMINISTRATIVE SECTION (for DGS office only)

Library Check: \_\_\_\_\_  
Course Attribute: \_\_\_\_\_  
Course Attribute Value: \_\_\_\_\_  
Instruction Mode: \_\_\_\_\_  
Attendance Type: \_\_\_\_\_

If different from regular units:  
Academic Progress Units: \_\_\_\_\_  
Financial Aid Progress Units: \_\_\_\_\_

## **BUS 580: Enabling Results Through Collaboration**

### **Course Description**

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In a world of uncertainty, complexity, volatility, and ambiguity, organizations are faced with increasing challenges. Harnessing the power of high-performance teamwork, and understanding your strengths and weaknesses as a team player, will be crucial to solving complex and meaningful problems. CEOs, CPOs and NGOs state that we need to "increase our capacity to collaborate" not just in our institutions, but also across institutional boundaries and sector boundaries if we are to make a difference in the world (Scharmer, 2019).

Enabling Results Through Collaboration develops students' ability to manage oneself and others; to expand capacity within and for themselves and others to solve a complex organizational problem. Research shows that the best way to learn about collaboration is to collaborate. Drawing on recent and pivotal team research, students will work to develop themselves as a high performing team. Students will deepen their existing knowledge about teaming and collaboration while working to solve an organizational problem. As part of the process, they will also continue to increase their awareness of self and others. By the end of this course, students should know how to develop and support a high-performing team in their organization.

### **Objectives**

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By the end of this course, students will:

- Reflect on your own management strengths and weaknesses
- Recognize and define the characteristics of collaborative teams and know when it is advantageous to use teams
- Demonstrate empathy and emotional, social and cultural intelligence in working with their teams and organizational partner
- Discuss and recognize the organizational context of teams
- Apply the processes of teamwork including stages of development, cycles, cooperation and competition, and communication to achieve desired results
- Experience, work through and reflect on issues teams face, such as conflict, power and social influence, decision-making, leadership, problem-solving, creativity and diversity
- Harness the power of individuals and critical thinking to create high-performing teams for the purpose of achieving organizational objectives

### **Subjects/Topics**

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In each module students will have a theoretical and practical component. The theoretical components are listed below. The practical components will have students' complete tasks and processes for to their team development.

**Module 1:** Characteristics of High Performing Teams

**Module 2:** The processes of Teamwork through 5 Lenses

**Module 3:** A Deeper Dive into Relationship Theory

**Module 4:** Decision Making, Communication & Meetings

**Module 5:** Cooperation and Competition

**Module 6:** Hosting Productive Conflict 1



**Module 7:** Hosting Productive Conflict 2

**Module 8:** Problem Solving

**Module 9:** Power & Social Influence

**Module 10:** Organizational Context of Teams

## Book and Materials

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1. Levi, D. *Group Dynamics for Teams, 5th Edition*. (2017). Thousand Oaks, California: SAGE Publications Ltd.
  - ISBN# 978-1-4833-7834-3
2. Selected readings may also be provided on Canvas or through external links

## Learning and Assessments

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### INDIVIDUAL ASSESSMENTS – 40%

#### Reflective Learning Portfolio – 25%

Students will complete a weekly reflection and submit to their online Learning Portfolio. The purpose of the portfolio is to have students reflect on their learning and what it means to them. They will learn as part of this assessment. The instructor will pose questions and make comments to prompt more thinking and expand the students learning about teaming and collaboration and the part they play as an individual: what works, what doesn't, what they still grapple with, and "aha" moments, to name a few.

#### Case Analysis – 15%

Students will be provided with a team case where they respond to questions to demonstrate how they might apply their semester long learning to another organizational situation.

### TEAM ASSESSMENTS – 60%

#### Experiential Collaboration Project – 40%

Students will collaborate in teams of 4-5 members in an experiential project with an NGO to solve an organizational issue or challenge. They will develop their skills in collaboration while solving a complex problem that could not be solved individually. Students will report to the organization's representatives as well as their instructor. Students will submit:

1. A **project plan and team agreement** (5%) which outlines the team's understanding of and goals for the project, their norms, agreed on guidelines for working together, and performance criteria on which each member will be evaluated.
2. An **assessment and project update** (15%) presenting their findings mid-point through the project to ensure they are on the right track with their organizational partner. This will be presented to and followed by a discussion with the organizational partner. The team will use the feedback to move forward with the project.
3. A **final presentation** (20%) offering their findings and recommendations to the organizational partner. Teams will draw on the learning from previous courses on how to present data and recommendations in a purposeful and persuasive manner.

#### Final Team Debrief Interview – 20%

Your team will meet with your instructor and one other person (a TA or organizational partner) where you will reflect on your process, learning, and application around collaboration and how you have met the course learning objectives. This debrief will be more of a conversation or question period than an actual "oral report" or "presentation". You will be asked questions to see how you applied the course content to effectively collaborate on the experiential collaboration project. All members must be present to receive a grade.

**Assessment summary**

**\*\* Please remember that as per graduate grading policies, group assignments should not add up to more than 50% of the total grade.**

<b>Individual</b>	Reflective Learning Portfolio	<b>25%</b>
	Case Analysis	<b>15%</b>
<b>Team</b>	Experiential Collaboration Project	<b>40%</b>
	• Project Plan & Team Agreement	5%
	• Assessment & Project Update	15%
	• Final Presentation	20%
	Final Team Debrief Interview	<b>20%</b>
	<b>Total</b>	<b>100%</b>

**\*\*Special Note on Grading:** 40% of a student's team grade is subject to his/her contribution to the entire team project. All team members will assess his/her contribution to the overall project, and they will provide a percentage reflective of this contribution. The instructor will assign the contribution score based on submissions by team members using the Team Agreement as a reference.

## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>581</b>	Units (eg. 4) <b>3</b>
Course title (max. 100 characters) <b>Making Decisions with Data</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Making Decisions with Data</b>		
<p>Course description for SFU Calendar (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)</p> <p>The fundamentals of statistical analysis, data visualization and business analytics with an emphasis on how to communicate effectively with data in a collaborative team environment. Working with a variety of data sources and software, work in teams to learn how to conduct descriptive and inferential statistics and apply it to business decision making. Understand tools for cleaning and preparing data sets in order to investigate relationships between variables, and to create visualizations to derive meaningful insights. More advanced topics will investigate modeling business decisions using analytical tools such as predictive analytics, multiple regression and decision analysis. Work in teams to develop and interpret models in a variety of applications to business decision making.</p>		
<p>Rationale for introduction of this course</p> <p>See attached Masters in Management proposal.</p>		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>35 hours of blended instruction</b>	
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Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.



## RESOURCES

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

Faculty member(s) who will normally teach this course

Michael Johnson, Srinu Krishnamoorthy, Jason Ho, Miremad Soleymanian

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

## CONTACT PERSON

Academic Unit / Program	Name (typically, Graduate Program Chair)	Email
Beedie Graduate Programs	Stephanie Reimer	stephanie_reimer@sfu.ca

## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

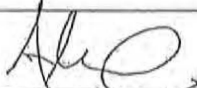
Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

## FACULTY APPROVAL

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


Overlap check done? ☒ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee	Signature	Date
Andrew Gemino		January 8, 2020

A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee	Signature	Date
Jeff Derksen		MAR 16 2020

### ADMINISTRATIVE SECTION (for DGS office only)

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Course Attribute Value: \_\_\_\_\_  
Instruction Mode: \_\_\_\_\_  
Attendance Type: \_\_\_\_\_

If different from regular units:  
Academic Progress Units: \_\_\_\_\_  
Financial Aid Progress Units: \_\_\_\_\_



## **BUS 581: Making Decisions with Data**

### **Course Description**

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In this course, students will learn the fundamentals of statistical analysis, data visualization and business analytics with an emphasis on how to communicate effectively with data in a collaborative team environment. Working with a variety of data sources and software, students will work in teams to learn how to conduct descriptive and inferential statistics and apply it to business decision making. This course presents tools for cleaning and preparing data sets in order to investigate relationships between variables, and to create visualizations to derive meaningful insights. More advanced topics will investigate modeling business decisions using analytical tools such as predictive analytics, multiple regression and decision analysis. Students will work in teams to develop and interpret models in a variety of applications to business decision making. A capstone assignment will require student teams to communicate statistical findings using visualization and storytelling techniques.

### **Objectives**

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By the end of this course, students will:

- Work with team members to solve complex real-life business issues using sophisticated and real data sets.
- Apply basic data cleansing and preparation techniques. Conduct exploratory data analysis to visualize data using a variety of perspectives.
- Understand the use of descriptive and inferential statistics in the context of business decision making
- Apply critical thinking, judgement and creativity in the context of data and statistical interpretation.
- Apply an analytics mindset to ask the right questions, collect data, prepare it and conduct statistical analysis.
- Apply statistical and analytical techniques to develop business intelligence insights, and present them in a compelling way to enable smart and sustainable business decisions.
- Develop and evaluate decision models related to risk, capital investments and strategic business decisions.
- Conduct predictive analytics using time-series methods to forecast business data
- Develop a multivariate predictive model that demonstrates reliable predictors. Understand the context of qualitative (or categorical information) and how it can be modeled using regression analysis.
- Communicate findings within individual and team-based environments using visualization and storytelling techniques.

### **Subjects/Topics**

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#### **Module 1: Descriptive Statistics**

Descriptive statistics, appropriate use and application. Interpret statistics (including strengths and limitations) in the context of business decisions.

#### **Module 2: Visualization I**

Data preparation, cleansing techniques and the identification of outliers and their potential consequences. Exploratory data analysis using visualization tools. Create a variety of visualizations to explore relationships and develop meaningful insights.

#### **Module 3: Visualization II**

Advanced topics in visualization including using multiple data sources and cross-joins, calculated fields and the creation of interactive dashboards and story boards. Topics in storytelling with data with applications and examples.

**Module 4: Hypothesis testing for comparative groups**

Hypothesis testing for comparative groups. Independent and dependent t tests for comparative analysis. Create visualizations that support the investigation of relationships between two variables.

**Module 5: Simple Linear Regression**

Development of a simple linear regression model to investigate relationships between data and the development of a predictive tool. Interpretation and validation of key properties of the statistical model. Transformations and non-linear relationships.

**Module 6: Multiple Regression**

Multiple regression. Interpretation and validation of key properties of the statistical model.

**Module 7: Predictive Analytics I**

Time-series methods for forecasting and prediction including stationary, trend and seasonal effects.

**Module 8: Predictive Analytics II**

Advanced methods for predictive analytics. Apply methods to evaluate the accuracy of comparative predictive models.

**Module 9: Decision Analysis I**

Decision Analysis applied to managerial problem solving. A variety of approaches will be investigated to model and evaluate business decisions (payoff tables, tree diagrams and decision trees).

**Module 10: Decision Analysis II**

Sensitivity analysis to understand uncertainty and risk associated business decisions (Monte Carlo simulation, data tables).

**Book and Materials**

1. Business Analytics: Data Analysis & Decision Making, 7th Edition, S. Christian Albright/Wayne L. Winston, Cengage, 2020.
2. Storytelling with Data: A Data Visualization Guide for Business Professionals, By Cole Knaflic, Wiley, 2015.

**Learning and Assessments**

**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.

**\*\* Please remember that as per graduate grading policies, group assignments should not add up to more than 50% of the total grade.**

Individual	Final Exam	40%
	Peer Assessment	10%
Group	Assignment #1: Descriptive Statistics Case Study	15%
	Assignment #2: Vizathon Competition	15%

	Assignment #3: Predictive Analytics Case Study	20%
	<b>Total</b>	<b>100%</b>

## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>582</b>	Units (eg. 4) <b>3</b>
Course title (max. 100 characters) <b>Accounting Literacy in Organizations</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Accounting Literacy</b>		
Course description for SFU Calendar (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) <b>An understanding of generally accepted accounting principles and the ability to use and interpret financial reports. Business drivers, analysis techniques and a deeper understanding of organizational opportunities and challenges to effectively use financial data to support management decisions and planning.</b>		
Rationale for introduction of this course <b>See attached Masters in Management Proposal</b>		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>35 hours of blended instruction</b>	
Frequency of offerings/year <b>twice a year</b>	Estimated enrollment per offering <b>40</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) <b>n/a</b>		
Prerequisite and/or Corequisite <b>n/a</b>		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <b>0</b>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.



## RESOURCES

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

Faculty member(s) who will normally teach this course
Scott MacEachern, Fereshteh Mahmoudian, Jamal Nazari
Additional faculty members, space, and/or specialized equipment required in order to offer this course

## CONTACT PERSON

Academic Unit / Program	Name (typically, Graduate Program Chair)	Email
Beedie Graduate Programs	Stephanie Reimer	stephanie_reimer@sfu.ca

## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

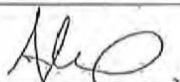
Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

## FACULTY APPROVAL

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

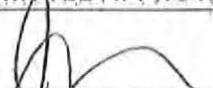
Overlap check done? ☒ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee	Signature	Date
Andrew Gemino		January 8, 2020

A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee	Signature	Date
Jeff Derksen		MAR 16 2020

### ADMINISTRATIVE SECTION (for DGS office only)

Library Check: \_\_\_\_\_  
Course Attribute: \_\_\_\_\_  
Course Attribute Value: \_\_\_\_\_  
Instruction Mode: \_\_\_\_\_  
Attendance Type: \_\_\_\_\_

If different from regular units:  
Academic Progress Units: \_\_\_\_\_  
Financial Aid Progress Units: \_\_\_\_\_

## **BUS 582: Accounting Literacy in Organizations**

### **Course Description**

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This course assumes no prior knowledge of accounting or exposure to accounting courses. Students will be provided with basic accounting and financial knowledge to strengthen decision-making with respect to resource allocation for value-creation.

Students will be provided with the knowledge and capabilities needed to work with accounting and finance departments of various companies. This includes an understanding of generally accepted accounting principles and the ability to use and interpret financial reports. Business drivers, analysis techniques and a deeper understanding of organizational opportunities and challenges will feed into preparing students to effectively use financial data to support management decisions and planning.

### **Objectives**

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The course objective is to enhance a business professional's use and understanding of accounting tools and processes, and enhance cross-collaboration with Finance colleagues. By the end of this course, students will:

- Demonstrate an understanding of core accounting principles (eg. accrual accounting, historic cost, etc.) and the reasoning behind these,
- Critically evaluate financial statements and relationships between financial statement accounts,
- Demonstrate an understanding of the informational content within management reporting,
- Demonstrate a deeper understanding of management reports and cost analysis, leading to more insightful management decision-making,
- Apply enhanced use of budgeting and forecasting techniques for planning and monitoring of performance against plans, and
- Demonstrate an understanding of how to manage working capital to maximize cash flows.

### **Subjects/Topics**

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#### **Module 1: Introduction to Accounting**

What is accounting and how useful is accounting information? Who are the users of accounting information, what are their needs and what are the costs and benefits of meeting these needs? What is the difference between management accounting and financial accounting? What are the different forms of businesses that require accounting?

#### **Module 2: Measuring and Reporting Financial Position**

An overview of the three major financial statements and the relationships between them, followed by a comprehensive introduction to the statement of financial position. Identification and classification of assets and liabilities. Valuation and impairment of assets. Business entity, historic cost, prudence, going concern and dual aspect accounting conventions.

#### **Module 3: Measuring and Reporting Financial Performance**

An introduction to the income statement, revenues, cost of sales, gross profit, expenses, and net income. Accrual accounting concepts including revenue recognition criteria, the impact of long-term contracts, and situations where expense may be greater or less than cash outflows. Depreciation via the straight-line and reducing balance methods. How the costing of inventories impacts cost of sales and how difficulties collecting accounts receivable can impact the income statement.



**Module 4: Analysing and Interpreting Financial Statements**

Using financial ratios to examine the financial health of a company. Identification of primary financial ratio classifications, including profitability efficiency, and liquidity. Focus on key ratios including the current ratio, acid test ratio, earnings per share, and P/E ratio.

**Module 5: Relevant Costs for Decision Making**

What is meant by 'cost', relevant cost, opportunity cost, and sunk cost. Performing cost-benefit analysis with consideration of these costs.

**Module 6: Cost-Volume-Profit Analysis**

Cost behaviour of fixed, variable and semi-fixed costs. Finding the break-even point when a company shifts from a loss position to profitability. The contribution margin ratio, margin of safety, and achieving a target profit. Using marginal analysis to consider only costs and revenues that vary with a decision to assess opportunities including: entering contracts, efficient use of scarce resources, make-or-buy decisions, and closing or continuation decisions.

**Module 7: Full Costing**

Defining full costing and how it works in a single- or multi-product business. Overheads, absorption, and cost-plus pricing. Using full costing for pricing decisions, output decisions, exercising control, assessing efficiency, and assessing performance. Comparing full costing and variable costing.

**Module 8: Managing Working Capital**

The importance of working capital and its component parts. Establishing policies to control working capital by managing inventories, cash, trade receivables and trade payables.

**Module 9: Budgeting**

How budgets link with strategic plans and objectives. Time horizons, importance of budgeting, how budgets link to one another, and the budget-setting process. Incremental versus zero-base budgeting. Preparation of static and activity-based budgets.

**Module 10: Accounting for Control**

Using a budget to exercise control over the business. Variances in sales, materials, labour and overhead, with explanations for these variances. Standard quantities and costs and setting these standards.

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**Book and Materials**

1. McLaney, E., & Atrill, P. (2016). *Accounting and Finance: An Introduction w/ MyAccountingLab*. Harlow, U.K.: Pearson Education Ltd.
  - ISBN# 978-129-2183-763
2. <https://www.myaccountinglab.com>
3. Selected readings may also be provided on Canvas or through external links

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**Learning and Assessments**

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**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.

**\*\* Please remember that as per graduate grading policies, group assignments should not add up to more than 50% of the total grade.**

<b>Individual</b>	Weekly Quizzes	15%
	Participation	10%
	Final Exam	25%
<b>Group</b>	Group Presentation	20%
	Group Assignment	30%
	<b>Total</b>	<b>100%</b>



## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>583</b>	Units (eg. 4) <b>3</b>
Course title (max. 100 characters) <b>Creating Value in Organizations</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Creating Value</b>		
<p>Course description for SFU Calendar (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)</p> <p>Analyzing how organizations create value, or impact, is a foundational skill for management. The analysis begins with an understanding of an organization's value chain and the processes it uses to achieve value and extends to the Business Model Canvas to explore an organization's model for value creation. Develop skills in analyzing processes from a customer perspective using a design thinking approach and explore customer experience using customer journey maps. Design process innovations using a service design approach. Develop skills in product life-cycle assessment using a systems perspective, and use a design thinking approach to propose reductions in environmental impacts within a product life-cycle.</p>		
<p>Rationale for introduction of this course</p> <p>See attached Masters in Management Proposal.</p>		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>35 hrs of blended instruction</b>	
Frequency of offerings/year <b>Twice a year</b>	Estimated enrollment per offering <b>40</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite <b>n/a</b>		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <b>0</b>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

## RESOURCES

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

Faculty member(s) who will normally teach this course

Andrew Gemino, Andrew Harries, Kate Dilworth, Sarah Lubik

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

## CONTACT PERSON

Academic Unit / Program	Name (typically, Graduate Program Chair)	Email
Beedie Graduate Programs		

## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

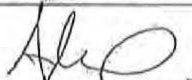
Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

## FACULTY APPROVAL

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

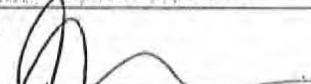
Overlap check done? ☒ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee	Signature	Date
Andrew Gemino		January 8, 2020

A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee	Signature	Date
Jeff Derksen		MAR 16 2020

### ADMINISTRATIVE SECTION (for DGS office only)

Library Check: \_\_\_\_\_  
Course Attribute: \_\_\_\_\_  
Course Attribute Value: \_\_\_\_\_  
Instruction Mode: \_\_\_\_\_  
Attendance Type: \_\_\_\_\_

If different from regular units:  
Academic Progress Units: \_\_\_\_\_  
Financial Aid Progress Units: \_\_\_\_\_

## BUS 583: Creating Value in Organizations

### Course Description

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Analyzing how organizations create value, or impact, is a foundational skill for management. The analysis begins with an understanding of an organization's value chain and the processes it uses to achieve value and extends to the Business Model Canvas to explore an organization's model for value creation. You will develop skills in analyzing processes from a customer perspective using a design thinking approach and explore customer experience using customer journey maps. From this foundation you will be able to design process innovations using a service design approach. Finally, you will develop skills in product lifecycle assessment using a systems perspective. This integrated perspective will enable you to propose reductions in environmental impacts within a product lifecycle.

### Objectives

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By the end of this course, students will:

- Describe an organization's value chain
- Analyse value creation using a business model canvas
- Analyze a customer's experience using customer journey map
- Use service design framework to redesign a process
- Create a life cycle assessment of a product or service
- Design an innovation that address an environmental issue in a life cycle assessment

### Subjects/Topics

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#### **Module 1: Strategic Analysis and the Value Chain**

Introduces strategic analysis using competitive advantage and the value chain. Considers the global supply chain and value generation.

#### **Module 2: Business Model Canvas**

Explore an organization's value creation model using the Business Model Canvas. Use the idea of minimum viable product and challenge yourself to identify the smallest element of a product that could provide value to the customer.

#### **Module 3: Design Thinking**

Work through the 5 stages of design thinking and understand the importance of empathy, ideation, defining, prototyping and testing ideas.

#### **Module 4: Customer Experience Mapping**

Introduces the customer experience map that expresses the customers level of engagement/frustration with an existing process. Develop skills in customer journey mapping and analysis. Understand the importance of the customer/stakeholder perspective.

#### **Module 5: Service Design**

Explore the activity of planning and organizing components of a service to improve its quality and the interaction provider and customers. Service design uses a design thinking approach to enact a process of change for an existing service.

#### **Module 6: Lean Management**

Define a value stream and develop an experiment intended to improve value for customers for the value stream. Suggest how the value can be pulled through the system by the customer.



### **Module 7: Systems Thinking and Life Cycle Assessment**

Introduces basic foundations of general systems theory and open systems. Uses Life Cycle Assessment as a systems technique to assess environmental impacts across stages of a product's life from raw materials through processing, manufacture, distribution, use, repair and disposal/recycling

### **Module 8: Process Innovation**

Apply the tools you have learned (design thinking, journey mapping, lifecycle assessment) to translate an idea into an innovation that creates value or impact. Identify an opportunity in your life cycle assessment and suggest a process innovation that can make an environmental impact

### **Module 9: Presenting your Innovation**

Reinforce your learning by presenting your group innovation proposal that describes an environmental impact on an existing produce or service.

### **Module 10: Reflecting on Creating Value**

Discuss what is meant by "value" in organizations. Consider your role in value creation and the role of intellectual property in value creation. Consider the difference between intrapreneurs and entrepreneur.

## **Book and Materials**

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1. Porter, Michael E. "The value chain and competitive advantage." *Understanding Business Processes* (2001): 50-66.
2. Martin, R. (2007). How successful leaders think. *Harvard business review*, 85(6), 60.
3. Brown, T. (2008). Design thinking. *Harvard business review*, 86(6), 84.
4. Rawson, A., Duncan, E., & Jones, C. (2013). The truth about customer experience. *Harvard Business Review*, 91(9), 90-98.
5. Erl, T. (2016). *SOA Principles of Service Design*. Prentice Hall Press.
6. Kast, F. E., & Rosenzweig, J. E. (1972). General systems theory: Applications for organization and management. *Academy of management journal*, 15(4), 447-465.
7. Curran, M. A. (Ed.). (2012). *Life cycle assessment handbook: a guide for environmentally sustainable products*. John Wiley & Sons.
8. "Defining Life Cycle Assessment (LCA)." US Environmental Protection Agency. 17 October 2010. Accessed Oct. 17, 2019, [www.thinkstep.com/life-cycle-assessment](http://www.thinkstep.com/life-cycle-assessment)
9. Adner, R. (2006). Match your innovation strategy to your innovation ecosystem. *Harvard business review*, 84(4), 98.
10. Selected readings may be provided on Canvas or through external links

### **Videos and External Links**

[Innovation Overview](#)

[Guy Kawasaki – Art of Innovation](#)

[Leyla Acaroglu, Paper beats Plastic - Ted Talk 2013](#)

[Service Design – A Tale of Two Coffee Shops](#)

- [Why is innovation the buzzword right now? \(Links to an external site.\)](#)
- [5 key steps to creating an innovation mindset \(Links to an external site.\)](#)
- [5 ways to master the new innovation game \(Links to an external site.\)](#)
- [3 ways that new technologies are accelerating innovation](#)

## **Learning and Assessments**

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**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.

**\*\* Please remember that as per graduate grading policies, group assignments should not add up to more than 50% of the total grade.**

<b>Individual</b>	Assignment #1: Business Model Canvas	20%
	Assignment #2: Customer Journey Mapping	20%
	Peer assessment	20%
<b>Group</b>	Assignment 3: Group Lifecycle Assessment	15%
	Assignment 4: Group Innovation Presentation	25%
	<b>Total</b>	<b>100%</b>



## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>584</b>	Units (eg. 4) <b>3</b>
Course title (max. 100 characters) <b>Managing Projects</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Managing Projects</b>		
Course description for SFU Calendar (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) Project management skills will be developed using both plan-based and agile approaches. Agile methods will include SCRUM techniques. Project management techniques are reinforced with development of a business case using data from enterprise systems. Data integration skills, including structured query language, are introduced and used to develop and present a business case.		
Rationale for introduction of this course See attached Masters in Management Proposal.		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>35 hours of blended instruction</b>	
Frequency of offerings/year <b>twice a year</b>	Estimated enrollment per offering <b>40</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) <b>n/a</b>		
Prerequisite and/or Corequisite <b>n/a</b>		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <b>0</b>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

## RESOURCES

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

Faculty member(s) who will normally teach this course <b>Kamal Masri, Andrew Gemino, Blaize Reich</b>
Additional faculty members, space, and/or specialized equipment required in order to offer this course

## CONTACT PERSON

Academic Unit / Program <b>Beedie Graduate Programs</b>	Name (typically, Graduate Program Chair) <b>Stephanie Reimer</b>	Email <b>stephanie_reimer@sfu.ca</b>
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## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

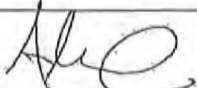
Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

## FACULTY APPROVAL

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

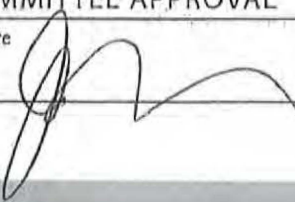
Overlap check done? ☒ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee <b>Andrew Gemino</b>	Signature 	Date <b>January 8, 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>MAR 16 2020</b>
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### ADMINISTRATIVE SECTION (for DGS office only)

Library Check: \_\_\_\_\_  
Course Attribute: \_\_\_\_\_  
Course Attribute Value: \_\_\_\_\_  
Instruction Mode: \_\_\_\_\_  
Attendance Type: \_\_\_\_\_

If different from regular units:  
Academic Progress Units: \_\_\_\_\_  
Financial Aid Progress Units: \_\_\_\_\_



## **BUS 584: Managing Projects**

### **Course Description**

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Getting things done requires vision, planning, analysis, coordination, determination, and the foresight/courage to pursue opportunities when they emerge. Project management skills will be developed using both plan-based and agile approaches. Agile methods will include SCRUM techniques. Project management techniques are reinforced with development of a business case using data from enterprise systems. Data integration skills, including structured query language, are introduced and used to develop and present a business case.

### **Pre-Requisites**

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### **Objectives**

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By the end of this course, students will:

- Create a work breakdown structure to plan a project
- Use agile methods to define and work towards project objectives
- Develop data skills to integrate data across enterprise systems.
- Reinforce data skills by creating a business case for a proposed change.
- Create presentation on the business case and make a recommendation.

### **Subjects/Topics**

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#### **Module 1: Project Management I**

Develop skills in work breakdown structures, activity dependencies and work package constraints to create a project plan with cost estimates and timelines.

#### **Module 2: Agile Project Management**

Use techniques from SCRUM methods to design a series of weekly sprints that will result in successfully completing the final project in the course. Participate in a stand-up meeting.

#### **Module 3: Project Management II**

Develop a simple communication plan to support coordination. Use a risk management framework to estimate project risk and suggest mitigation activities to manage risk.

#### **Module 4: Creating a Business Case**

Explore the elements of a business case and understand the importance of storytelling in developing an effective business case.

#### **Module 5: Enterprise Systems**

Understand enterprise systems using the context of global supply chains and the importance of the supply chain in BC economy.

#### **Module 6: Enterprise Data Overview**

Introduce enterprise data integration, the foundations of relational database and accessing data. Use the contexts of global supply chain to show integration challenges.

#### **Module 7: SQL Skills and Data Integration**

Develop introductory skills in SQL and basic scripting to create data to integrate data from multiple systems around an operational issue.



**Module 8: SQL Skills and Business Case Support**

Reinforce data skills by integrating and using data to support a business case around an opportunity for improvement.

**Module 9: Applying Data Skills**

Work in team environment to complete a business case for opportunity.

**Module 10: Presentations: Business Case**

Reinforce learning and integrate aspects across Modules 1 - 9 by presenting the development of a business case.

**Book and Materials**

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1. PMBOK® Guide – Sixth Edition (2017). Chapter 1.
2. Schwaber, K. (2004). *Agile project management with Scrum*. Microsoft press.
3. Heath, C., & Heath, D. (2007). *Made to stick: Why some ideas survive and others die*. Random House (Chapter 1).
4. Schaltegger, S., Lüdeke-Freund, F., & Hansen, E. G. (2012). Business cases for sustainability: the role of business model innovation for corporate sustainability. *International Journal of Innovation and Sustainable Development*, 6(2), 95-119.
5. Selected readings may be provided on Canvas or through external links

**Videos and External Links**

[Work Breakdown Structure](#)  
[Dan Pink: The Puzzle of Motivation](#)  
[Yves Morieux: 6 Rules](#)  
[What is a business case?](#)  
[Using SQL](#)

**Learning and Assessments**

---

Evaluation in the course will be based on a combination of group and individual work. As in all 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.

**\*\* Please remember that as per graduate grading policies, group assignments should not add up to more than 50% of the total grade.**

<b>Individual</b>	Assignment #1: SQL Data Integration Assignment	20%
	Assignment #2: Business Case Vision Statement	20%
	Peer assessment	10%
<b>Group</b>	Assignment 3: Agile Sprints Definition	25%
	Assignment 4: Business Case Presentation	25%
<b>Total</b>		<b>100%</b>

## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>585</b>	Units (eg. 4) <b>3</b>
Course title (max. 100 characters) <b>Financial Literacy in Organizations</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Financial Literacy</b>		
Course description for SFU Calendar (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) Economic models that influence and affect business management. Understand how consumers and firms make economic and business decisions and how they interact in markets. Understand major decision-making areas confronting modern financial managers today. A general understanding of financial markets and how they can be used for personal finance. Covers traditional subjects such as capital budgeting, net present value, risk/return, capital structure and corporate governance.		
Rationale for introduction of this course See attached Masters in Management Proposal.		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>35 hrs of blended instruction</b>	
Frequency of offerings/year <b>twice a year</b>	Estimated enrollment per offering <b>40</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) <b>n/a</b>		
Prerequisite and/or Corequisite <b>n/a</b>		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <b>0</b>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

## RESOURCES

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

Faculty member(s) who will normally teach this course

Victor Song, Jan Simon

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

## CONTACT PERSON

Academic Unit / Program

Beedie Graduate Programs

Name (typically, Graduate Program Chair)

Stephanie Reimer

Email

stephanie\_reimer@sfu.ca

## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

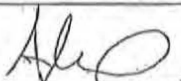
Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

## FACULTY APPROVAL

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

Overlap check done? ☒ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee	Signature	Date
Andrew Gemino		January 8, 2020

A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee	Signature	Date
Jeff Derksen		MAR 16 2020

### ADMINISTRATIVE SECTION (for DGS office only)

Library Check: \_\_\_\_\_

Course Attribute: \_\_\_\_\_

Course Attribute Value: \_\_\_\_\_

Instruction Mode: \_\_\_\_\_

Attendance Type: \_\_\_\_\_

If different from regular units:

Academic Progress Units: \_\_\_\_\_

Financial Aid Progress Units: \_\_\_\_\_



## **BUS 585: Financial Literacy in Organizations**

### **Course Description**

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The objective of the first part of this course is to introduce students to economic models that influence and affect business management and students will learn how consumers and firms make economic and business decisions and how they interact in markets.

The focus of the second part is the major decision-making areas confronting modern financial managers today. Provides a general understanding of financial markets and how they can be used for personal finance. Covers traditional subjects such as capital budgeting, net present value, risk/return, capital structure and corporate governance.

### **Objectives**

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By the end of this course, students will:

- Utilize key economics concepts of the theory of the firm in practice
- Identify different market settings and their impact on firms
- Employ economic tools and theories in resource allocation problems
- Utilize key financial analysis tools
- Understand the relationships between investment, operational and financing decisions
- Interpret financial statements and analyze corporate financial performance
- Set appropriate internal financial targets and evaluate a company's capital structure
- Understand how capital structure affects firm valuation
- Understand the role of corporate governance in practice

### **Subjects/Topics**

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#### **Module 1: Consumer behavior**

Introduce and explain preferences and utility; budget sets; optimal choice and derivation of a demand function.

#### **Module 2: Firm behavior**

Introduce opportunity costs, sunk costs, depreciation, the user cost of capital and economic profit; profit maximization; cost minimization.

#### **Module 3: Market structure**

Introduce and explain monopoly, oligopoly, imperfect competition, Nash equilibrium and other pricing strategy.

#### **Module 4: Measuring a Nation's Income and Cost of Living: GDP and CPI**

Introduce key macroeconomic variables of interest, national income, unemployment, inflation, interest rates, growth rates, and exchange rates.

#### **Module 5: Financial Markets and Net Present Value**

Introduce the basic concept of financial market in a perfect competitive environment and explain the concept of net present value.

#### **Module 6: The Time Value of Money**

Introduce the concept of opportunity cost and how to measure the time value of money by using the concept of opportunity cost.

#### **Module 7: Net Present Value and Other Investment Rules**



Introduce why NPV rule is the dominant rule for financial forecast, and explain why the other investment rules serve as complements.

**Module 8: Net Present Value and Capital Budgeting**

Introduce the projected earnings generated by a project or investment as part of a business plan.

**Module 9: Capital Structure: Basic Concepts and Limits to the Use of Debt**

Introduce the interaction between equity and debt and explain the benefits and cost for the use of debt financing.

**Module 10: Corporate Governance**

Introduce the importance of corporate governance for the firm valuation and the basic mechanisms of corporate governance.

**Book and Materials**

1. Text Book (required): Berk/DeMarzo/Strangeland, Corporate Finance, 4th Canadian edition
2. Managerial Economics in a Global Economy, 7th Edition by Dominick Salvatore (Oxford University Press)

**Learning and Assessments**

**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.

**\*\* Please remember that as per graduate grading policies, group assignments should not add up to more than 50% of the total grade.**

<b>Individual</b>	Class participation	15%
	Midterm Exam	20%
	Final Exam	50%
<b>Group</b>	Assignment #1	5%
	Assignment #2	5%
	Assignment #3	5%
	<b>Total</b>	<b>100%</b>

## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>586</b>	Units (eg. 4) <b>3</b>
Course title (max. 100 characters) <b>Marketing and Sales</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Marketing and Sales</b>		
<p>Course description for SFU Calendar (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)</p> <p>Progress within organizations and society depends not only on innovative ideas but also on persuasion – the ability of innovators to get others to adopt these ideas. This course is designed to provide students with a road-map from understanding organizations' and consumers' marketing environments, to collecting and interpreting marketing data, to creating innovative marketing strategies, to effectively communicating these strategies and ideas. The foundations of the course include: (1) an introduction to marketing concepts and research (including digital marketing), (2) the development of a brand (for products, services or people including yourself), (3) presentation design and delivery, and (4) strategic selling and storytelling.</p>		
<p>Rationale for introduction of this course</p> <p>See attached Masters in Management Proposal</p>		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>35 hours of blended instruction</b>	
Frequency of offerings/year <b>twice a year</b>	Estimated enrollment per offering <b>40</b>	
Equivalent courses (courses that replicates 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 If yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <b>0</b>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

## RESOURCES

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

Faculty member(s) who will normally teach this course

Lily Lin, Andrew Harries, Miredad Soleymanian

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

## CONTACT PERSON

Academic Unit / Program	Name (typically, Graduate Program Chair)	Email
Beedie Graduate Programs	Stephanie Reimer	stephanie_reimer@sfu.ca

## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

## FACULTY APPROVAL

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

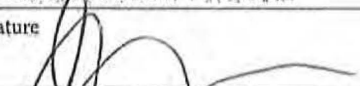
Overlap check done? ☒ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee	Signature	Date
Andrew Gemino		January 8, 2020

A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee	Signature	Date
Jeff Derksen		MAR 16 2020

### ADMINISTRATIVE SECTION (for DGS office only)

Library Check: \_\_\_\_\_

Course Attribute: \_\_\_\_\_

Course Attribute Value: \_\_\_\_\_

Instruction Mode: \_\_\_\_\_

Attendance Type: \_\_\_\_\_

If different from regular units: \_\_\_\_\_

Academic Progress Units: \_\_\_\_\_

Financial Aid Progress Units: \_\_\_\_\_



## **BUS 586: Marketing and Sales**

### **Course Description**

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Progress within organizations and society depends not only on innovative ideas but also on persuasion – the ability of innovators to get others to adopt these ideas. This course is designed to provide students with a roadmap from understanding organizations' and consumers' marketing environments, to collecting and interpreting marketing data, to creating innovative marketing strategies, to effectively communicating these strategies and ideas.

The foundations of the course include: (1) an introduction to marketing concepts and research (including digital marketing), (2) the development of a brand (for products, services or people including yourself), (3) presentation design and delivery, and (4) strategic selling and storytelling.

### **Objectives**

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The overall objective of this course is to provide students with a set of skills that will enable them to position, promote and sell ideas, services and products to colleagues, partners and customers. These skills are essential in the rapidly evolving workplaces of the future.

Upon successful completion of this course, students will be able to:

- Identify innovative ideas and marketing opportunities through market research
- Simplify ideas and build compelling vision for products or services
- Segment markets and define personas at the centre of those segments
- Build effective branding and marketing strategies
- Develop and enhance their personal brand (*some employers are now expecting their recruits to have a strong personal brand:*  
<https://www.forbes.com/sites/glennilopis/2013/04/08/personal-branding-is-a-leadership-requirement-not-a-self-promotion-campaign/#49abe8ae226f>)
- Develop the ability to communicate knowledgeably and persuasively about marketing communications and professional presentation skills.

### **Subjects/Topics**

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#### **1. Defining Your Offer**

What problem are you solving, for whom, what alternative ways can they solve the problem, why would they find your offer more compelling than the alternatives

#### **2. Personas, Segments and Positioning**

Defining Personas. What binds them together to form segments? What criteria do they use most heavily to make a purchase decision? Positioning statements and maps.

#### **3. Brand Development**

How to build a brand. Branding things, services and people including yourself. Branding in the age of social media. Net promoter score.

#### **4. The Marketing Mix: An Introduction (Part 1)**

Building your go-to-market plan. Introduction to the 4 P's.

#### **5. The Marketing Mix (Part 2) & Digital Marketing**

Integrate the three components of marketing planning, namely situational analysis, STP, and the marketing mix in a non-traditional marketing context. Guest lecture from digital/social marketer on the state of the art in maximizing the effectiveness of your marketing spend.



#### 6. The Marketing Mix (Part 3) & Integrated Marketing Communications

Putting integrated marketing communications into practice. Designing effective marketing campaigns for local companies.

#### 7. Highly Effective Presentations & Storytelling

How to build and deliver highly effective presentations. Presenting marketing campaign to local businesses.

#### 8. Strategic Selling: An Introduction (Part 1)

An introduction to personal and team selling. General overview of concepts and strategies for selling in different industries.

#### 9. Strategic Selling (Part 2)

Apply knowledge to real-cases. A hands-on primer on consultative selling.

#### 10. Strategic Selling (Part 3)

Sales training in the field and an interactive engagement with potential customers.

### Book and Materials

1. Kerin, R. & Hartley, S. (2020). *Marketing: The Core (8th ed.)*. McGraw Hill.
2. Cialdini, R. C. (2006). *Influence: The Psychology of Persuasion (Revised ed.)*. Harper Business.
3. Berger, J. (2014). *Contagious: How to Build Word of Mouth in the Digital Age*. Simon & Schuster.
4. Selected readings may also be provided on Canvas or through external links

### Learning and Assessments

#### 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.

<b>Individual</b>	Participation	20%
	Individual Branding Assignment	15%
	Individual Strategic Selling Exercise	15%
	Midterm Exam	15%
<b>Group</b>	Group Project	20%
	Group Presentation	15%
	<b>Total</b>	<b>100%</b>

## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>587</b>	Units (eg. 4) <b>3</b>
Course title (max. 100 characters) <b>Applied Project</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Applied Project</b>		
<p>Course description for SFU Calendar (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)</p> <p>The opportunity to apply student learning in the context of a management challenge outside of the classroom. An emphasis is placed on the integration of learning across the core program and reflective practice. Student will integrate their knowledge across courses using an experience outside of the traditional classroom and work in a team to achieve a goal. The course serves as an opportunity to apply skills on a significant management challenge and to reflect on, and communicate about, students' management practices.</p>		
<p>Rationale for introduction of this course</p> <p>See attached Masters in Management Proposal.</p>		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>35 hrs of blended instruction</b>	
Frequency of offerings/year <b>twice a year</b>	Estimated enrollment per offering <b>40</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) <b>n/a</b>		
Prerequisite and/or Corequisite <b>n/a</b>		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components* <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <b>0</b>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.



## RESOURCES

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

Faculty member(s) who will normally teach this course <b>Shafik Bhaloo, Kathleen Burke, Tom Culham, Kate Dilworth</b>
Additional faculty members, space, and/or specialized equipment required in order to offer this course.

## CONTACT PERSON

Academic Unit / Program <b>Beedie Graduate Programs</b>	Name (typically, Graduate Program Chair) <b>Stephanie Reimer</b>	Email <b>stephanie_reimer@sfu.ca</b>
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## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

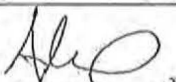
Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

## FACULTY APPROVAL

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

Overlap check done? ☒ YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee <b>Andrew Gemino</b>	Signature 	Date <b>January 8, 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>MAR 16 2020</b>
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### ADMINISTRATIVE SECTION (for DGS office only)

Library Check: \_\_\_\_\_  
Course Attribute: \_\_\_\_\_  
Course Attribute Value: \_\_\_\_\_  
Instruction Mode: \_\_\_\_\_  
Attendance Type: \_\_\_\_\_

If different from regular units:  
Academic Progress Units: \_\_\_\_\_  
Financial Aid Progress Units: \_\_\_\_\_

## **BUS 587: Applied Project**

### **Course Description**

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This is an experiential course designed to provide a management challenge to students. The course provides the opportunity to apply student learning in the context of a management challenge outside of the classroom. This project builds on the knowledge gained in the Experiential Project at the start of the program. An emphasis is placed on the integration of learning across the core program and reflective practice. Student will integrate their knowledge across courses using an experience outside of the traditional classroom and work in a team to achieve a goal. The course serves as an opportunity to apply skills on a significant management challenge and to reflect on, and communicate about, students' management practices.

### **Objectives**

---

The course objective is to apply management skills and integrate knowledge across the courses in the program core. Upon completion of this course you will:

- Apply skills learned throughout the program to a management challenge
- Reflect on the use of the skills within a management context
- Provide peer assessment feedback to others about their practice

### **Subjects/Topics**

---

#### **Module 1: Project Introduction**

Students will be introduced the applied project. Example applied projects will adapt to each cohort and will include community partners. Applied projects may require students to work with community projects, not-for-profit partners or environmental projects.

#### **Module 2: Applied Ethics**

Consider the practical application of moral considerations in a workplace context. Students will consider real-world actions and their moral considerations. This topic will be considered throughout the project

#### **Module 3: Applying Reflective Practice**

Students will apply reflective practice techniques introduced in earlier courses and complete a weekly reflection towards their online Learning Portfolio. The purpose of the portfolio is to have students reflect on their work within the project.

#### **Module 4: Accepting and Providing Feedback**

Feedback will be an important part of the project process. Students will learn to accept feedback and respond positively to concerns from others. Students will also be asked to provide feedback to others in a professional way.

#### **Module 5: Interacting with Stakeholders**

Students will be asked to work with stakeholders to adapt and pivot the projects as necessary. The importance of stakeholder communication and consultation will be demonstrated throughout the project.



## Book and Materials

This is an experiential course. Course work and textbooks from previous courses will provide the of the material necessary to successfully complete the course.

### Suggested Readings

1. Teal, T. (1996). The human side of management. *Harvard Business Review*, 74(6), 35.
2. Badaracco Jr, J. L. (2016). *Managing in the gray: Five timeless questions for resolving your toughest problems at work*. Harvard Business Review Press.
3. Badaracco Jr, J. L. (2020). *Step back: Bringing the art of reflection into your busy life*. Harvard Business Review Press.
4. Near, J. P., & Miceli, M. P. (2016). After the wrongdoing: What managers should know about whistleblowing. *Business Horizons*, 59(1), 105-114.

## Learning and Assessments

### 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.

<b>Individual</b>	Reflective Learning Portfolio	<b>25%</b>
	Peer Feedback	<b>25%</b>
<b>Team</b>	Experiential Collaboration Project	<b>35%</b>
	<ul style="list-style-type: none"> <li>• Project Plan &amp; Team Agreement</li> <li>• Final Presentation</li> </ul>	15% 20%
	Final Team Feedback Interview	<b>15%</b>
	<b>Total</b>	<b>100%</b>



SIMON FRASER UNIVERSITY  
ENGAGING THE WORLD

## APPENDIX 3

Ali Dastmalchian  
Dean  
Beedie School of Business, Simon Fraser University  
500 Granville Street  
Vancouver, BC V6C 1W6

Dear Ali,

The Beedie School of Business Advisory Board (BAB) exists to advise the Dean and members of the Beedie School of Business on strategic matters of the school, with the Masters in Management (MiM) being one of these matters. As you previously presented the concept of the MiM program at a Board meeting, it is great to see that the program has come to fruition through this proposal.

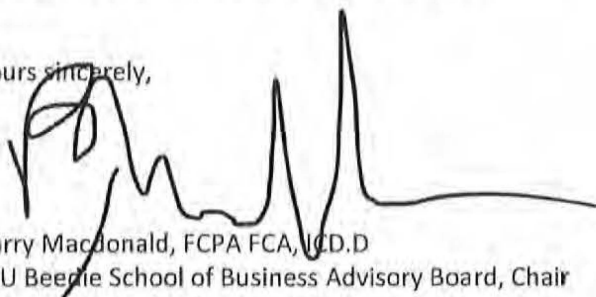
The foresight applied in the creation of a program that focuses on enhancing the employability of recent graduates by providing them with transferrable management skills and relevant experiential opportunities needed for employment in the future of work is both commendable and admirable. For these reasons and more, as the Chair of the Beedie School of Business Advisory Board, I am happy to endorse the School's proposed Masters in Management (MiM) program on behalf of all of the members of the Beedie School of Business Advisory Board.

The BAB comprises of members of the business, government, non-profit, association and alumni community, locally, nationally, and globally. As a group, we believe the Beedie School of Business has done a great job at identifying the gap in skills needed for the the future of work and new labour market entrants. As members of the BAB are also potential employers, we are encouraged by the education that SFU Beedie is bringing to the community and the opportunity to hire students with knowledge and skills in management and digital literacy.

A great deal of thought has gone into the creation and development of the Masters in Management program and it will not only contribute to the skills needed for the future of work but also in the advancement of the Schools achievement of its vision and calling. The Board will continue to support the MiM program through its purpose of providing a link to those individuals and organizations with the resources, knowledge and contracts the School requires to achieve its objectives and enact its calling.

The members of the Beedie School of Business Advisory Board and I are excited by the potential of the Masters in Management graduates and I have no doubt that this program will be a great success. The resources the School will gain from this program will allow for the continued development of innovative program offerings such as the Masters in Management program.

Yours sincerely,



Barry Macdonald, FCPA FCA, ICD.D  
SFU Beedie School of Business Advisory Board, Chair



February 19, 2020

**RE: SFU Beedie School of Business - Master's in Management**

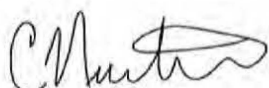
Dear Andrew Gemino,

I'm writing to offer strong support for your proposed Masters in Management (MiM) program at Simon Fraser University. I appreciate you sharing the proposal and discussing the benefits that it can provide to students at SFU. We have further discussed it within our Graduate Program Committee and find the proposed program to be highly compelling and strongly aligned with the needs of students and industry. We believe that the MiM program is an excellent opportunity for collaboration between the School of Interactive Arts and Technology (SIAT) and SFU Beedie.

As you know, SIAT offers the graduate certificate in visual analytics (VA) an interdisciplinary graduate program consisting of technology and theory courses that focus on four key aspects of visual analytics: cognition, technology, society, and integration. We strongly feel that the VA certificate would be ideal to integrate within the MiM program to provide students with training opportunities in visual analytics. This would provide graduates with skills highly sought after by industry. SIAT is committed to working with SFU Beedie to explore options for providing the VA certificate as part of the MiM program and as part of the MiM's graduation requirements.

I look forward to further discussions about the MiM program and our collaborations within it. Best of luck with your proposal moving forward.

Sincerely,



Dr. Carman Neustaedter  
Director and Professor, School of Interactive Arts and Technology  
Faculty of Communication, Art, and Technology





FACULTY OF COMMUNICATION,  
ART AND TECHNOLOGY

TEL +1 778 782 8790

FAX +1 778 782 8789

sfu.ca/fcat

**Office of the Dean**  
Simon Fraser University  
TASC II  
Burnaby BC  
Canada V5A 1S6

February 20, 2020

Ali Dastmalchian  
Dean  
Beedie School of Business

**RE: Master's in Management Proposal**

Dear Ali,

I am writing in support of the Beedie School of Business' proposed Master's in Management (MiM) program at Simon Fraser University. The proposed program offers students the opportunity to build important professional skills that align with demands and current gaps in industry. I believe the MiM program is an excellent opportunity for interdisciplinary engagement and collaboration – a foundational principle of the Faculty of Communication, Art and Technology, and something which adds value to the SFU experience – both for students and faculty. The program seems well differentiated and we join you in supporting the digital literacy and people skills learning outcome.

I understand that discussions are already underway with the School of Interactive Art and Technology and they are positive about the opportunity to collaborate, particularly with respect to Visual Analytics curriculum which could become a specialization or track area within your program.

Sincerely,

A handwritten signature in black ink that reads 'Owen Underhill'.

Owen Underhill  
Dean *pro tem*  
Faculty of Communication, Art and Technology

cc: Andrew Gemino, Associate Dean, Graduate Programs, Beedie School of Business  
Philippe Pasquier, Associate Dean, Academic, Faculty of Communication, Art and Technology

Ali Dastmalchian  
Dean, Beedie School of Business  
Professor, Management and Organization Studies /  
International Business  
Beedie School of Business  
Simon Fraser University  
**Email:** [beedie\\_dean@sfu.ca](mailto:beedie_dean@sfu.ca)

December 8, 2019

**RE: Letter of support for Proposed Masters in Management, Beedie School of Business**

Dear Ali,

Thank you for sharing your proposal for the Masters in Management (MiM) program here at SFU. We have talked about the opportunity to work together, combining the strengths of the Faculty of Health Sciences and the Beedie School of Business. I believe this program provides the platform for collaboration between our two faculties. It is particularly well suited for students in the health sciences who are looking for a career launch and developing their leadership and management skills in the health sector. As you know, the public health sector accounts for 11% of Canada's GDP and Canada's health innovation sector contributes over \$8 billion annually to Canada's economy, with tremendous growth potential. Both public, not-for-profit and private sector organizations seek employees suited to advancing patient care and the knowledge economy.

We endorse the proposed Master of Management program at SFU Beedie and would like to work with SFU Beedie to develop a graduate certificate in health sector leadership and management as part of the program in the future. As you are aware, it is difficult to commit resources to projects that are not yet approved, but the Faculty of Health Sciences would be interested in working with you to refine the design of this program for the benefit of our students. Our faculty is particularly interested in the emphasis the proposal has placed on the combination of digital literacy, leadership and management skills. In particular, the program will be an valued add on to our undergraduate program focused on health services, health data science, biostatistics, health economics, and epidemiology. We additionally have graduate-level courses in topics that set the context for leadership and management in the health sector and are ready to provide select offerings from our current Masters in Public Health program.

The Faculty of Health Science is very interested in partnering with the Beedie School, and I am personally excited about the potential for future collaborations. As you know, before I came to SFU, I was a Professor in the School of Public Health at the University of Alberta and an Adjunct Professor at Alberta Business. I taught in both MPH and MBA programs at the University of Alberta and am highly aware of their complementarity. I wish you all the best with the proposal and I look forward to further discussions on our partnership.

Sincerely,



Tania Bubela, BSc (Hons), PhD, JD, FCAHS, FRSC  
Professor and Dean



**Gustavson**  
**School of Business**  
University of Victoria

University of Victoria  
PO Box 1700 STN CSC  
Victoria BC V8W 2Y2

Tel 250.721.6420  
Fax 250.721.6613  
bizdean@uvic.ca  
uvic.ca/gustavson



December 9, 2019

Degree Quality Assessment Board Secretariat  
Ministry of Advanced Education, Skills & Training  
PO Box 9177 Stn Prov Govt  
Victoria, BC V8W 9H8

Re: SFU – Masters in Management

Dear Members of the DQAB Board:

I wish to express my support for the proposed SFU Beedie Masters in Management program. Coming from a School who has also proposed a new Master of Management program, we at UVic recognize the value of this type of programming to prepare students for careers in a rapidly changing work environment. Similar to our concept, SFU Beedie's MiM aims to bridge the gap between the broad skills provided in post-secondary education with the management/digital literacy skills demanded in the labour market for new employees.

With our emphasis on partnerships with Vancouver Island-based organizations, the UVic MM is designed to serve this region's organizations and students by offering a pathway for preparing students to remain within the region. Therefore, we do not believe there will be a cross-over in market demand between UVic's MM and SFU Beedie's MiM. In both cases we see the primary audiences for these programs as our own respective graduates.

Yours sincerely,

Saul Klein  
Dean





**THOMPSON  
RIVERS  
UNIVERSITY**

**School of  
Business &  
Economics**

February 4, 2020

Dr. Andrew Gemino  
Associate Dean Graduate Programs  
Beedie School of Business  
Simon Fraser University  
Vancouver, BC V6C 1W6  
[gemino@sfu.ca](mailto:gemino@sfu.ca)

RE: Proposed Master in Management Program

Thank you for the opportunity to review Simon Fraser University Beedie School of Business' proposal for a Master in Management credential.

The proposal responds to an emerging demand for graduate management and business education for non-business undergraduate degree holders. There is significant evidence that liberal arts graduates who are pursuing careers in business, but with no formal management education, are limited in their career progression. The proposal is positioned to effectively respond to the demonstrated demand for business managers.

A clear strength of the proposal is that it will be accessible to an under-served population – that outside of the BC lower mainland and those who have career, care-giver and other related responsibilities.

I have reviewed the structure of the degree and feel as though the inclusion of the four-course elective specialization will give students the opportunity to take coursework directly related to their current career sector- or the sector where they want to pivot their careers.

I commend the Beedie School of Business for bringing forward this strong proposal and am pleased to provide my support.

Yours truly,

Michael Henry

Dean, School of Business and Economics

**DOUGLAS COLLEGE**  
PO Box 2503 New Westminster BC  
Canada V3L 5B2  
New Westminster and Coquitlam  
douglascollege.ca  
604.527.5400



December 17<sup>th</sup>, 2019

Dr. Ali Dastmalchian  
Professor & Dean  
Beedie School of Business, Simon Fraser University  
President, GLOBE Project  
Burnaby | Vancouver | Surrey  
British Columbia, Canada

Emailed to: [beedie\\_dean@sfu.ca](mailto:beedie_dean@sfu.ca)

Dear Dr. Dastmalchian:

On behalf of Douglas College, I am writing to express our strong support for the proposed SFU Beedie School Masters in Management (MiM) program.

I note that the MiM aims to be globally recognized as a "pre-experience" graduate program focusing on management essentials for career launch. Moreover, I can see that this program will bridge a significant gap between the foundational education that students obtain in most undergraduate degrees and the specific management/digital literacy skills now demanded by the labour market. I agree with you that this program will be a very attractive to recent graduates from non-business disciplines who have less than three years of full-time work experience.

For its part, Douglas College aims to provide educational experiences to students that challenge, enlighten, and open doors to lives of passion and purpose. Importantly, our strategic goals are closely linked to our efforts to establish robust 'pathways' for Douglas degree graduates and university transfer students. SFU and Douglas College have a long and successful history of collaborations that support student transfer and degree completion. Consequently, we strongly endorse the proposed Masters in Management and are excited by the opportunities it will provide for our students to further their studies.

Please feel free to contact me if you have further questions or require more information.

Sincerely,

A handwritten signature in black ink, appearing to be "Ali Dastmalchian".

**DOUGLAS COLLEGE**

PO Box 2503 New Westminster BC  
Canada V3L 5B2

New Westminster and Coquitlam  
[douglascollege.ca](http://douglascollege.ca)  
604 527 5400



Thor Borgford, Ph.D.

Vice President Academic and Provost

Douglas College

604-527-5222

[borgfordt@douglascollege.ca](mailto:borgfordt@douglascollege.ca)

cc: George Stroppa, Rachael Newton





**Royal Roads**  
UNIVERSITY

January 31, 2020

Dr. Andrew Gemino,  
Associate Dean, Beedie School of Business  
Simon Fraser University  
500 Granville Ave, Vancouver, BC

Dear Dr. Gemino,

**Re: Master in Management, Beedie School of Business**

It is my pleasure to provide the following commentary on the proposed Master in Management to be offered by the Beedie School of Business at Simon Fraser University.

As a course-based, professional, 'pre-experience' degree, the Simon Fraser University Master of Management is designed to provide new graduates of non-business undergraduate programs the business skills needed to facilitate their job-readiness when commencing their professional careers. The full-time blended delivery will provide students with the opportunity to study in a flexible technology-enhanced environment.

Providing undergraduate students in non-business majors who have chosen to take business minors the opportunity to leverage their business minors as transfer credit or advanced standing into the Master in Management facilitates a timely and efficient way of providing new graduates of non-business undergraduate programs the opportunity to acquire business skills needed to assist them in launching their careers. The one-year duration of the program will no doubt be attractive to prospective participants.

The practicum and other experiential components of the program contribute to the breadth of student experience directly relevant to their future careers in business focused work environments. The movement away from concentration on the traditional functional areas of business in favour of a focus on a suite of integrative skills is designed to assist the students in developing the resilience and adaptability required to succeed in a dynamic and rapidly changing work environment.

The Simon Fraser University Master in Management, as a pre-experience masters program targeted at graduating undergraduate students in non-business programs, does not compete directly with graduate programs at Royal Roads University which are oriented more towards the mid-career professional and require varying periods of work experience for eligibility for admission.

Sincerely,



William R. Holmes, DBA, CPA, CMA, CGA, CPHR  
Dean, Faculty of Management | **Royal Roads University**  
T 250.391.2518 | F 250.391.2610  
2005 Sooke Road, Victoria, BC Canada V9B 5Y2 | [royalroads.ca](http://royalroads.ca)



**GREATER VANCOUVER  
BOARD OF TRADE**

Greater Vancouver Board of Trade  
World Trade Centre  
400 - 999 Canada Place  
Vancouver, B.C. Canada V6C 3E1  
T. 604-681-2111 F. 604-681-0437  
E. [contactus@boardoftrade.com](mailto:contactus@boardoftrade.com)  
[boardoftrade.com](http://boardoftrade.com)

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Bridgitte Anderson, ICD.D

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1978	D. C. Selman

December 4, 2019

Ali Dastmalchian  
Dean  
Beedie School of Business, Simon Fraser University  
500 Granville Street  
Vancouver, BC V6C 1W6

Dear Mr. Dastmalchian,

The proposed Masters in Management (MiM) at SFU Beedie School of Business is an important addition to the training and education of qualified personnel in Greater Vancouver in order for the city to hold its place as a vibrant hub for commerce, trade, travel, and free enterprise.

As Western Canada's most active and influential business association, we're aware of the current skills gap between the relevant competencies needed for the future labour market and the broad skills provided in undergraduate education. The MiM addresses these labour market needs by providing the skills necessary for young graduates to secure positions in the most demanded occupational categories, namely: Sales and Service; Business, Finance and Administration; and, Management.

As we look to the future, technological advancements will shape the future demand for new skills and competencies. SFU Beedie's focus on people and management skills combined with digital literacy - embedded in business context - will equip students to deal with pressing global challenges affecting the economy and the environment as well as local and regional communities.

As a supporting sponsor of the Board of Trade's Leaders of Tomorrow Program, the GVBOT and SFU Beedie have a history of working together to support the professional and personal growth of emerging young leaders in the areas of Mentorship, Leadership, Networking and Volunteerism. We look forward to engaging with the students in SFU Beedie's MiM program to support their successful career launch.

Sincerely,

Greater Vancouver Board of Trade, per

*David Crawford*

David Crawford  
Vice President and Assistant Secretary - Treasurer  
Greater Vancouver Board of Trade





December 3, 2019

Ali Dastmalchian  
Dean  
Beedie School of Business, Simon Fraser University  
500 Granville Street  
Vancouver, BC V6C 1W6

**Re: Letter of Support for new SFU Beedie's proposed Masters in Management (MIM)**

Dear Ali Dastmalchian,

Greater Vancouver has entered a period of unprecedented economic and population growth, bringing a wealth of new opportunity to Vancouverites. However, to fully leverage these outcomes for a prosperous, inclusive and resilient region, we must be ready to act on in the context of our high-tech and creative economy and the climate emergency. As the economic development agency for the city of Vancouver, we feel these changes call for a global perspective and greater levels of education in emerging area of innovation and social and environmental responsibility.

The Vancouver Economic Commission is building a prosperous, inclusive and resilient economy for Vancouver, its businesses and its residents. We work to strengthen Vancouver's thriving economy by supporting companies, attracting high-impact investment and promoting international trade. VEC collaborates with business, academia and government organizations to position Vancouver as a global destination for innovative, creative and sustainable business.

As such, we support the creation of the proposed Master of Management program at SFU Beedie. Its focus on developing fundamental management skills with an emphasis on people skills and digital literacy will contribute to the development of skills in our early-graduate community – skills essential to sustaining and deepening the quality of our region's growing workforce.

We would particularly encourage the exploration and development of interdisciplinary specializations noted in the proposal. We see them as providing management context for the climate emergency, personalization of healthcare, and smart city innovation for the region in the decades to come.

As a region, it is incumbent upon us to better understand the social, economic, and environmental impacts of these trends while seeking opportunities to develop local skills and expertise in innovation. Having worked with the Beedie School of Business on our Economic Transformation Lab, we have seen firsthand how the school has considered how these trends may affect the future workforce, especially young workers, and the skills gap.

The VEC has effectively partnered with the SFU Beedie School of Business to develop novel research for the region and we're excited to extend this collaboration to provide our support in their plan to enhance the next generation of managers and innovators.

Sincerely,

Bryan Buggie  
Director  
Vancouver Economic Commission



Helena Gottschling  
Chief Human Resources Officer

Royal Bank of Canada  
200 Bay Street  
Toronto, ON M5J 2J5

Tel: (416) 955-3395  
[Helena.gottschling@rbc.com](mailto:Helena.gottschling@rbc.com)

December 16, 2019

To Whom It May Concern:

Re: SFU Masters in Management Program Proposal

RBC Future Launch is our commitment to help young people prepare for a new world of work. In developing Future Launch, we crisscrossed the country and spoke with students and workers in their early careers, with educators and policymakers, and with employers conducting one of the biggest labour force data projects in Canada. This effort uncovered high numbers of unemployed youth not trained for current job openings and young Canadians who feel they aren't ready for the future of work. The report also suggests that the age of automation need not be a threat and if we apply our humanity — to be creative, critical and collaborative — it can be a competitive advantage.

Educating students from disciplines outside of business, with the combination of human skills and digital literacy is on point with the skill gaps identified in RBC's report "*Humans Wanted: How Canadian youth can thrive in the age of disruption*". The skills framework underlying the proposed Master of Management program at SFU Beedie focused on developing fundamental management skills, with an emphasis on people skills and digital literacy is aligned with the skills gap identified in our report. We believe early career graduate education would contribute to the development of skills to support growth in Canada.

The proposed MiM program would open an educational pathway for students to support their undergraduate major with a graduate degree that focuses on collaboration and creativity in the context of management. The program's focus on career launch and the importance placed on co-curricular experiences in career development should prepare students to successfully achieve their early career goals and their ability to adapt to the challenges in the future of work.

Sincerely,

A handwritten signature in black ink, appearing to read "H. Gottschling", written over the printed name.

Helena Gottschling  
CHRO, RBC

# *Procter & Gamble*

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Post office box 355 Station "A", Toronto, Ontario, Canada, M5W 1C5, (416) 730-4711, [www.pg.com](http://www.pg.com)

December 17, 2019

To Whom it May Concern;

On behalf of Procter & Gamble, I am pleased to provide this letter of support for Simon Fraser University (SFU) Beedie School of Business's proposal for the new Masters in Management (MiM) program aimed at developing business and management skills for non-business undergraduate students.

As a highly engaged organization, Procter & Gamble has collaborated with SFU Beedie for many years. We hire SFU Beedie's Bachelor of Business Administration (BBA)/ Masters of Business (MBA) students for various internship opportunities and full-time positions across a variety of functions – sales, brand, finance, HR, supply chain and IT. This partnership is extremely valuable to Procter & Gamble as it enables us to tap into significant expertise and diversify our team to broaden our capabilities.

We see tremendous benefit in the proposed MiM program for non-business undergraduates in developing business analytical skills. This will help expand the market for new graduates seeking management positions in the rapidly transforming and highly innovative labour market. There is an increasing need for more technical roles that require a strong technical understanding of key business concepts. MiM will provide candidates with leadership qualities to develop to be future managers and leaders.

I am delighted to support an initiative that will prepare future leaders with essential analytical thinking skills, project management, and business acumen. I look forward to the development of the proposed new MiM program.

Regards,

*Lois Bruce*

Lois Bruce  
Director of Regional Sales  
Procter & Gamble



Ali Dastmalchian  
Dean  
Beedie School of Business, Simon Fraser University  
500 Granville Street  
Vancouver, BC V6C 1W6

Dear Ali Dastmalchian,

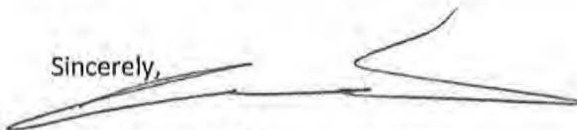
As a member of the Beedie School of Business Governance Committee, I am involved in providing oversight and feedback on program design and development work. The Governance Committee considers and approves recommendations which match market needs to school requirements and program goals and structures. Therefore, we are involved in providing feedback to the Masters in Management Design Team on the program design and development.

Throughout the development process of the Masters in Management program, the Governance Team met with the Design Team to provide advice regarding responding to changing market needs, innovation being made by faculty and staff, upholding accreditation standards, developing new revenue, and aligning the School's programs with its vision. The Design Team was receptive to suggestions for improvement and were bold in their approach of the overall direction of the program and differentiating the Masters of Management program from its competition.

As an employer and member of the Beedie School of Business Advisory Board, I am impressed with the proposed program and I would definitely hire graduates of the program. I would also recommend to my peers to hire from the program. MiM program focuses on practical and widely applicable skills for the new realities of organizations that must continually adapt and innovate. I believe there will be a strong demand for the program from recent graduates of arts and science degrees.

To conclude, the design and development process of the Masters in Management program was very well done and I look forward to the potential of the program graduates in the future of work. I fully support the proposed Masters in Management program as it opens up opportunities for students as well as employers.

Sincerely,



Jamie Gray-Donald  
SVP, QuadReal Property Group  
[Jamie.gray@quadreal.com](mailto:Jamie.gray@quadreal.com)  
604—975-9596

# Curriculum Vitae

## Andrew C. Gemino,

Associate Dean, Graduate Programs  
Professor, Management Information Systems  
Beedie School of Business, Simon Fraser University  
E-mail: [gemino@sfu.ca](mailto:gemino@sfu.ca)

---

### Educational Background

- |      |        |   |
|------|--------|---|
| 1999 | Ph.D.  | Management Information Systems, University of British Columbia, Canada      |
| 1993 | M.B.A. | Management Science/ Management Information Systems, Simon Fraser University |
| 1989 | M.A.   | Economics, Simon Fraser University  |
| 1986 | B.A.   | Economics, Simon Fraser University  |

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### Employment History

- |                        |   |
|------------------------|---|
| Sept. 2017 – current   | Associate Dean, Graduate Programs, Segal Graduate School, Beedie School of Business, SFU, Vancouver, British Columbia, Canada |
| Sept. 2011 - current   | Professor, Management Information Systems, Beedie School of Business, SFU, Vancouver, British Columbia, Canada                |
| March 2006 – Aug. 2011 | Associate Professor, Management Information Systems, Simon Fraser University, Vancouver, British Columbia, Canada             |
| July 1999 – March 2006 | Assistant Professor, Management Information Systems, Simon Fraser University, Vancouver, British Columbia, Canada             |

---

### Refereed Journal Articles

( <https://scholar.google.ca/citations?user=IyEYrQwAAAAAJ&hl=en&oi=ao> )

1. Serrador, P., Gemino, A., & Reich, B. H. (2018). "Creating a Climate for Project Success." *Journal of Modern Project Management*, 6(1). doi:10.19255/jmpm338
2. Gemino, A.C., Reich, B.H., Sauer, C. (2015). "Plans versus People: Comparing Knowledge Management Approaches in IT-Enabled Business Projects", *International Journal of Project Management*, 33,2, 299–310.
3. Reich, B.H., Gemino, A.C., Sauer, C. (2014). "How Knowledge Management Impacts Performance in Projects: An Empirical Study". *International Journal of Project Management*, 32:4, 590-602.
4. Reich, B. H., Liu, L., Sauer, C., Bannerman, P., Cicmil, S., Terry Cooke-Davies, Andrew Gemino, Brian Hobbs, Harvey Maylor, Carla Messikomer, Beverly Pasian, Monica Semeniuk, Janice Thomas. (2013). "Developing better theory about project organizations," *International Journal of Project Management*, 31 (7), 938–942.
5. Reich, B.H., Gemino, A., and Sauer, C. (2012) "Knowledge Management and Project-Based Knowledge in IT Projects: A Model and Preliminary Empirical Results", *International Journal of Project Management* 30, 6, 663-674.
6. Tingling, P., Gemino, A. and Parker, D. (2011), "Changing Channels: The Impact of Web 2.0 on Supply Chain Management" *Production and Inventory Management Journal*, Vol. 47, No.2, 31-44.
7. Gemino, A., Sauer, C. and Reich, B.H. (2010), "Using Classification Trees to Predict Project Performance in Information Technology Projects" *Journal of Decision Systems*, 19, 2, 201-223.
8. Parker, D. and Gemino, A. (2009). "Use Case Diagrams in Support of Use Case Modeling: Deriving Understanding from the Picture", *Journal of Database Management*, Vol. 20, 1-24.

# Curriculum Vitae

9. Brydon, M. and Gemino, A. (2008), "Classification Trees and Decision-Analytic Feedforward Control: A Case Study from The Video Game Industry", *Data Mining and Knowledge Discovery*, Vol. 17, 317-342.
10. Brydon, M. and Gemino, A. (2008). "You've Data Mined. Now What?" *Communications of the Association for Information Systems*: Vol. 22, Article 33. <http://aisel.aisnet.org/cais/vol22/iss1/33>
11. Reich, B. Gemino, A., Sauer, C. (2008). "Modeling the Knowledge Perspective of IT Projects", *Project Management Journal*, Vol. 39, S4-S14.
12. Masri, K., Parker, D. and Gemino, A. (2008). "Using Iconic Graphics in Entity-Relationship Diagrams: The Impact on Understanding" *Journal of Database Management*, 2008, Vol. 19, Iss. 3, 22-41.
13. Gemino, A., Horner-Reich, B. H. and Sauer, C. (2008). "A Temporal Model for IT Project Management", *Journal of MIS*, Winter 2007-8, Vol. 24, No. 3, 9-44
14. Sauer, C., Gemino, A. and Reich, B.H. (2007). "Managing Projects for Success: The Impact of Size and Volatility on IT Project Performance", *Communications of the ACM*, 60:11, Nov. 2007, 79-84.
15. Parent, M., Vandebeek, C. and Gemino, A. (2006), "Building Citizen Trust Through e-Government", *Government Information Quarterly*, Vol. 22, No.4, 2006, 720-736.
16. Gemino, A., MacKay, N., and Reich, B.H. (2006). "Executive Decisions about Website Adoption in Small and Medium-Sized Enterprises", *Journal of IT Management* Volume XVII, number 1, 2006, 34-49, <http://jitm.ubalt.edu/XVII-1/article3.pdf>
17. Gemino, A., Parker, D., Olnick Kutzschan, A. (2005). "Investigating Coherence and Multimedia Effects of a Technology-Mediated Collaborative Environment", *Journal of MIS*, Winter 2005, Vol. 22, No. 3, 99-124.
18. Gemino, A. and Wand, Y. (2005), "Simplicity versus Clarity: An Empirical Comparison of Mandatory and Optional Properties in Conceptual Modeling", *Data and Knowledge Engineering*, 55, 2005, 301-326.
19. Gemino, A. and Wand, Y. (2004). "A Framework for Empirical Evaluation of Conceptual Modeling Techniques", *Requirements Engineering Journal*, Vol. 9, No. 4, 2004, 248-260.
20. Gemino, A. (2004). "Empirical Comparisons of Animation and Narration in Requirements Validation", *Requirements Engineering Journal*, Vol. 9, No. 3, 2004, 152-168.
21. MacKay, N., Parent, M. and Gemino, A. (2004). "A Model of Electronic Commerce Adoption by Small Voluntary Organizations", *European Journal of Information Systems*, Vol. 13, 147-158, June 2004.
22. Gemino, A. and Wand, Y. (2003). "Evaluating Modeling Based on Models of Learning", *Communications of the ACM*, Vol. 46, No. 10, October 2003, 79-84.
23. Parker, D., and Gemino A. (2001). "Inside Online Learning: Comparing Conceptual and Technique Learning Performance in Place-based and ALN Formats", *Journal of Asynchronous Learning Networks*, Volume 5, Issue 2, September 2001, 64-74.

## Textbooks

Kroenke, D., Gemino, A. and Tingling, P. "Experiencing MIS", 1<sup>st</sup> edition, Pearson/Prentice Hall, Upper Saddle River, New Jersey, 2008. (ISBN: 0-13-143372-7). \*(**Pearson Education Canada, Book of the Year, 2008**)

## Teaching Awards

- SFU Teaching Excellence Award, 2011, Simon Fraser University.
- TD/Canada Trust Teaching Award (1993; 2001), Beedie School of Business, SFU.
- MBA Teaching Excellence Award (1997) from Faculty of Commerce at UBC.
- PhD Outstanding Teaching Award (1996) from Faculty of Commerce at UBC.
- Teaching honor roll (awarded 15 times from 1999-2019) indicates top 10% in Beedie School.



## Resume of Andrew S.G. Harries

[aharries@sfu.ca](mailto:aharries@sfu.ca)

Location: Vancouver BC Canada.

### Summary

Andrew Harries is the Tom Foord Professor of Practice in Entrepreneurship and Innovation at Simon Fraser University's Beedie School of Business. At SFU Beedie Andrew blends the latest in theory and practice in his entrepreneurship and innovation, product management and resourcing new venture programs. In his advisory practice Andrew works closely with companies on business strategy, leadership and governance and the creation of viable, high growth business models.

Andrew chairs the board of directors at Bsquare Corporation (NASDAQ: BSQR), which delivers enterprise Internet of Things software solutions and chaired the board at Contractually through its acquisition by Coupa Software in December 2015. He also serves on the advisory boards of the Beedie School of Business and Science World British Columbia, where he chaired the organization through the successful completion of a \$38m renovation and expansion and a major capital campaign.

Andrew was a co-founder of Sierra Wireless Inc. (SW.TO, SWIR) where he served in a variety of executive roles. During his 11 years at Sierra Wireless the company grew from inception through IPO to over \$200m in annual revenues. Subsequently Andrew co-founded Zeugma Systems Inc. where he served for six years as the President and CEO from its initial funding to the revenue stage. Tellabs acquired substantially all of Zeugma Systems in November 2010. Prior to co-founding Sierra Wireless Andrew was a senior product line manager at Motorola Inc. He holds three US patents and an MBA from Simon Fraser University.

### Executive History

May 2016 to present	<b>SIMON FRASER UNIVERSITY BEEDIE SCHOOL OF BUSINESS</b> <b>Tom Foord Professor of Practice in Entrepreneurship and Innovation</b>
Dec 2010 to present	<b>BUSINESS ADVISOR &amp; CORPORATE DIRECTOR</b> Serving clients in the internet of things, connected health and enterprise software sectors.
Oct 2004 to Nov 2010	<b>ZEUGMA SYSTEMS INC.</b> <b>President &amp; CEO</b> Zeugma delivered service and subscriber management systems for next generation broadband networks. Tellabs Inc. acquired substantially all of Zeugma in Nov 2010.
May 1993 to Sept 2004	<b>SIERRA WIRELESS, INC. (SW.TO, SWIR)</b> <b>Senior Vice President, Sales, Marketing, Operations</b> One of two founders of Sierra Wireless, Andrew architected its product and market strategies and was personally responsible for over \$100m in sales and joint development agreements. The company grew from startup to over US\$200m in revenue during Andrew's tenure and listed on two senior public exchanges.
July 1989 to Jan. 1992	<b>MOTOROLA INC.</b> <b>Wireless Data Division</b> <b>Business analyst, Senior Product Line Manager</b>

## Board and Advisory History

Nov 2012 to Present	<b>BSQUARE CORPORATION</b> Bellevue, WA, USA Bsquare's software and professional services solutions enable their enterprise customers to monitor device data, automate processes, predict events and produce better business outcomes that help make digital transformation a reality. <b>Chair, Board of Directors and member of Audit and Compensation Committees.</b>
Jan 2013 to Dec 2015	<b>CONTRACTUALLY (Acquired by COUPA SOFTWARE INC.)</b> Vancouver, B.C., Canada Enterprise SaaS provider delivering the fastest, easiest way to negotiate, sign and manage contracts. Led the company's seed financing and advised the founder CEO on strategy and financing through the company's acquisition by Coupa in December 2015. <b>Lead Investor and Chair, Board of Directors</b>
April 2014 to Present	<b>MOJIO INC.</b> Vancouver, B.C., Canada Mojio is building the leading open applications platform for the connected car. Applications for business make fleets more productive and for consumers make driving informative and fun. As Executive Chair and Acting CEO, led Mojio through a Series A financing, the development of a strategic plan and recruitment of a new CEO. <b>Currently an Advisor, formerly Executive Chair and Acting CEO April 2014-Oct 2015.</b>
2011 to 2014	<b>NORSAT INTERNATIONAL INC.</b> Richmond, B.C., Canada Satellite and microwave communications systems for use in harsh environments. As chair of compensation committee completely revamped executive comp structure. <b>Member, Board of Directors &amp; Chair, Compensation Committee</b>
2004 to Present	<b>SCIENCE WORLD BRITISH COLUMBIA</b> Vancouver, B.C., Canada. World class Interactive Science and Technology Museum. <b>Advisory Council and formerly Chair of the Board of Directors 2010-2013.</b>
2004 to Present	<b>SIMON FRASER UNIVERSITY BEEDIE SCHOOL OF BUSINESS</b> Vancouver, B.C., Canada <b>Member and Past Chair, SFU Beedie Dean's Advisory Board</b>

## Education

1987- 1989	<b>Master of Business Administration, Simon Fraser University</b> MBA Research Project: INFORM: A Forecasting Model for Technology Innovations
1999	<b>AEA/Stanford Executive Institute</b> Stanford University, Palo Alto, CA Executive leadership program, Stanford Graduate School of Business.
1983- 1987	<b>Graduate Member of the Marketing Institute of Ireland</b> College of Commerce, Dublin, Ireland.

## Other

- Married with three children
- Active sports: golf, tennis
- 1999 Deloitte Fast 50: Winner (Sierra Wireless)
- 2000 EY Canada Pacific Entrepreneur of the Year



## **Academic CV**

**Dr. Blaize Horner Reich**

**RBC Professor of Technology and Innovation  
Beedie School of Business, SFU**

### **Educational Background**

- |       |  |
|-------|--|
| Ph.D. | (1993) Business Administration, University of British Columbia, Canada<br>"Investigating the Linkage between Business and Information Technology Objectives: A Multiple Case Study in the Insurance Industry". |
| M.Sc. | Business Administration, University of British Columbia, Canada<br>"The Use of Information Technology for Competitive Advantage in Canada"   |
| B.A.  | Economics, University of British Columbia, Canada  |

### **Employment History**

- |               |  |
|---------------|--|
| 2009 -present | RBC Professor of Technology and Innovation, Beedie School of Business, SFU               |
| 2014-2015     | Dean, Beedie School of Business, SFU   |
| 2017-present  | Visiting Professor, Swinburne University, Australia                                      |
| 2003- 2008    | Visiting Associate, Templeton College, Oxford University                                 |
| 2000-2003     | Associate Dean, Graduate Programs, Beedie School of Business, SFU                        |
| 1991-present  | SFU, Progressively more senior positions; currently Professor, Beedie School of Business |
| 1978-1991     | Founder and Principal; Strategic Data Planning Inc.                                      |
| 1970-1977     | BC Hydro. Progressively more senior positions ending as corporate Data Administration    |

### **Publications- since 2014**

Citations at: <http://scholar.google.com/citations?user=zsFIJS0AAAAAJ&hl=en>

### **Books and book chapters**

- Reich, B.H. "Considering Case Studies in Project Management", 2015. Ch. 13 in "Designs, Methods & Practices for Research in Project Management", Gower Publishing, edited by B. L. Pasian.



### **Publications in Refereed Journals**

- Serrador, P., Gemino, A., Reich, B.H. "Creating a Climate for Project Success", **The Journal of Modern Project Management**, 6:1, 2018, pp. 38-47.
- Jia, R., Steelman, Z., Reich, B.H. "Using Mechanical Turk Data in IS Research: Risks, Rewards, and Recommendations", **Communications of the Association of Information Systems**, 41:14, 2017, pp 1-14. <http://aisel.aisnet.org/cais/vol41/iss1/14>
- Carroll, J. and Reich, B.H. "Technology Portfolios: How Individuals Manage Multiple Digital Technologies", **DATA BASE for Advances in Information Systems**, 48:1, 2017, pp. 75-92. doi>10.1145/3051473.3051478
- Jia, R., Reich, B.H., Jia, H.H., "Service climate in knowledge-intensive, internal service settings", **International Journal of Quality and Service Sciences**, 8:4, 2016, pp.462 – 477.
- Jia, R., Reich, B.H. and Jia, H.H. "A commentary on: "Creating agile organizations through IT: The influence of IT service climate on IT service quality and IT agility". **Journal of Strategic Information Systems**, 25:3, 2016. pp. 227-231. <http://dx.doi.org/10.1016/j.jsis.2016.06.0>
- Gemino, A.C., Reich, B.H., and Sauer, C. "Plans versus People: Comparing Knowledge Management Approaches in IT-enabled Business Projects", **International Journal of Project Management**, 33, 2015, pp. 299-310.
- Pishdad, A., Koronios, A., Reich, B. H., and Geursen, G. ERP Institutionalisation- A Quantitative Data Analysis Using the Integrative Framework of IS Theories. **Australasian Journal of Information Systems**, 18:3, 2014, pp.347-369.
- Reich, B.H., Gemino, A.C., and Sauer, C. "How Knowledge Management Impacts Performance in Projects: An Empirical Study", **International Journal of Project Management**, 31, 2014, pp. 590-602.

### **Academic and Governance Leadership**

#### **Journal Editorial Board**

- Editorial Board, International Journal of Project Management
- Editorial Board, International Journal of Managing Projects in Business
- Senior Editor, Journal of Information Technology
- Senior Editor, Journal of Strategic Information Systems
- Senior Editor, Information Systems Management
- Department Editor, Project Management Journal (2012-2015)

#### **Supervisor and Examiner**

- Head of Accreditation Team – Alberta School of Business, Business Technology Management Program (2018)
- Head of Accreditation Team– Laurier University Business Technology Management Program (2016)
- Senior supervisor of over 65 MBA projects.
- External examiner, 4 PhD dissertations.

**Fereshteh Mahmoudian, Assistant Professor, PhD, CPA, CGA**

Accounting Area, Beedie School of Business

**Phone:** 778-782-4068

Simon Fraser University

**Fax:** 778-782-4920

8888 University Drive, Burnaby, BC Canada

**Cell phone:** 778-987-7875

V5A 1S6

**Email:** Mahmoudi@sfu.ca

**EDUCATION**

- PhD, Accounting , Haskayne School of Business, University of Calgary, Calgary, Canada, 2016
- Master of Economics - Specialized in Finance, Institute for Advance Education & Research on Management, Tehran, Iran, 2003
- Bachelor of Science in Applied Mathematics, Shahid Beheshti University, Tehran, Iran, 2000

**ACCOUNTING DESIGNATIONS & CERTIFICATIONS**

- Chartered Professional Accountant /Certified General Accountant (BC, Canada), 2014
- Certified Sage ACCPAC Financial and Operational System Consultant (North America), 2007

**TEACHING EXPERIENCE**

- Assistant Professor, Beedie School of Business, Simon Fraser University, 2017-Present
- Lecturer, Beedie School of Business, Simon Fraser University, 2015-2017
- Lab Instructor- Haskayne School of Business, University of Calgary, 2009-2013
- Instructor, Mount Royal University, Calgary, Alberta, 2008-2011

**BUSINESS EXPERIENCE**

- Certified Sage Accpac Financial and Operational System Consultant, Calgary Alberta, 2007-2009
- Supervisor of Training Department, ENbank, Tehran, Iran, 2002-2003
- Banking System Consultant Karafrain Bank Tehran, Iran, 2004-2005

**RESEARCH**

*Publications*

- Nazari, J.A., Hrazdil, K., **Mahmoudian, F** (2017). Assessing social and environmental performance through narrative complexity in CSR reports. Journal of Contemporary Accounting & Economics, 13 (2), 166-178.

- **Mahmoudian, F**, Nazari, J.A., Kline, T.J.B and Herremans, I.M (2017) Survey research in management accounting: an update. In Methodological Issues in Accounting Research: Theories and Methods. (Peer Reviewed Book Chapter)
- Herremans, I.M, Nazari, J.A., **Mahmoudian, F** (2016). Stakeholder relationships, engagement, and sustainability reporting. Journal of Business Ethics, 138 (3), 417-435
- Academic grants/Awards 13 (over \$200,000)

### **ACADEMIC CONFERENCE PRESENTATIONS**

Have presented **24** academic papers at recognized accounting conferences from 2011-2019. Some of the papers have won best paper awards

- Canadian Academic Accounting Association (n=8)
- American Accounting Association (n=8)
- European Accounting Association (n=4)
- Other (n=4)

### **SERVICE**

#### **SFU Faculty Committees at Beedie School of Business**

- Member of the Assurance of Learning Committee – Undergraduate
- Member of the Teaching and Learning Committee- Undergraduate
- Member of the Communications Initiative Action Committee
- Member of the Broad Based Undergraduate Admissions Committee

#### **Membership in the Academic Community**

- Canadian Academic Accounting Association
- American Accounting Association
- European Accounting Association

#### **Academic Reviews and Discussant**

- American Accounting Association Conference
- Canadian Academic Accounting Association Conference
- European Accounting Association
- Journal of Business Ethics
- Accounting, Auditing, and Accountability Journal



## **Jamal Nazari, PhD, CPA, CMA, CGA**

**Associate Professor of Accounting and Academic Director of KPMG Graduate Programs**

Beedie School of Business

Simon Fraser University

8888 University Drive

Burnaby, B.C. V5A 1S6

Email: [jnazari@sfu.ca](mailto:jnazari@sfu.ca)

Phone #: 778-782-4604

### **EDUCATION**

**PhD**, Accounting, University of Calgary, Calgary, Canada, 2010

Dissertation Title: "An investigation of the relationship between components of intellectual capital and firm's financial performance"

**MA**, Accounting, University of Tehran, Tehran, Iran, 2001

**BA**, Accounting, University of Mashhad, Mashhad, Iran, 1998

### **PROFESSIONAL DESIGNATIONS**

**CPA**, Chartered Professional Accountant, Canada, 2014

**CMA**, Certified Management Accountant, Alberta, Canada, 2011

**CGA**, Certified General Accountant, Alberta, Canada, 2011

### **WORK HISTORY**

#### **Academic Experience**

- Academic Director, KPMG Graduate, Simon Fraser University, Vancouver, 2018- Present
- Associate Professor of Accounting, Simon Fraser University, Vancouver, 2017- Present
- Assistant Professor of Accounting, Simon Fraser University, Vancouver, 2013- 2017
- Associate Professor of Accounting, Mount Royal University, Calgary, 2010-2013
- Assistant Professor of Accounting, Mount Royal University, Calgary, 2007-2010
- Part time Professor of Graduate Programs, Sharif University, Iran, 2007-2009
- Sessional Instructor, University of Calgary, Alberta, 2006-2012

#### **Business Experience**

- CPA Facilitator, CPA Canada and CPA Western School of Business, 2013-2016
- CMA Instructor, CMA Alberta, Calgary, 2012-2013
- Chief Financial Officer, Respect General Trading Co., Dubai, UAE, 1999-2003
- Chief Financial and Administrative Officer, Bahman Investment Co, Iran, 2002
- Senior Finance Expert, Bahman Group, Mazda subsidiary in Tehran, 1999-2002
- Auditor, National Audit Organization, Tehran, Iran, 1998-1999

## **TEACHING**

### *University Teaching Experience*

Variety of courses from introductory to advanced financial and managerial accounting courses at the undergraduate, graduate and PhD levels at the University of Calgary, Mount Royal University, Sharif University, and Simon Fraser University

### *Professional Teaching Experience*

Facilitator and instructor for a number of modules and programs for CPA Canada, CPA Western School of Business, and CMA programs.

### *Recognition*

*Have continuously received one of the highest evaluations in the faculty and have been on teaching honor rolls (top 10%) continuously*

## **RESEARCH SUMMARY**

### *Citation Impact as of December 2019*

Google Scholar Profile:

[https://scholar.google.ca/scholar?hl=en&as\\_sdt=0%2C5&q=Jamal+Nazari&btnG=](https://scholar.google.ca/scholar?hl=en&as_sdt=0%2C5&q=Jamal+Nazari&btnG=)

- Citations: **987**; h-index: **15**; i10-index: **16**

### *Overall Research Output as of December 2019*

- Peer Reviewed Book Chapter Publications: **4**
- Peer Reviewed Journal Article Publications: **18**
- Applied Journals and Magazines and Online Publications: **5**
- Peer Reviewed Conference Proceedings/Presentations: **52**
- Internal and Practitioner Presentations and Workshops: **16**
- Internal Grants: 8 ( $\Sigma$  = \$ 98,300)
- External Grants: 6 ( $\Sigma$  = \$ 146,400)

### *Recognition*

Publications appear in a variety of top and quality business and accounting journals. Several of the papers have received best paper awards at recognized accounting and business conferences.

## **SERVICE**

- Several university and school level committees in Calgary and Vancouver
- Peer reviewed numerous accounting and business journal papers as well as conferences
- Supervised a number of graduate and undergraduate students
- Served on several professional organization committees including CPA Canada committees and national governmental grant agencies
- Active membership in Canadian Academic Accounting Association, American Accounting Association, and European Accounting Association.

**Curriculum Vitae**  
**Jan R. Simon**

University Lecturer, Finance, Beedie School of Business  
Simon Fraser University, Burnaby, British Columbia, Canada

Visiting Professor, IESE Business School, Barcelona, Spain

**Education**

- |            |   |
|------------|---|
| 2010 Ph.D. | Finance, University of Essex, UK. Advisors: Neil Kellard and Yuval Millo. |
| 1996 MBA   | IESE Business School, Spain.  |
| 1991 LLM   | Katholieke Universiteit Leuven, Belgium.                                  |
| 1988 LLB   | Katholieke Universiteit Leuven, Belgium.                                  |

**Employment History**

- |                     |   |
|---------------------|---|
| Sep 2013 – Present  | Senior Lecturer, Finance, Beedie School of Business, SFU.   |
| Sep 2015 – Present  | Visiting Professor, Finance, IESE Business School and Associate Director International Search Fund Center |
| Sep 2011 – Aug 2013 | Visiting Assistant Professor, Finance, Beedie School of Business, SFU.                                    |
| Jan 2010 – Sep 2015 | Assistant Professor, Finance, IESE Business School.   |
| May 2003 – Dec 2019 | Senior Lecturer, Finance, IESE Business School.   |
| Jun 2004 – Jun 2005 | Director, Merrill Lynch Intl., London.  |
| Mar 1999 – Apr 2002 | Executive Director, Goldman Sachs, London.  |
| Jun 1996 – Feb 1999 | Vice President, Salomon Brothers, London.   |
| Jun 1991 – Sep 1994 | Trader, Kredietbank, Brussels.  |
| Oct 1988 – Jan 1990 | Special Forces, 1 BN Para-Commando and NATO Rapid Intervention Force                                      |



## **Service**

### **Academic Chairs**

May 2014 – Aug 2017 Academic Chair, MBA Program, Beedie School of Business, SFU.

May 2014 – Aug 2017 Academic Chair, AMBA Program, Beedie School of Business, SFU.

Sep 2016 – Aug 2017 Academic Chair America's MBA (SFU-FIA-ITAM-Vanderbilt)

Feb 2014 – Aug 2017 Academic Chair, MSc Finance Program, Beedie School of Business, SFU.

Feb 2014 – Aug 2017 Co-Academic Chair, Diploma Financial Engineering, Beedie School of Business-School of Actuarial Studies, SFU.

May 2013 – Aug 2014 Interim Academic Chair Master of Technology Program

Sep 2012 – Aug 2017 Academic Chair, EMBA Program, Beedie School of Business, SFU

Sep 2005 – Aug 2010 Academic Director, MBA Program, IESE Business School.

### **Committees**

Sep 2018 – Aug 2019 Graduate Programs Review Task Force

Sep 2017 – Aug 2018 Executive Education Committee

Sep 2012 – Aug 2017 Planning and Priority Committee

Sep 2014 – Aug 2017 Graduate Programs Committee

Sep 2012 – Aug 2017 Assurance of Learning Committee

Sep 2015 – Aug 2016 Teaching & Learning Committee

Sep 2014 – Aug 2015 Executive Education Committee

# Curriculum Vitae

Kamal Masri

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## Educational Background

- 2010 Ph.D.** Graduate School of Business (**Management Information Systems**), Simon Fraser University, Canada  
**Thesis Title:** Conceptual Model Design for Better Understanding.
- 1994 M.B.A.** Graduate School of Business (**Management Science**), Simon Fraser University, Canada  
**Project Title:** Improving Extrusion Efficiency at Alcan Aluminum Ltd Vancouver Works.
- 1990 B.A.Sc.** Faculty of Applied Science (**Metals and Materials Engineering**), University of British Columbia, Canada

## Professional Experience

Academic Director, Undergraduate Programs, Beedie School of Business, Simon Fraser University (2019-present)

Academic Director, MBA programs, Beedie School of Business, Simon Fraser University (2107-2018)

Senior Lecturer, Beedie School of Business, Simon Fraser University (2018-Present)

Lecturer, Beedie School of Business, Simon Fraser University (2011-2018)

Faculty, School of Business, Kwantlen Polytechnic University (2008-2011)

## Selected Research

### Refereed Journal Articles

- Tingling, P., Masri, K., & Chu, D. (2019) "Catch and release? NHL expansion draft endowment effects", *Sport, Business and Management: An International Journal*, <https://doi.org/10.1108/SBM-04-2018-0028>
- Tingling, P., Masri, K., & Martell, M. (2011). "Does Order Matter? An Empirical Analysis of NHL Draft Decisions," *Sports, Business, Management: An International Journal*, 1(2).
- Masri, K., Parker, D., & Gemino, A. (2008). Using Iconic Graphics in Entity-Relationship Diagrams: The Impact on Understanding. *Journal of Database Management*, 19(3), 22-41

### Book Chapters

- Parker, D. and K. Masri (2015). The evolution of online learning and related tools and techniques toward MOOC's. *Macro-Level Learning Through Massive Open Online Courses (MOOCs): Strategies and Predictions for the Future*. E. McKay and J. Lenarcic, IGI Global: 212-221
- Masri, K., Parker, D., & Gemino, A. (2009). Using Graphics to Improve Understanding of Conceptual Models. *Principle Advancements in Database Management Technologies: New Applications and Frameworks*. K. Siau and J. Erickson, IGI Global

### Conferences and Presentations

Tingling, P., Masri, K., Martell, M. (2014) "The Gini & the NHL: Does Income Inequality Correlate With Performance?" Putting it on Ice - The Hockey Conference. June 18, 2014. London, Ontario.

Tingling, P., & Masri, K. (2012). "New Job, Old Job: Does Job Security Help or Hinder Decision Making," ASAC 2012, June 9-12, 2012, St. John's, Newfoundland and Labrador, Canada.

Tingling, P., & Masri, K. (2010). "Feast or Famine: Does Wealth Help or Hinder Innovation in Sport?" ASAC 2010, May 22-25, 2010, Regina, Saskatchewan, Canada.

**Received best paper award.**

Gemino, A., Parker, D., & Masri, K. (2010). "Developing Understanding through Guided Interaction in Conceptual Modeling," SIGSAND (AIS Special Interest Group on Systems Analysis and Design), May 29-30, 2010, St. John's, Newfoundland, Canada.

Masri, K., Gemino, A., & Parker, D. (2009a). "Combining Diagrams to Enhance Understanding: Forging a Common Language for Different World Views," AMCIS 2009, August 6-9, 2009, San Francisco, California, USA.

Masri, K., Gemino, A., & Parker, D. (2009b). "Modular UML for Better Understanding," ASAC 2009, June 6-9, 2009, Niagara Falls, Ontario, Canada.

Tingling, P., & Masri, K. (2009). "Decisions at the Top: Does Technology Matter?," ASAC 2009, June 6-9, 2009, Niagara Falls, Ontario, Canada.

Masri, K., Gemino, A., & Parker, D. (2009c). "Modality for Clarity," SIGSAND (AIS Special Interest Group on Systems Analysis and Design), May 21-23, 2009, Richmond, Virginia, USA.

Masri, K., Parker, D., & Gemino, A. (2008). "Combining UML Diagrams to Enhance Understanding of Conceptual Models," ASAC 2008, May 24-27, 2008, Halifax, NS, Canada. **Received best paper award.**

Masri, K., Gemino, A., & Parker, D. (2008). "Facilitating Understanding of UML Diagrams by Interaction and Combination," SIGSAND (AIS Special Interest Group on Systems Analysis and Design), May 23-24, 2008, Provo, Utah, USA.

Masri, K., Gemino, A., & Parker, D. (2006a). "Using iconic graphics to enhance understanding of conceptual models in systems analysis," SIGSAND (Special Interest Group of the Association for Information Systems on Systems Analysis and Design) Symposium Proceedings, May 12-13, 2006, Vancouver, Canada, p. 82-88.

Masri, K., Gemino, A., & Parker, D. (2006b). "What Are You Staring at? Comparing Iconic Graphics with Text in Entity Relationship Diagramming," ASAC 2006, Banff, AB, Canada.

### Academic Awards and Service

- "TD Canada Trust Distinguished Teaching" award at the Beedie School of Business, Simon Fraser University, 2009, 2015. Awarded based on excellence and distinction in teaching and related activities.
- Six-time recipient of the Teaching Honor roll (2004 – 2005 and 2007 - 2010). Awarded to the top 10% of the faculty in the Beedie School of Business at Simon Fraser University.
- Two-time recipient of best paper award at the Administrative Sciences Association of Canada (ASAC) conference 2008 and 2010.
- Recipient of the Social Sciences and Humanities Research Council (SSHRC) Doctoral Fellowship award in 2006. \$40,000.
- Four-time recipient of SFU Graduate Fellowship award (2004 to 2007). \$6,000 each.
- Reviewer, Journal of the Association for Information Systems (2008)
- Reviewer, Americas Conference on Information Systems (AMCIS 2006, 2007, and 2008).
- Reviewer, Management Information Systems Quarterly (MISQ 2011)

#### **Career Profile**

34 years health care clinical and consulting experience, teaching, learning and development design, focused on new program development, health service design, inter agency/system coordination, public and professional education, consultation and facilitation related to leadership development, governance and sustainability, transformative change, innovative models of care and professional practice. Specialist in custom designed learning and facilitation to address complex challenges and influence transformative change for interdisciplinary post-secondary and international learners, board directors, senior leaders, practice professionals, multi-stakeholder initiatives. Clinical background in mental health and addictions and health consulting on system design, quality and delivery.

#### **EDUCATION**

**Institute of Corporate Directors- Rotman, Directors Education Program**

Rotman School of Business, University of Toronto, Canada 2015

**Master of Business Administration – Strategic Management**

Sauder School of Business, University of British Columbia – Vancouver, British Columbia 2001

**Bachelor of Science, Nursing**

University of British Columbia – Vancouver, British Columbia 1985

#### **PROFESSIONAL AFFILIATIONS and DESIGNATIONS**

BC College of Nursing Professionals (Registered Nurse R.N. 596925)

ICD.D - Institute of Corporate Directors, Canada

Nurses and Nurse Practitioners of BC

Canadian Nurses Association, Canada

#### **PROFESSIONAL EXPERIENCE**

**Adjunct Professor and Director Learning Design and Health Programs 2001 – Present**

**Executive Education, Beedie Simon Fraser University, Canada**

- Design and facilitation of professional learning and development in areas of Governance Leadership, Sustainability, Change Leadership, Innovation and Value Creation, working with Boards of Directors, Senior Leadership Teams and practice leaders. (First nations, Physicians and Health Professionals, Resource Sector, Government and Civil Society)
- Health practice lead for development/design of customized interprofessional leadership development education for health professionals, physician, executives). Providence Healthcare, Canadian Cancer Society, BC Children's Hospital, Health Care Leaders Association, UBC Faculty of Medicine, Ministry of Health, Medical School Pediatric Chairs of Canada, General Practice Services Committee, , Alberta Primary Care, Resident Doctors of BC
- Teaching and Facilitation of healthcare clients-(physician leads, academics, senior executives)
- Faculty/Instructor Health Programming- "Service Excellence"- Process design, redesign and operations management- impact on professional roles and practice, patient experience, quality and patient safety, team-based care, Primary Care Networks. Leadership and Engagement- Certified DISC Assessment & Facilitation, Leading Teams, Change, Multi stakeholder Engagement. Governance, Strategy Innovation & Value Creation
- Program Design, Academic Direction and co-facilitation of program (10<sup>th</sup> year) supporting leadership and governance development for BC Primary Care Initiative (270 family medicine physician graduates to date)
- Co-Design and Facilitation- Industry Council for Aboriginal Business "Leadership Exchange"- A first in Canada, leadership intensive for pairings of First Nations Chiefs and Corporate CEO's with a vision to build understanding and common ground for the purposes of economic and community development.
- Academic supervisor- EMBA Aboriginal Business and Leadership capstone projects.
- Mentor/Coach- SFU Entrepreneurship and Venture Connection interdisciplinary team
- BUS238- Introduction to Innovation and Entrepreneurship

**Canadian International Resource Development Institute**

**Academic Director, Program Design Lead and Faculty 2016 – 2018 *#LeadershipAQP, Arequipa Peru***

- Design and delivery of an eight-day leadership program in Arequipa Peru for leaders, emerging leaders and professionals from community, NGO, government, civil society and private sector working to create sustainable legacies within and beyond the resource sector.



- Colab Peru- SFU/University Catolica San Pablo Change Lab- Arequipa Peru -Facilitator of stakeholder and student sessions focused on change and innovation and coach for student entrepreneurship project teams.

**PDAC 2014-** In partnership Intergovernmental Forum on Mining Minerals Metals and Sustainable Development- Transfer Pricing, BEPS Tax Policy-Sustainable Development- "An Internationally Focused Seminar"

**Canadian International Resource Development Institute & Canadian Coalition for Global Health Research - Project Director, Designer and Faculty- 2014 - 2016**

**"Health Impact Assessment Learning and Development Program" South Gobi, Mongolia**

- Co design and delivery of a twelve-day program for Mongolian government Inter-ministerial and World Health Organization officials
- Learning focus- Health Impact Assessment, resource governance, public health, and change leadership.

#### **Dilworth and Associates Health Consulting- Select Engagements 2002 & Ongoing**

**British Columbia Cancer - Strategic Direction, Facilitation and Planning 2018-** Provincial Primary Care Program- Family Practice Oncology Network to enhance the systems of care between specialist cancer care & urban & rural primary care system. Design & facilitation session *"Building Bridges Strengthening Care"- BC Cancer, University and Primary Care System*

**Mental Health Commission of Canada- "At Home Chez Soi" Research Demonstration Project on Mental Illness and Homelessness**

- Designed and facilitated strategy to engage Persons with Lived Experience (PWLE) to provide input to the research & Principle Investigators- a 4-year randomized control research demonstration project examining "Housing First" strategy with supports. Vancouver site research application- authored *"An Invitation to Share in the Learning"*  
*Engaging PWLE with Homelessness and Mental Illness"*
- Consultative and practice support to Assertive Community Treatment Team- Service & Housing Leads, Research Team in development of roles/strategies to engage PWLE in peer support, research assistant, patient navigation and community education roles.

**Morris J. Wosk Centre for Dialogue Simon Fraser Universit- *Dialogue Forum Associate- 2004 to 2012***

- Dialogue Forum- examining the role of dialogue in advancing public health policy
- Undergraduate Semester in Dialogue- "Health &Care" Design & Delivery- Impact on Vulnerable Populations
- Action Canada Federal Leadership Program- "Sustainability in Health Care"
- Fraser Health Authority Hip Fracture Collaborative (Care Redesign- elder hip fracture patients) Dialogue as a systems approach to contribute to quality patient care & development of strong working relationships across care continuum. Co- facilitator Co-author of analysis paper.

#### **Additional Health Clients and Consulting Engagements**

- Provincial Health Services- HIV AIDS Care, Leadership Development
- Sunnyhill Centre for Children- Professional Practice and Care Delivery
- Vancouver Coastal Health- Riverview Hospital Redesign and \$125 M new service design
- Fraser Health- Home and Community Care Strategy
- UBC Faculty of Medicine Department of Ophthalmology and Vancouver Hospital Eye Care Centre
- Health Canada and UBC Department of Ophthalmology and Visual Sciences- Teleophthalmology
- Force Society for Kid's Mental Health – Peer Models of Care

#### **Governance, Advisory Volunteer and Special Projects**

**AEDES Asociacion Especializada Para El Desarrollo Sostenible, Arequipa Peru- Board Member, General Assembly- 2018 and ongoing**

**Institute of Families for Child and Youth Mental Health-** Inaugural Advisory Committee 2010 to 2015

**Minerva Foundation "Helping Women Work Program"-** Steering Committee Member and Mentor (2004-2010)

**St James Community Service Society and Foundation-Director** (Finance, HR Committees) (2004 -2007)

**UBC Commerce Faculty Equity Committee** (2000- 2002)

**Positive Women's Network- Director** (1994-1995)

#### **Volunteer**

**BC Innovation Council- New Ventures Competition"-**Jury Member- (2002 to Present)

**UBC Faculty of Pharmaceutical Sciences Research Week -** Presenter "Health Career Paths for Graduate Students"

**Minerva Foundation- Women Leading the Way Program- Tutor and Coach**

**Student Biotechnology Network -** Event Presenter and Mentor (2005- Ongoing)

**College of Registered Nurses, BC- Practice Standards Volunteer Reviewer/Reader** (1999 - 2010)

#### **AVAILABLE UPON REQUEST**

Professional Development    Customized Learning Development Design Portfolio    Committee Involvement    References

**KATHLEEN M. BURKE**

Beedie School of Business  
Simon Fraser University  
8888 University Drive  
Burnaby, B.C.  
Canada V5A 1S6  
Ph: (778) 782-5605  
Email: [kburke@sfu.ca](mailto:kburke@sfu.ca)

**EDUCATION**

- |             |  |
|-------------|--|
| 1992 - 1999 | <b>Doctor of Philosophy, Criminology</b><br>Simon Fraser University, B.C.<br><br><i>Dissertation: "Take it like a man:<br/>The silencing of men's experiences<br/>of sexual abuse during childhood."</i> |
| 1990 - 1992 | <b>Master of Arts, Criminal Justice</b><br>Indiana University, Bloomington, IN   |
| 1982 - 1986 | <b>Bachelor of Arts (Cum Laude), Sociology</b><br>Indiana University, Bloomington, IN  |

**ACADEMIC/ADMINISTRATIVE APPOINTMENTS**

- |                        |  |
|------------------------|--|
| Sept. 2019 – Present   | <b>University Lecturer</b><br><b>Beedie School of Business</b><br><b>Simon Fraser University</b><br><br>Core Course Coordinator - BUS303<br><br>BUS303-3<br><i>"Business Society and Ethics"</i> |
| Sept. 2012 – Aug. 2019 | <b>Senior Lecturer</b><br><b>Beedie School of Business</b><br><b>Simon Fraser University</b><br><br>Course Coordinator - BUS303<br><br>BUS303-3<br><i>"Business Society and Ethics"</i>          |

BUS 511-2  
*"Business Ethics"*  
 Co-taught with Tom Brown  
 GDBA program

### COMMUNITY ENGAGEMENT/LEADERSHIP

- 2015 – present      Lead, Curriculum Developer, Instructor  
 Envision Financial Community Leaders Igniting Change
- 12-week leadership development program to promote community engagement and support in the Fraser Valley.
  - Joint partnership of Envision Financial, SFU Surrey, Surrey Poverty Reduction Coalition
  - 6 cohorts (73 participants) have completed to-date
  - 7<sup>th</sup> cohort scheduled for January 2020

### GRANTS

- 2018      Principal Applicant – SFU Teaching and Learning Development grant  
 Course Design Project  
 “The darkness around us is deep”: Using narrative to model reflection and promote engagement in business ethics education.
- 2015      Co-Applicant with Stephen Dooley, Executive Director SFU Surrey  
 SFU Community Engagement Initiative Program grant
- Funding for pilot launch of the Community Leaders Igniting Change 12-week community leadership program.

### PUBLICATIONS

- 2019      Burke, K. & Bhalloo, S. “‘I am in room 523’: Sexual harassment in the context of #MeToo and #timesup.” *Journal of Business Ethics Education Case*, 16.
- 2019      Burke, K. & Bhalloo, S. “‘I am in room 523’: Sexual harassment in the context of #MeToo and #timesup.” *Journal of Business Ethics Education Teaching Note*, 16.
- 2019      Bhalloo, S. & Burke, K. “Falsifying expense receipts: Everybody does it!” *Journal of Business Ethics Education Case*, 16.
- 2019      Bhalloo, S. & Burke, K. “Falsifying expense receipts: Everybody does it!” *Journal of Business Ethics Education Teaching Note*, 16.
- 2017      Burke, K. & Bhalloo, S. “A joint for the joints: Marijuana in the workplace.” *Journal of Business Ethics Education Case and Teaching Note*, 14, 327-330.

# LILY LIN

Beedie School of Business  
Simon Fraser University  
8888 University Drive  
Burnaby, BC Canada V5A 1S6

Tel: 778-782-9729  
Email: lily\_lin@sfu.ca

## ACADEMIC POSITION

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2017 - present      *Assistant Professor, Marketing*  
Simon Fraser University

2013 - 2016      *Assistant Professor, Marketing*  
California State University, Los Angeles

## EDUCATION

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*Ph.D., Business Administration (Marketing), May 2013*  
Sauder School of Business, University of British Columbia, Vancouver, BC, Canada

*M.Sc., Psychology (Social Psychology), May 2008*  
Department of Psychology, University of Western Ontario, London, ON, Canada

*B.A. (1st class), Psychology (Major), Commerce (Minor), May 2004*  
University of British Columbia, Vancouver, BC, Canada

## PUBLICATIONS (PEER REVIEWED)

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Lin, Lily, JoAndrea Hoegg, and Karl Aquino (2018), "When Beauty Backfires: The Effects of Server Attractiveness on Consumer Taste Perceptions," *Journal of Retailing*, 94 (3), 296-311.

*Media Coverage: The Daily Mail, The Conversation, The National Post, Econo Times, Research2Reality*

Lin, Lily, Darren W. Dahl, and Jennifer J. Argo (2017), "Refining the Tightness-Looseness Framework with a Consumer Lens," *Journal of Consumer Psychology*, 27 (3), 377-391.

Lin, Lily and Brent McFerran (2016), "The (Ironic) Dove Effect: Use of Acceptance Cues for Larger Body Types Increases Unhealthy Behaviors," *Journal of Public Policy & Marketing*, 35 (1), 76-90.

*Media Coverage: People Magazine, The Huffington Post, Forbes, Shape Magazine, The Globe and Mail, The Vancouver Sun, Science Codex, EurekAlert!, Mic.com, Daily Mail, News Room America, news.com.au, New York Post, CTV News, Global News, CBC News, CKNW AM 980 (Vancouver), CFX 1070 (Victoria)*



White, Katherine, Lily Lin, Darren W. Dahl, and Robin Ritchie (2016), "When do Consumers Avoid Imperfections? Superficial Packaging Damage as a Contamination Cue," *Journal of Marketing Research*, 53 (1), 110-23.

Lin, Lily, Darren W. Dahl, and Jennifer J. Argo (2013), "Do the Crime, Always Do the Time? Insights into Consumer-to-Consumer Punishment Decisions," *Journal of Consumer Research*, 40 (June), 64-77.

*Media Coverage: Fox Business News, Business News Daily, The Guardian, The Vancouver Sun, Sydney Morning Herald, RedOrbit, Science Codex, EurekAlert!, Science Daily, e! Science News, Science NewsLine, Phys.Org, News AM 1130 (Vancouver), KGO Newstalk AM 810 (San Francisco)*

Szeto, Andrew C. H., Richard M. Sorrentino, Santoru Yasunaga, Sadafusa Kouhara, and Lily Lin (2011), "Motivation and Performance: Uncertainty Regulation in Canada and Japan," *Motivation and Emotion*, 35, 338-50.

#### **TEACHING EXPERIENCE**

---

*Assistant Professor, Marketing Area, Simon Fraser University*

- Introduction to Marketing, Summer 2017 (1 Section); Summer 2018 (2 Sections); Summer 2019 (2 Sections)
- New Product Development & Design, Fall 2017 (1 Section); Fall 2018 (2 Sections); Fall 2019 (2 Sections)

*Assistant Professor, Department of Marketing, California State University, Los Angeles*

- Principles of Marketing - Honours Program, Fall 2016 (1 Section)
- Principles of Marketing, Fall 2013 (1 Section); Winter 2014 (1 Section); Spring 2014 (1 Section); Fall 2014 (2 Sections); Winter 2015 (2 Sections); Spring 2015 (1 Section); Fall 2015 (1 Section); Winter 2016 (1 Section); Spring 2016 (1 Section); Fall 2016 (1 Section)
- Marketing Management in the Global Environment (MBA Core), Spring 2015 (1 Section)
- International Business, Spring 2014 (1 Section); Spring 2015 (1 Section)

*Instructor, Marketing Division, University of British Columbia*

- Buyer Behavior, 2010 (1 Section)

#### **TEACHING DEVELOPMENT & TRAINING**

---

- Attendance at Teaching & Learning Luncheon (SFU), March 2017, April 2018, April 2019
- Attendance at Case Teaching Workshop (SFU), May 2018
- Attendance and Participation at California State University (CSU) Course Development & Redesign Workshops (CSULA), June 2015-January 2016
- Attendance at CSU Teaching Conference (CSULA), March 2015

**Dr. Michael R. Johnson**  
Abbreviated Curriculum Vitae

**Employment History at Academic Institutions**

September 2010 – Present	Senior Lecturer, Beedie School of Business, Simon Fraser University
September 2014 – 2017	Academic Director, Management of Technology (MOT) MBA Program, Beedie School of Business, Simon Fraser University
September 1998 – 2010	Faculty, School of Business, Operations Management, BCIT

**Other Employment History**

June 2003 – 2004	Insight Engineering, Principal Consultant Vancouver, BC.
July 1998 – 2002	Co-founder and President, Renewit Product Stewardship Solutions, Inc. Toronto, Ontario.
September 1998 – 2001	Research Engineer, Vehicle Recycling Partnership (VRP), Highland Park, Michigan
June 1997 – 1998	Principal, Yellow Creek Consulting, Toronto, Ontario
February 1996 to Aug/96	Production Supervisor, Pirelli Cables Inc. Surrey, BC
November 1994 to Aug/95	Industrial Engineer, Seanix Technology Richmond, B.C.

**Educational Background**

**Ph.D.** (2002) University of Windsor, Windsor, Canada.  
Dept. of Industrial and Manufacturing Systems Engineering

**M.A.Sc.** (1994) University of Windsor, Windsor, Canada.  
Dept. of Industrial and Manufacturing Systems Engineering

**B.Eng.** (1992) Ryerson Polytechnic University, Toronto, Canada.  
Dept. of Industrial Engineering (Management Science Option).

**Teaching History**

**Courses Taught at SFU:**

BUEC 232: Data and Decisions I (Business Statistics)  
BUS 336: Data and Decisions II (Introduction to Management Science)  
BUS 474: Supply Chain Management  
BUS 553: Business Analytics  
BUS 758: Business Operations Design  
BUS 831: Analyzing and Visualizing Data

**Courses Taught at BCIT:**

Business Statistics (OPMT 1130, 1208 and 1211)  
Quantitative Methods for Business (OPMT 3301 and 3308)  
Management Science (BUSA 3500, BUSA 3515, OPMT 2197)  
Math Models for Business (OPMT 5751 and OPMT 4408)  
Business Mathematics (OPMT 1110 and 1510)  
Introduction to Operations Management (OPMT 1100)  
Topics in Operations Management – Environmental Management (OPMT 4442)  
Information Technology (OPMT 3344) / E-Commerce I (OPMT 4344)  
Project Management (OPMT 1170)  
Problem Solving and Process Improvement (OPMT 2201)  
Synchronous Systems (OPMT 4465)  
Total Quality Management (OPMT 1182)  
Industrial Engineering (OPMT 1184)  
Reliability Principles (OPMT 4446)  
Advisor - Applied Industry Project (OPMT 4449)  
Advisor – Process Improvement Project (OPMT 3341)

**Selected Works**

McCarthy, I.P., Collard, M., Johnson, M.R. (2017). Adaptive organizational resilience: an evolutionary perspective. Current Opinion in Environmental Sustainability, 28, pp.33-40.

Treen, E.R., Atanasova, C., Pitt, L.F., Johnson, M.R. (2016). Evidence from a large sample on the effects of group size and decision-making time on performance in a marketing simulation game. Journal of Marketing Education, 38(2), pp.130-137.

Johnson, M.R. and McCarthy, I. (2014). Product recovery decisions within the context of Extended Producer Responsibility. Journal of Engineering and Technology Management – Special Issue in Sustainable Business Development, 34, pp.9–28

Spicer, A.J. and Johnson, M.R. (2004). Third-party demanufacturing as a solution for extended producer responsibility. The Journal of Cleaner Production, 12(1), pp.37-45.

Johnson, M.R. and Wang, M.H. (2002). Evaluating Policies and Automotive Recovery Options According to the European Union's Directive on End-of-life Vehicles (ELVs). The Journal of Automotive Engineering, 216(9), pp. 723-739.

Huang, H.T., Wang, M.H., and Johnson, M. (1999). Disassembly Sequence Generation Using A Neural Network Approach. Journal of Manufacturing Systems, 19(2), pp.73-82.

Johnson, M.R. and Wang, M.H. (1998). Economical Evaluation of Disassembly Operations for Recycling, Remanufacturing and ReUse. International Journal of Production Research, 36(12), pp.3227-3252.

**Notable Awards**

TD Canada Trust Distinguished Teaching Award - Beedie School of Business, 2011.  
Beedie School of Business – Teaching Honour Roll (9 years)  
Best Paper Award (1998) – International Journal of Production Research (IJPR).  
BCIT's Excellence in Teaching Award – The School of Business, British Columbia Institute of Technology (1999).

## Miremad Soleymanian

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### Contact Information

Beedie School of Business  
Simon Fraser University  
8888 University Dr  
Burnaby, BC V5A 1S6  
Phone Number: +1(778) 990 5241

E-Mail: miremad\_soleymanian@sfu.ca

---

### Employment

**Simon Fraser University, Burnaby, BC, Canada**  
**Beedie School of Business**

- Assistant Professor of Marketing

**July 2019– present**

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### Education

**University of British Columbia, Vancouver, BC, Canada**  
**Business Administration (Marketing)**

- Doctor of Philosophy (Ph.D)

**2014–2019**

**University of Florida, Gainesville, Florida, USA**  
**Statistics**

- Master of Science

**2012–2014**

**Sharif University of Technology, Tehran, Iran**  
**Industrial Engineering**

- Master of Science

**2009–2012**

**Sharif University of Technology, Tehran, Iran**  
**Industrial Engineering**

- Bachelor of Science

**2005–2009**

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### Research Interests

- Insurtech Industry
  - Machine Learning
  - Dynamic Structural Modeling
  - Bayesian Statistics
  - Privacy issues
- 

### Honors and Achievements

- **AMA-Sheth Doctoral Consortium Fellow**, University of Leeds, 2018
  - **Quantitative Marketing and Structural Econometric Workshop Fellow**, Northwestern University, 2015
  - **Research and Graduate Program Fellowship** (also known as **Grinter Award**), Department of Statistics, University of Florida, 2012-2014
- 

### Publications in Refereed Journals



- Miremad Soleymanian, Charles B. Weinberg, Ting Zhu, "Sensor Data and Behavioral Tracking: Does Usage-Based Auto Insurance Benefit Drivers?", **Marketing Science** , 2019.
  - Niaki STA, Khedmati M, Soleymanian ME, "Statistical Monitoring of Autocorrelated Simple Linear Profiles Based on Principal Components Analysis", **Communications in Statistics-Theory and Methods**, 2015, 44:21, 4454-4475.
  - Soleymanian ME, Mahlooji H, Khedmati M, "Phase II monitoring of binary response profiles", **International Journal of Science and Technology**, 2013, 20(6), 2238-2246.
  - M. Keramatpour, S.T.A. Niaki, M. E. Soleymanian, M. Khedmati, " Monitoring and Change Point Estimation of AR(1) Auto correlated Polynomial Profiles" , **International Journal of Engineering (IJE)**, 2013, 26(9), 933-942.
- 

#### Working Papers

- Miremad Soleymanian, Charles B. Weinberg, Ting Zhu, "Usage-Based Auto Insurance: Savings vs. Privacy Considerations." (Under Review at **Marketing Science**) .
  - Miremad Soleymanian, Charles B. Weinberg, Ting Zhu, "IoT, and Customer Relationship Management: Coverage choice, pricing and information in the automobile insurance." (Under Review at **Journal of Marketing**) .
  - Saeed Karimifard, Miremad Soleymanian, Mehrdad Ghomi, "Comparison of Machine Learning Methods for Morphological Heart Arrhythmia."
- 

#### Non-Refereed Publications

- Miremad Soleymanian, Charles B. Weinberg, Ting Zhu, "Machine Learning Methods of Forecasting in Retail Industry", **Retail Analytics: Transforming the Science of Selling**, Paul R. Messinger (editor), Business Expert Press: New York, Forthcoming.
- 

#### Conference Presentations

- **Empirical and Theoretical (ET) Symposium** , Guelph, ON 2018  
"Usage-Based Auto Insurance: Savings vs. Privacy Considerations." (Poster)
  - **Marketing Science Conference**, Los Angeles, CA 2017  
"Sensor Data, Privacy, and Behavioral Tracking: Does Usage-Based Auto Insurance Benefit Drivers?"
  - **Quantitative Marketing and Economics (QME) Conference**, Evanston, IL 2016  
"Sensor Data, Privacy, and Behavioral Tracking: Does Usage-Based Auto Insurance Benefit Drivers?"
  - **Empirical and Theoretical (ET) Symposium**, Lake Louise, Alberta 2016  
"The Value of Usage-Based Insurance beyond Better Targeting: Better Driving."
- 

#### Academic Experiences

##### University of British Columbia

- "Marketing Research COMM 365"(Undergrad), (Spring 2017)

##### University of Florida

- "Engineering Statistics STA 3032"(Undergrad), (Spring 2014)
-



# SCOTT MACEACHERN, CPA, CA

EDUCATOR

## MISSION

Education can be entertaining.

My mission is to provide high quality instruction to students by utilizing humor, popular media, real world examples, and my own personal experiences to enhance engagement and retention of complex topics.

## CONTACT

+1 604 265 5542

scott\_maceachern@sfu.ca

## SKILLS

MS Office	SimpleTax	Quickbooks
VBA	Profile	Freshbooks
Sage	Netsuite	Taxprep
Caseware	Xero	Power BI
Mindbridge	Tableau	Relativity

English	100%
French	50%
Portuguese (BR)	40%

## EDUCATION

**CPA, CA DESIGNATION**  
2008 - 2011

CA School of Business

**BACHELOR OF COMMERCE**  
WITH DISTINCTION  
2003 - 2007

University of Victoria

## EXPERIENCE

**VISITING LECTURER**  
Simon Fraser University  
2018 - Present

Lecturer for BUS 251 'Financial Accounting I', BUS 321 'Financial Accounting - Equities', BUS 330 'Income Taxation for Individuals', BUS 426 'Auditing and Assurance'. Second reader for KPMG Master of Science in Accounting with Cognitive Analytics BUS 839 'Applied Project'. Assisted with development of KPMG Master's program analytics tool bootcamp.

**PARTNER**  
LedgerLiberty Solutions Inc. - Accounting & Education Firm  
2013 - Present

Develops unique courses and apps for CPAs. Formerly serviced the full accounting cycle needs for companies of all sizes, with an emphasis on small public companies.

**EDUCATOR**  
2011 - Present

UBC Sauder Executive Education (ongoing)  
Co-teach self-developed course 'Building a Business Case'.

CPA Western School of Business (ongoing)  
Session Leader for Capstone 1 & Associate Session Leader for Capstone 2.

Densmore Consulting Services Inc.  
Trainer for Common Final Examination (CFE) & Uniform Final Evaluation (UFE) programs.

Canadian Institute of Chartered Accountants  
Marker of the Comprehensive portion of the 2012, 2013, and 2014 UFEs. Multiple choice question developer for the CPA training program.

**CHIEF FINANCIAL OFFICER**  
2015 - 2018

Lite Access Technologies Inc. - Fibre Optic Cable Deployment Multinational  
Responsible for initial public filings during the go public process, transition to TSX-V, three rounds of financing, expansion to United Kingdom, business strategy, tax strategies, subsidiary acquisitions, issuance of financial information, and cash management.

**CONTROLLER**  
2011 - 2013

Canadian Nexus Ventures Ltd. - Junior Mining Management Company  
Contracted to act as Controller for companies listed on the TSX and TSX-V within the junior mining and investment industries.

**SENIOR STAFF ACCOUNTANT - ASSURANCE AND FINANCIAL ACCOUNTING**  
2006 - 2011

Ernst & Young LLP

Clients included mining companies in the exploration, development, and operational stages, as well as companies in the telecommunications and investment industries. Provided audit, T1 personal tax and T2 corporate tax services.

## **SHAFIK BHALLOO**

1100-505 Burrard Street, Vancouver, B.C.

Email: [Sbhalloo@sfu.ca](mailto:Sbhalloo@sfu.ca)    [sbhalloo@kornfeldllp.com](mailto:sbhalloo@kornfeldllp.com)

### **EDUCATION AND QUALIFICATIONS**

- |              |   |
|--------------|---|
| 2004         | <b>York University, Osgoode Hall Law School</b><br>Graduated with an LL.M. in eBusiness Law |
| 1996         | <b>Continuing Legal Education</b><br>Attained certification in Advanced Mediation           |
| 1986 to 1989 | <b>University of British Columbia, Law School</b><br>Graduated with LL.B. in 1989           |
| 1981 to 1985 | <b>Simon Fraser University</b><br>Completed B.A. (Honours) in Criminology                   |

### **EXPERIENCE**

- |                       |   |
|-----------------------|---|
| 2016 (May) to current | <b>Associate Professor of Practice, Simon Fraser University</b><br>Teaching, researching and writing in the areas of Commercial law, Employment law and Business Ethics at the undergraduate and graduate levels in the Beedie School of Business. Involved in course designing of law and ethics courses.<br><b>Legal Counsel, Kornfeld LLP</b><br>Practicing in the areas of Commercial and Civil litigation, Labour and Employment law, Human Rights law, Administrative law, Labour and Employment law, Insurance law and Real Estate litigation. |
| 2000 to May 2016      | <b>Partner, Kornfeld LLP</b><br>Practicing in the areas of Human Rights law, Administrative law, Civil litigation, Labour and Employment law, Commercial litigation and Insurance and Real Estate litigation. Acting as an adjudicator on the Employment Standards Tribunal (2006 to date). Adjunct Professor in the Beedie School of Business (2009 to date) and the School of Criminology (2005 to 2008) at SFU   |
| 1997 to 1999          | <b>Associate, Kornfeld Mackoff Silber LLP</b><br>Practicing in the areas of Labour and Employment law, Human Rights law, Corporate/Commercial litigation, General Civil litigation, Insurance law and Real Estate litigation. Participating as counsel in Labour and Commercial Mediations and Arbitrations.  |

1990 to 1996

**Associate lawyer with Harris & Co, Freeman and Co and Miller Thompson**

Practiced in the areas of Commercial and Civil litigation, Insurance law, Labour law, Employment law, Human Rights law. Appeared before the Supreme Court of British Columbia, British Columbia Court of Appeal, the Labour Relations Board and BC Human Rights Tribunal. Participated in Arbitrations and Mediations in civil and commercial as well as labour and employment matters.

**ADJUDICATOR EMPLOYMENT STANDARDS TRIBUNAL**

2006 to present

Tribunal Member on the Employment Standards Tribunal- Authored over 350 appeal decisions in employment disputes

**TEACHING AWARDS**

2018

Awarded TD Canada Trust Distinguished Teaching Award in the Beedie School of Business at SFU

2013

Awarded TD Canada Trust Distinguished Teaching Award in the Beedie School of Business at SFU

**APPOINTMENTS AND MEMBERSHIPS**

2006 to present

Appointed Adjudicator on the Employment Standards Tribunal

2014 to present

West Vancouver Police Board- Co-Chair on the Board and Chair of the Governance and HR Committees

2005 to 2007

Member, the Judicial Advisory Committee, Provincial Court of British Columbia

2003 to 2005

Member of the Vancouver Police Department's Chief Constable's Diversity Advisory Committee

1999 to 2002

Mediator – Conciliation and Arbitration Board, Ismaili Council for British Columbia

1998 to 1999

Legal Officer on the Ismaili Council for British Columbia

**REFERENCES**

Available upon request

**LIST OF PUBLICATIONS**

Available upon request



SRINI KRISHNAMOORTHY  
Beedie School of Business, Simon Fraser University  
Burnaby, BC V5A 1S6, Canada  
[Srinivas\\_Krishnamoorthy@sfu.ca](mailto:Srinivas_Krishnamoorthy@sfu.ca), 504.228.5261 (C)

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#### EDUCATION

- PhD – Decision, Risk & Operations, 2005  
Columbia Business School, Columbia University, New York
  - PGDM (MBA) - Finance, Operations & Information Systems, 1996  
Indian Institute of Management, Lucknow, India
  - B.Tech - Mechanical Engineering, 1994  
Indian Institute of Technology, Madras, India
- 

#### ACADEMIC & PROFESSIONAL EXPERIENCE

- Lecturer - Technology & Operations Management  
Beedie School of Business, Simon Fraser University  
April 2017 – present
  - Sessional Lecturer  
Rotman School of Management, University of Toronto  
Jan 2017 – April 2017
  - Visiting Assistant Professor - Management Science  
A.B. Freeman School of Business, Tulane University  
July 2014 – Dec 2016
  - Assistant Professor - Management Science  
Ivey Business School at Western University  
July 2005 – June 2014
  - Research Analyst - Deming Center, Columbia Business School, Columbia University,  
2003-05
  - Manager of Investments, Unit Trust of India, Mumbai, 1996-1998
- 

#### TEACHING & RESEARCH INTERESTS

- Analytics of Winner-Take-All Markets
  - Sports & Entertainment Analytics
  - Revenue Management & Pricing Analytics
- 

#### PEER REVIEWED ARTICLES

1. Pricing of Excess Inventory on Groupon  
Maclean K.D.S., Wilson J., and Krishnamoorthy S. *International Journal of Revenue Management*, 2017, 10 (1), 52 -74
  2. Pricing Strategies with Reference Effects in Competitive Industries  
Coulter B., and Krishnamoorthy S. *International Transactions in Operational Research*, 2014, 21(2), 263-274
  3. Writing ORMS/Analytics cases  
Begen M., Krishnamoorthy S., and Wilson J. *Wiley's Encyclopedia of Operations Research and Management Science*, 2013, DOI: 10.1002/9780470400531.eorms1083
  4. Teaching ORMS/Analytics with cases  
Begen M., Krishnamoorthy S., and Wilson J. *Wiley's Encyclopedia of Operations Research and Management Science*, 2012, DOI: 10.1002/9780470400531.eorms1061
  5. Competitive Revenue Management with Forward and Spot Markets  
Gallego G., Krishnamoorthy S., and Phillips R. *Journal of Revenue and Pricing Management*, 2011, 10(2), 132-160
  6. Dynamic Revenue Management Games with Forward and Spot Markets  
Gallego G., Krishnamoorthy S., and Phillips R. *Journal of Revenue and Pricing Management*, 2006, 5, 10-31
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#### PUBLISHED CASES

1. Asian Grill: Finding the Optimal Table Mix (Maclean K. and Krishnamoorthy S.), 2017, *Ivey Publishing*
2. The Cascade on Broadway (Maclean K. and Krishnamoorthy S.), 2013, *Ivey Publishing*
3. Mobials (van den Berg M. and Krishnamoorthy S.), 2013, *Ivey Publishing*
4. The Fab Four of Tennis (Krishnamoorthy S. and Pinto J.), 2013, *Ivey Publishing*
5. Pinpoint Consulting (Chetan D. and Krishnamoorthy S.), 2011, *Ivey Publishing*
6. Beck Taxi (Chandrasekhar R. and Krishnamoorthy S.), 2009, *Ivey Publishing*
7. Arthur Hill (Bell P. and Krishnamoorthy S.), 2009, *Ivey Publishing*
8. M2 Universal Communications (Bansal A., Bell P., Krishnamoorthy S. and Vaz P.), 2009, *Ivey Publishing*

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#### INVITED CONFERENCE PRESENTATIONS

- **AWOL – The Analytics Concepts Missing in our Courses**
  1. INFORMS Annual Conference, Seattle, Oct 2019
  2. CORS Annual Meeting, Halifax, June 2018
- **Glitz Investments**
  3. INFORMS Case and Teaching Materials Competition at Annual Conference, Houston, Oct 2017
- **Broadway Blockbuster Strategy - The Role of Stars and Musicals**
  1. DSI Annual Meeting, Washington DC, Nov 2017
  2. POMS 2017, Seattle, May 2017

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#### TEACHING AWARDS/HONOURS

1. Winner of 2017 INFORMS case competition for the case: *Glitz Investments – Predicting a Blockbuster*, Bajaj S., Bandyopadhyay S. and Krishnamoorthy S.
2. Dean's Teaching Honour Roll, Beedie School of Business, Simon Fraser University (2017-18, 2018-19)
3. Rotman School of Management Teaching Award of Excellence, University of Toronto (2016-17)
4. USC Teaching Honour Roll Award of Excellence for 2013-14, Western University (2005-06, 2006-07, 2009-10, 2010-11, 2011-12, 2013-14)
5. David G. Burgoyne Award for Outstanding Commitment to Student Development, Ivey Business School, 2006

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#### EXTERNAL SERVICE

1. Chair for Education Session at DSI Annual Meeting, New Orleans, Nov 2019
2. Chair of the Education Cluster for CORS (Canadian Operations Research Society) Annual Meeting, Halifax, June 2018
3. Chair for Education Cluster at CORS Annual Meeting – Vancouver, 2013
4. Judge for Student Paper Competition, CORS Annual Meeting – Vancouver, 2013
5. Chair for Education Cluster at CORS Annual Meeting – Niagara Falls, 2012
6. Chair for Pricing and Revenue Management Session at CORS - INFORMS International Conference – Toronto, June 2009
7. Chair for Pricing and Revenue Management Session at INFORMS Annual Conference – Washington DC, October 2008
8. Judge for INFORMS Case Competition – Seattle, November 2007
9. Reviewer for *Interfaces*, *INFORMS Transactions on Education*, *Naval Research Logistics*, *International Transactions in Operational Research*, *Socio-Economic Planning Sciences*

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#### PASTIMES

Playing squash, tasting wine, creating comedy, cooking, reading

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**Tom Culham P. Eng., MA. Sc, Ph. D.**

#### **CAREER PROFILE**

An education professional with experience researching, teaching and managing in a postsecondary business environment. A former member of Weldwood of Canada Ltd. executive management team with proven effectiveness in implementing strategic organizational change, negotiating complex supply contracts and reducing total supply chain costs.

#### **Research Interests**

Currently conducting action research in postsecondary classes to evaluate the effectiveness of ethics pedagogy and evaluating the contribution of contemplative exercises to ethics education.

#### **Education**

Ph. D. awarded March 14, 2012; accepted without revisions Faculty of Education, Simon Fraser University. Dissertation Title: *Ethics Education of Business Leaders*.

M.A.Sc. Transportation Engineering UBC Thesis Title: An Analytical Methodology for Short Run Urban Transportation Policy Questions

B.A.Sc. Civil Engineering University of Waterloo, Ontario

#### **University Teaching and Management Experience 2005 - Present**

SFU Beedie School of Business, Lecturer in Strategy, 2019 - Present

SFU Beedie School of Business, Visiting Lecturer 2014 to 2019

- 2014 to present BUS 303 Business Society and Society
- 2017 BUS 707 Business Ethics

City University of Seattle in Vancouver, Professor, Program Director School of Management commencing May 2017

- Responsible for management of the School of Management program in Vancouver including faculty hiring and management, & program quality

UBC Sauder School of Business, Sessional Faculty 2008 to 2017

- Teaching in the Operations and Logistics Division, undergraduate 3<sup>rd</sup> - 4<sup>th</sup> year and MBA level supply chain management and operations management courses.
- Teaching in the Organizational Behaviour and Human Resources Division, undergraduate 3<sup>rd</sup> - 4<sup>th</sup> year courses on ethics, critical thinking, and diversity management.

TRU (Thompson Rivers University) School of Business and Economics, Sessional Faculty, 2010-15

- On behalf of Thompson Rivers University delivered undergrad operations management course at Shanghai Institute of Technology June 2011-13.
- On behalf of Thompson Rivers University delivered undergrad operations management course at Tianjin University of Technology June 2010 and 2015

City University of Seattle in Vancouver School of Management, Senior Faculty, 2005-7

- Responsible for management of the School of Management program in Vancouver including faculty hiring and management, & program quality 2005-7

#### **Research Funding Awards**

2018-20 Morrison Foundation Award, Admin. by City University of Seattle in Canada

2017-18 Morrison Foundation Award, Admin. by City University of Seattle in Canada

2016 Morrison Foundation Award Admin. by UBC Maurice Young Center for Ethics

2013 -14 Clement Fung Chair of Asia Standard Hong Kong Administered by UBC Maurice Young Center for Applied Ethics

2008, 2009, 2010 Graduate Fellowship, Simon Fraser University

#### **Recognition Awards**

2012 Simon Fraser University Dean's Convocation Medal:

2010 Paul Tai Yip Ng Memorial Award, best graduate student paper:

## Refereed Contributions

### Journal Articles

- Burton, N., Culham, T., Vu, M. (Under Review). A Spiritual Turn in Management Education Pedagogy: Insights and New Pathways, *Journal of Academy of Management Academy of Management Learning & Education*
- Lin, J., Culham, T., and Scott, C. (2020). Virtue as Emergence from Contemplative Practices. *Journal of Character Education Special issue on Virtuous Leadership*,
- Yang, F., Lin, J., Culham, T. (2019) From Intimidation to Love: Taoist Philosophy and Love-Based Environmental Education, *Educational Philosophy and Theory*, DOI. 10.1080/00131857.2018.1564659. Taylor & Francis
- Culham, T., (2015), Virtue Ethics as a Framework for Teaching and Evaluating Business Ethics, *Journal of Business Ethics Education*, 12 (4).
- Culham, T. (2015). Reuniting Virtue and Knowledge. *Journal of Philosophy of Education*, 49(2), 294-310.
- Culham, T., (2014), Cultivating Compassion: A Daoist Perspective, *Paideusis* Vol. 21.
- Culham, T. Bai, H., (2011), Emotional Intelligence Meets Virtue Ethics: Implications for Educators, *Journal of Thought*, 43(3&4) 25-43.

### Books

- Culham, T., and Lin, J. (under contract). *Holistic Education, Deep Learning, and Daoism: Cultivating Virtue and Life Energy Qi*. New York: Springer.
- Lin, J., Culham, T., Edwards, S. (2019) (Eds.) of *Contemplative Pedagogies for Transformative Teaching, Learning, and Being*. In J. Lin, R. Oxford, (Eds.) Book Series: Transforming Education for the Future. Charlotte: Information Age Publishing.
- Lin, J., Culham, T., Oxford, R., (2016) (Eds.) of *Toward a Spiritual Research Paradigm: Exploring New Ways of Knowing, Researching and Being*. In J. Lin, R. Oxford, (Eds.) Book Series: Transforming Education for the Future. Charlotte: Information Age Publishing.
- Culham, T., (2013), *Ethics education of business leaders: Emotional Intelligence, virtues and contemplative learning*. In J. Lin, R. Oxford, (Eds.) Book Series: Transforming Education for the Future. Charlotte: Information Age Publishing.

### Chapter Publications

- Culham, T., Shivhare, N. (2019). An Action Research on the Application of Meditation in Business Ethics Education. In Lin, J., Edwards, S., Culham, T. (Eds.) *Contemplative Pedagogies for Transformative Teaching, Learning, and Being*. Charlotte: Information Age Publishing.
- Culham, T., Oxford, R., Lin, J., (2018). Cultivating the abilities of the heart: Educating through a pedagogy of love. In J. Miller, K. Nigh, M. Binder, B. Novak & S. Crowell (Eds.) *International Handbook of Holistic Education*. New York. Routledge.
- Culham, T., Lin, J. (2016). Exploring the Unity of Science and Spirit: A Daoist Perspective. In J. Lin, T. Culham, & R. Oxford, (Eds) *Toward a Spiritual Research Paradigm: Exploring New Ways of Knowing, Researching and Being*. Charlotte: Information Age Publishing.
- Lin, J., Culham, T., and Oxford, R. (2016). Developing a spiritual research paradigm: A Confucian perspective. (Pp. 141-169). In Lin, J., Oxford, R., & Culham, T. (Eds.), *Toward a Spiritual Research Paradigm: Exploring New Ways of Knowing, Researching and Being*. Charlotte, North Carolina: Information Age Publishing.
- Bai, H., Cohen, A., Culham, T., Park, S., Rabi, S., Scott, C., Tait, S., (2014). A call for wisdom in higher education: Voices of contemplative inquiry. In O. Gunnlaugson, et al. (Eds.), *Contemplative approaches to learning and inquiry*. New York: State University of New York Press.



## Victor Song CV

(Short Version)

### Employment

Lecturer in Finance, Beedie School of Business, Simon Fraser University, since Sept 2015

### Teaching

Term	Course	Evaluation
Fall 2015	BUS 418 D1/D2	3.84/4 and 3.79/4
Spring 2016	BUS 418 D1/D2	3.89/4 and 3.75/4
Summer 2016	BUS 413 D1/D3	3.88/4 and 3.85/4
Fall 2016	BUS 413 D1/D3	3.86/4 and 3.73/4
Spring 2017	BUS 413 D1/BUS 418 D1	3.9/4 and 3.76/4
Summer 2019	BUS 413 D1/E1	3.85/4 and 3.9/4

**Teaching Evaluation Average: 3.85/4**

#### Excellent Teaching Awards:

- Teaching Honor Roll, Beedie School of Business, Simon Fraser University, 2017.
- Teaching Honor Roll, Beedie School of Business, Simon Fraser University, 2016.
- Teaching Recognition Letters, Beedie School of Business, Simon Fraser University, Fall 2015, Spring 2016, Summer 2016, Fall 2017, Spring 2017, Summer 2019.
- Teaching Excellence Award, Department of Economics, University of Calgary, 2012.
- Teaching Excellence Award, Graduate Students' Association, University of Calgary, 2009.

### Research

#### Peer-Reviewed Journal Articles

1. "Industry Structure and the Strategic Provision of Trade Credit by Upstream Firms," with Alfred Lehar and Lasheng Yuan, *The Review of Financial Studies*, 2019.
2. "Bank Trading, Capital, and Profitability" with Jijun Niu, *Journal of Applied Finance and Banking*, 2019.
3. "Pyramidal structure, risk-taking and firm value: Evidence from China's SOEs," with Kun Su and Rui Wan, *The Economics of Transition*, 2018.

### Peer-Reviewed Policy Papers

4. "What Dependency Issues? Re-Examining Assumptions about Canada's Reliance on the U.S. Export Market," with Eugene Beaulieu, *The School of Public Policy Research Paper*, 2015.

### Book Chapters

1. Winner's Curse," with Robert Oxoby, *Real World Decision Making: An Encyclopedia of Behavioral of Economics*, Morris Altman (ed.), New York: Praeger, 2015.
2. "Heterogeneous agents," with Robert Oxoby, *Real World Decision Making: An Encyclopedia of Behavioral of Economics Encyclopedia (Print)*, Morris Altman (ed.), New York: Praeger, 2015.

### Working Papers

1. "Financial Structure and Oligopoly: The R&D Effect," with James Brander. (*presented at Annual Conference of Canadian Economics Association Canadian Economics*).
2. "Social Trust and Stock Price Crash Risk: Evidence from China," with Kun Su. (*Submitted*)
3. "Market Organization and Hayek's Discovery Conjecture in a Market Entry Game," with Robert Oxoby.
4. "Puppy-Dog and Fatter Fat-Cat under Price-Matching," with Kent Fellows
5. "Price-Matching and Strategic Advertising Investment," with Subhasish Dugar.
6. "Does an Exploration Firm Have to Contract with All Landowners? Insights from a Stackelberg Leader Game," (*Winner of the Graduate Scholarship in Energy Economics, Canadian Association for Energy Economics, 2010*).

### Services

#### Committees

- Design Committee for Master in Management program, Simon Fraser University, 2019.
- Beedie Finance Field School Director, since 2019.
- Beedie International Programs Committee, Simon Fraser University, 2018.
- Beedie Committee Teaching & Learning Committee, Simon Fraser University, 2016, 2017.
- Beedie Committee Communications Initiative Action Committee, Simon Fraser University, 2016, 2017.
- University Committee Senate Committee on University Teaching and Learning, Simon Fraser University, 2016, 2017.

#### Student Supervision

- Serve as a main supervisor for Master of Science in Finance projects (2 projects)
- Serve as a second reader for Master of Science in Finance projects (30 projects)

# Curriculum Vitae

Shauna Jones, MA

Work: 778-782-5568

EMAIL: SHAUNAJ@SFU.CA

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## ***Profile***

Senior lecturer, facilitator, and coach with over twenty years' experience developing and implementing curricula that focus on helping learners develop themselves into self-reliant, resilient and highly employable individuals. Proven track record delivering education related to collaboration, business communications, leadership, faculty development, and career management. Conduct Scholarship of Teaching and Learning research on teaching teamwork in post-secondary education.

## ***Post-Secondary Teaching Experience***

SIMON FRASER UNIVERSITY, BEEDIE SCHOOL OF BUSINESS  
Burnaby, BC

Senior Lecturer, Faculty Teaching Fellow  
Faculty Lecturer  
Visiting Lecturer

September 2015 - present  
2006-present  
2003, 2005, 2006

- Collaboratively develop and teach the curriculum for BUS 202: Foundations in Collaborative Work Environments
  - Instruct and facilitate up to 90 students per section in this experiential course focusing on developing students' self-awareness, awareness of others, and abilities to work in teams
  - Implement *Explicit Team Learning* to ensure students learn who best to work in teams while working on a team project
  - Supervise two teaching assistants per section
- Instruct students in a 13-week, 3<sup>rd</sup>-year mandatory, business communication course which focuses primarily on writing
  - Partner with industry professionals to create experiential learning for a semester-long student team assignment
  - Developed a peer-review component to the course in partnership with SFU's Student Learning Commons to improve students learning and develop skills in providing constructive feedback
  - Supervise one teaching assistant per section each semester
- Design and update course material, assessments and lessons each semester taking a student-centred approach and using backward design
- Mark and grade student papers

SIMON FRASER UNIVERSITY, CENTRE FOR EDUCATIONAL EXCELLENCE  
Burnaby, BC

September 2013 - present

## **Instructor, Certificate Program in University Teaching and Learning**

- Co-instruct this 13-week program for graduate students from multi disciplines to develop and refine their course design and teaching practice
- Provide feedback on students' lesson plans and delivery, teaching philosophies and course design

## SIMON FRASER UNIVERSITY, CENTRE FOR EDUCATIONAL EXCELLENCE (CON'T)

**Facilitator, Rethinking Teaching**

Spring 2015 &amp; 2016

- Facilitate small groups within this course for faculty designing or redesigning their courses
- Provide feedback and support to participants in this 4-day workshop

***Service to the University***

## SENATE

Senate Appeals Board for Withdraws with Extenuating Circumstances (Alternate)

2018

Senate Appeals Board for Withdraws with Extenuating Circumstances (Member)

2015-2017

## BEEDIE SCHOOL OF BUSINESS

**Member, Master of Management (MIM) Design Team**

present

- Contribute to the design of the MIM program, including proposal and course design

**Member, Undergraduate Program Review Committee**

present

- Contribute to the review of the Undergraduate Program, including redesigning the program goals in collaboration with other members

**Faculty Teaching Fellow & Member, Teaching and Learning Council**

present

- Support the transition from Committee to Council for teaching and learning at Beedie

**Faculty Teaching Fellow & Chair/Co-chair, Teaching and Learning Committee** September 2014 - present

- Lead this committee focused on supporting teaching and learning at Beedie
- Work closely with the Associate Deans and Dean to meet the teaching and learning priorities for the school
- Co/design, coordinate, and co/deliver professional development opportunities for faculty and sessionals

**Coordinator, Teaching and Learning Group (TLG)**

December 2011 - present

- Coordinate TLG workshops that include acting as liaison with workshop presenters and ensuring the promotion of the workshops
- Collaborate with Teaching Fellow, Admin staff, and Associate Dean to produce the Teaching Newsletter
- Design, organize and coordinate, in cooperation with the Associate Deans, Educational Consultant and the presenters, Beedie's annual Teaching and Learning Luncheon

## TEACHING AND LEARNING CENTRE

**Planning Committee, TLC Teaching Symposium** May 2013, 2014, 2016, 2017**Academic Planning Committee Member, STLHE Annual Conference**, June 2015***Relevant Research Project***

*The Where and How Teams are Used, Taught, and Assessed Across Core Courses in a Business Undergraduate Curriculum. [Work In Progress].* SFU Teaching and Learning Development Grant (Started January 2018 – work in progress) Collaborators: Shauna Jones and Anirban Kar

***Education*****Master of Arts in Leadership and Training**

2002

ROYAL ROADS UNIVERSITY, Victoria, BC



# Terri L. Griffith

Beedie School of Business  
Simon Fraser University  
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Canada

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[@terrigriffith](mailto:@terrigriffith)  
[TerriGriffith.com](http://TerriGriffith.com)

## Education

Carnegie Mellon University	
Graduate School of Industrial Administration (now the Tepper School of Business)	
PhD Organizational Psychology & Theory (Focus: Technology Management)	1989
MS Organizational Psychology & Theory	1986
University of California, Berkeley	
BA Psychology (Focus: Industrial/Organizational)	1983

## Professional Employment

Simon Fraser University - Beedie School of Business	
Keith Beedie Chair in Innovation and Entrepreneurship	2019-pres
Professor of Innovation and Entrepreneurship	2019-pres

Santa Clara University – Leavey School of Business	
Professor of Management & Entrepreneurship	2001-2019
Associate Dean, Leavey School of Business	2015-2018
Chair, Department of Management & Entrepreneurship	2013-2015
Chair, University Coordinating Committee	2013-2014
Entrepreneurship Leadership Team, Leavey School of Business	2010-2017
Chair-Elect, University Coordinating Committee	2012-2013
Chair, University Taskforce on Communication & Collaboration	2011-2012

Hyperloop Transportation Technologies, Inc.	
Crowd Advisor and Contributor	2016-Pres

Washington University - John M. Olin School of Business	
Associate Professor of Org. Behavior & Technology Management	1998-2000

## Visiting Positions & Affiliations

Center for Effective Organizations, USC: Affiliated Faculty	2018-Pres
Constellation Research, Inc.: Affiliate	2014-Pres
University of California, Berkeley, Haas School of Business	2000-2001

## Editorial Positions

Senior Editor:

*Organization Science* (1997-2006, 2014 to 2017)

Associate Editor:

*Group Decision & Negotiation* (1996 to present)

*ICIS* (2000, 2010)

*MIS Quarterly* (2000-2002)

Guest Editor:

*Academy of Management Journal* (2000)

Panel Member:

*National Science Foundation* (multiple years)

Special Issue Editor:

*Organization Science*: Information Technology and Organizational Form and Function (2007, with Ray Zammuto, Ann Majchrzak, Deborah Dougherty, and Samer Faraj)

*Journal of Engineering and Technology Management*: Beyond Sociotechnical Systems (2001, with Deborah Dougherty)

## Selected Publications

Griffith, T.L., Gudergan, G., Moghaddam, Y., & Spohrer, J. (2019). The future of work: Digital workers helping people get things done. In International perspectives and research on the "future of work." Stuttgart, Germany: Fraunhofer-Institut für Arbeitswirtschaft und Organisation IAO, 42-58.

Griffith, T.L., Spell, C., & Bezrukova, Y. (2019). The Impact of artificial intelligence on self-employment: A think piece. London: Center for Research on the Self-Employed.

Griffith, T.L., Sawyer, J.E., & Poole, M.S. (2019). Systems savvy: Practical intelligence for transformation of sociotechnical systems. *Group Decision & Negotiation*, 28(3), 475-499. <https://doi.org/10.1007/s10726-019-09619-4>

Majchrzak, A., Griffith, T.L., Reetz, & D., Alexy, O. (2018). Catalyst organizations as a new organization design for innovation: The case of Hyperloop Transportation Technologies. *Academy of Management Discoveries*, 4(4). <https://doi.org/10.5465/amd.2017.0041>

Griffith, T.L., Nordbäck, E., Sawyer, J.E., & Rice, R.E. (2018). Field study of complements to supervisory leadership in more and less flexible work settings. *Journal of Organizational Design*, 7(10) <https://doi.org/10.1186/s41469-018-0034-5>

Griffith, T.L., (2018). It's in our control: Review of conquering digital overload. *Work&Place*, August, 17-19.

Applegate, L.M., Griffith, T.L., & Majchrzak, A. (2017) Hyperloop Transportation Technologies: Building breakthrough innovations in crowd-powered ecosystems. HBS No. 817134-PDF-ENG. Boston, MA: Harvard Business School Publishing.

## Jason Yiu Chung Ho

Associate Professor  
Beedie School of Business  
Simon Fraser University  
8888 University Drive  
Burnaby BC Canada V5A 1S6

Email: jason\_ho\_3@sfu.ca  
Phone: (778) 782-5836

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### Education:

Doctor of Philosophy in Marketing, 2005  
The University of British Columbia, Canada

Master of Philosophy in Marketing, 2000  
The Chinese University of Hong Kong, Hong Kong

Bachelor of Business Administration (First Class degree with Honors), 1995  
The Chinese University of Hong Kong, Hong Kong

### Research Publications

"An Empirical Study of Uniform and Differential Pricing in the Movie Theatrical Market" (with Y. Liang, J. Yan and C. Weinberg), *Journal of Marketing Research*, 55(3), 2018, p.414-431

"Mere Newness: Decline of Movie Preference over Time" (with R. Krider and J. Chang), *Canadian Journal of Administrative Sciences*, 34(1), 2017, p.33-46 (Honorable Mention of Best Paper, 2017)

"Implementing "Marketing Me": A simulation enhanced variant for a student self-marketing exercise" (with A. Flostrand and R. Krider), *Journal of Marketing Education*, 38(2), 2016, p.83-89

"Who Decides What to Watch on TV at Home? Insights from People-Meter Data in Mexico: Measuring Co-Viewing and Preference Influences To Help Broadcasters Promote Programming" (with J. Mora and R. Krider), *Journal of Advertising Research*, 55(1), 2015, p.22-36

"Television Co-Viewing in Mexico: An Assessment on People Meter Data" (with J. Mora and R. Krider), *Journal of Broadcasting & Electronic Media*, 55(4), 2011, p.448-469

"Segmenting Consumers of Pirated Movies" (with C. Weinberg), *Journal of Consumer Marketing*, 28(4), 2011, p.252-260

"Viral Marketing: Motivations to forward electronic content" (with M. Dempsey), *Journal of Business Research*, 63, 2010, p.1000-1006

"Playoff Payoff: Super Bowl Advertising for Movies" (with T. Dhar and C. Weinberg), *International Journal of Research in Marketing*, 26(3), 2009, p.168-179

"SilverScheduler: A Demand-driven Modeling Approach for the Construction of Micro-Schedules of Movies in a Multiplex" (with J. Eliashberg, Q. Hegie, D. Huisman, S. Miller, S. Swami, C. Weinberg, and B. Wierenga), *International Journal of Research in Marketing*, 26(2), 2009, p.75-88 (Best Paper Award, 2009)

### University and Post-secondary Teaching Experiences:

Simon Fraser University, Canada, 2007 - Present

Courses taught:

- Introduction to Marketing
- Marketing Research

- Customer Analytics
- Web Analytics
- Analytics Project (Business Analytics & Decision Making Certificate capstone course)
- Directed Studies: Bayesian Statistics (Jose D. Mora, doctoral student)

(Teaching Honour Roll, Beedie School of Business, 2010/2011, 2013/2014, 2018/2019)

Ryerson University, Canada, 2005 – 2007

Course taught: e-Marketing

The University of British Columbia, Canada, 2003

Course taught: Introduction to Marketing

Hong Kong Institute of Vocational Education, Hong Kong, 1998 – 2000

Course taught: Marketing and Professional Practice (Interior Design)

### **University and Academic Community Services:**

Organizer, SFU Business Analytics Hackathon, Beedie School of Business, SFU, 2016-2019

Member, Steering Committee, Data Science Major, SFU, 2017-2020

Area Coordinator, Marketing Area, Beedie School of Business, SFU, 2011-2014

Coach of SFU marketing team in Inter-collegiate Business Competition 2009/2010 & 2010/2011 (1st place in 2010/2011)

Coach of SFU marketing team in JDC West Business Competition 2009 & 2010

Member, Editorial Board, Journal of Interactive Marketing, 2014-Present

Member, Editorial Board, Canadian Journal of Administrative Sciences, 2012-Present

### **Industry Experiences:**

Carlsberg Brewery Hong Kong Ltd., Marketing Officer, Hong Kong, 1997 - 1998

Miller Brewing International Inc. / Dah Chong Hong Ltd., Marketing Officer, Hong Kong, 1995 - 1996



## Susan Christie-Bell

38347 Peaks Place, Squamish, BC, V8B 0V9  
Cell: 778-970-0234 / Email: susan\_christie-bell@sfu.ca

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### ACHIEVEMENTS

Teaching Honour Roll, SFU Beedie School of Business  
20-year Teaching Appreciation Award, Capilano University

### EDUCATION

Master of Education Degree	Simon Fraser University, Burnaby, BC	2006
Business Administration Studies	Capilano University, Squamish, BC	1999
Tourism and Travel Certificate	Lasalle College, Montreal, QC	1985
Communications Studies	Concordia University, Montreal, QC	1984
Creative Arts Diploma	Marianopolis College, Montreal, QC	1981

### PROFESSIONAL EXPERIENCE

#### Teaching / Curriculum Development / Program Management

- Currently teaching BUS201 *Introduction to Business*, BUS217W *Critical Thinking in Business*. Taught BUS360W *Business Communication* 2011-2013. Consistently score above 3.6 overall in student evaluations.
- Member of the development team for the BUS217W course; successfully piloted the course in Fall 2017, and have continued to develop the course since.
- Course lead responsible for the BUS217W and BUS201 courses for 2019-2020 academic year. Responsibilities include mentorship of instructional team and course administration.
- Experience in curriculum design and development of writing assessment tools. Active in learning and impact assessment at course and credential levels.
- Dedicated to continuous development and use of active and experiential learning strategies.
- Member of Capilano University Senate Curriculum Committee for five years, past Chair for School of Tourism Management Curriculum Committee, Convenor/Coordinator over 14 years within the School of Business, School of Communication, and the School of Tourism Management.
- Developed and delivered internationally recognized WorldHost customer service programs for 11 years with Destination BC: *Service Fundamentals*, *Frontline Management Solutions*, *Japanese Service Expectations*, *Service Across Cultures*, *Customers with Disabilities*, *Service in Health Care*.
- Trained, evaluated, and certified new instructors throughout Canada for Destination BC.
- Developed and conducted Human Resource Development Canada Employment Assistance Service programs and workshops for nine years - included *Life Skills*, *Career Exploration*, *Job Search Strategies*, and *Project Management*.
- Developed and delivered training seminars for airline and travel industry personnel, three travel information computer systems (Sabre, Apollo, Reservec)

**Cross Cultural Communication / English as an Additional Language & International Education**

- Conducted intense teacher training and cross-cultural initiation sessions for new instructors in Japan, including customer service expectations, classroom dynamics, principles of adult learning, and public speaking. Provided the Japanese executive management team with a personal evaluation of each trainee instructor's teaching skill, professionalism, and potential to be a valuable employee and effective instructor.
- Conducted cross-cultural communication skills classes for major Japanese corporations in Japan.
- Taught English as an Additional Language classes (private, group, corporate sessions) for beginner to advanced level students in Kobe, Osaka, Kyoto, and Tokyo, Japan.
- Conducted *English for International Business* classes for major Japanese corporations, including Nissho Iwai, Mitsubishi Bank, Eli Lilly Pharmaceuticals, and Daimaru Department Stores.

**Business / Entrepreneurship**

- Small business owner in the Sea to Sky corridor for seven years; experience with design and implementation of business and marketing plans.
- Administered Human Resource Development Canada (HRDC) Employment Assistance Service training programs through the Sea to Sky corridor.
- Experience in business management relating to planning, organizing, marketing, human resources, communications, and financial management.
- Extensive experience with written forms of business communication, including proposals, reports, and business letters.

**EMPLOYMENT HISTORY**

Visiting Lecturer	Simon Fraser University, Burnaby, BC	2011-Present
Faculty	Capilano University, North Vancouver, BC	2001-Present
Partner	TriUnity Learning Centre, Squamish, BC	1993-2000
Master Trainer (Contract)	Destination BC, Victoria, BC	1994-2005
ESL Instructor (Contract)	L.I.N.C., Squamish, BC	1994-1995
Trainer / Instructor	BiLingual Language Institute, Kobe/Tokyo, Japan	1991-1993
Instructor	Gemini Group of Air Canada, Montreal, QC	1988-1991

**SUMMARY OF COURSES TAUGHT, UNIVERSITY****Beedie School of Business, Simon Fraser University**

BUS201	Introduction to Business
BUS217W	Critical Thinking in Business
BUS360W	Business Communication

**School of Communication, Faculty of Business and Professional Studies, Capilano University**

CMNS154	Communications in Outdoor Recreation and Tourism
CMNS164	Advanced Communication and Interactions for Tourism Management International
CMNS220	Advanced Business Writing and Editing
CMNS250	Technical Writing
CMNS305	Advanced International Interactions
NABU335	North American Law and Effective Business Communication