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MEMORANDUM

ATTENTION	Senate	**DATE**	April 28, 2020
FROM	Jon Driver, Vice-President, Academic and Provost *pro tem,* and Chair, SCUP	**PAGES**	1 of 1
RE:	Full Program Proposal for Master in Management (SCUP 20-15)		

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

c: A. Gemino
A. Dastmalchian

SFU SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

Master in Management

Full Program Proposal

February 5, 2020
Beedie School of Business

SUMMARY

1) Proposed credential to be awarded

The proposed Master in Management (MiM) program is intended for recent university graduates with less than three years of relevant full-time work experience. The MiM program credential was chosen to clearly differentiate this program from MBA programming and to mirror established global MiM programs as demonstrated in the 2019 Financial Times MiM Program ranking. The Master in Management (MiM) is globally recognized as a pre-experience graduate program focused on management essentials for career launch. The growing importance of this credential is supported by an external report of MiM offerings by Hanover Research in Appendix D.

MiM students will come from non-business major undergraduate programs. The target market will be students from Simon Fraser University (SFU). Last year, 3,394 students graduated from non-business major SFU programs[1]. Demand for business education from non-business majors at SFU has been demonstrated through the Business Minor program, which currently serves 400 students. Business Minor graduates will also be admissible into the MiM program, providing them with additional business curriculum and the business-related co-curricular experience and career management services that the minor does not provide. Non-business major students are ideal candidates for the MiM as the program aims to bridge the gap between important critical thinking, research and communication skills provided in non-business major undergraduate education and the management/digital literacy skills demanded by employers for new labour market entrants.

The MiM will feature a core that combines people and performance enabling skills with digital literacy in the context of management and will culminate with a Strategic Applied Project. The management core will be complemented by career management services, co-curricular experiences and a stream made up of four courses. This structure is an educational platform that will complement students' non-business major four-year undergraduate degree with a one-year graduate (4+1) experience designed to prepare students to more successfully enter the workforce. As the program grows, the intent is for the business school to work closely with other faculties at SFU to offer interdisciplinary streams that enable students to access expertise and graduate-level education across the university that will help them successfully leverage their undergraduate education and more effectively launch their careers (letters of intent have been received from the Faculty of Health Sciences; Faculty of Communication, Art and Technology; and, meetings have taken place with the Faculty of Arts and Social Sciences).

2) Location of program

The program will initially be offered at the Burnaby campus using a blended approach that incorporates face-to-face and on-line components. This will allow for flexibility and the potential for the program to be offered in more locations as it grows. A benefit of designing the program around on-line components is to enable the program to be offered in locations outside of the Greater Vancouver Regional District, for example in Northern B.C.

3) Academic unit(s) offering proposed program

The Beedie School of Business (SFU Beedie).

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[1] The number of undergraduate degrees awarded in the 2018/19 academic year included 2,143 from the Faculty of Arts and Science, 714 degrees from the Faculty of Science and 537 degrees from the Faculty of Communication, Art and Technology.

4) Anticipated program start date

Fall 2021.

5) Anticipated completion time

3 terms.

6) Contact information

Andrew Gemino, Associate Dean, Graduate Programs, Beedie School of Business, gemino@sfu.ca, 778-782-3653.

PROGRAM DETAILS

7) Aims, goals and/or objectives of the proposed program

The goals of the program are to enhance the employability of recent graduates from non-business undergraduate majors by providing them with transferrable management skills, co-curricular experiential opportunities and the relevant career management services needed to help launch their careers.

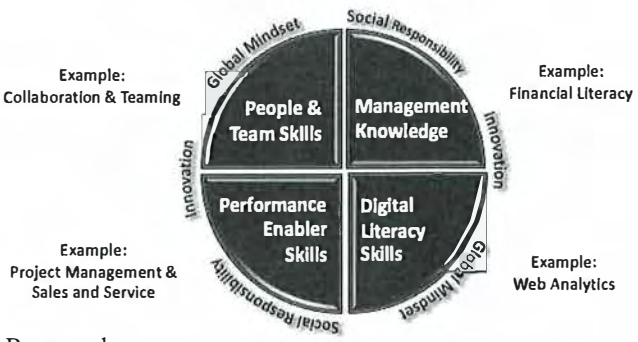
In considering the aims of the program, we first considered the need in the B.C. labour market. The British Columbia Labour Market Outlook: 2018 edition (Table 2.1, p. 12) notes that BC residents aged 29 or younger entering the labour force are expected to fill 50% of the 903,000 future job openings in BC over the next 10 years. Further, in considering the major occupational groups, 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)."*

Focusing on these primary occupational classifications, we used the following reports to identify skills emerging in the future of work: RBC Future Skills Report. (2018). "Humans Wanted: How Canadian youth can thrive in the age of disruption", Deloitte Insights – Building the Lucky Country #7. (2019). "The path to prosperity: Why the future of work is human", and Burning Glass – The Business Higher Education Forum. (2018). "The New Foundational Skills of the Digital Economy: Developing the Professionals of the Future" (Appendix E).

We identified four interdependent skill/knowledge categories that serve as the pillars of the program's design foundation. These categories are Digital Literacy, People and Teams, Performance Enablers and Management Knowledge (Figure 1). Note that these should be viewed as interdependent categories as the knowledge and skills naturally blend and diffuse across each other.

Figure 1: MiM Program Skills Framework



Program learning goals were then developed from this skills framework. The learning goals combine the knowledge and skill categories within a management context. The highlighted words in the learning goals below are intended to bring attention to key objectives in the school's mandate. These learning goals serve as the basis for course designs, learning assessments, career management, and co-curricular experiences. The program learning goals are:

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.

8) How does the proposed program fit within the mandate of the institution?

The program aligns with SFU's mission: *"To be the leading engaged university, defined by its dynamic integration of innovative education, cutting edge research, and far-reaching community engagement. Equipping students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world."*

SFU's support showcases its commitment to offer innovative education that features applied projects that engage the community. In particular, the program supports the mission by equipping post-secondary students with knowledge, skills, and experiences necessary in the future of work. The program learning goals align with the socially responsible, innovative and global perspective elements made explicit in the Beedie School of Business' (SFU Beedie) calling: *"We develop **innovative** and **socially responsible** business leaders with a **global** perspective through education, inspired by research and grounded in practice."*

9) How does the proposed program support the current academic and strategic plan of the institution?

The MiM program aligns with SFU's Academic Plan 2019-24 by addressing 4 of the 5 challenges identified within the plan. Specifically, the MiM program addresses the following challenges:

- **Academic Quality/Curriculum**: Innovating program delivery including blended on-line 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**: A single stream has been detailed in this proposal, but the intention is to build multiple streams that incorporate faculties other than Business. We have already sought interest from other faculties around this opportunity. The streams provide a mechanism for partnerships with other faculties across interdisciplinary boundaries. The School of Interactive Arts and Technology (SIAT) is committed to working with Beedie to include the Graduate Certificate in Visual Analytics as a stream within the MiM.

- **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.

10) Target Audience

MiM students 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.

To better understand the target audience, we have relied on information from the BC Student Outcomes, collected in the Annual Surveys for BC Baccalaureate Studies by program area. In the 2018 survey of 2016 graduates, Q. 24 (p. 4) indicated 41% of Arts and Science graduates categorized their main job 2 years after graduation as Business, Finance & Administration or Sales and Services, but Q. 21 (p. 4) shows that 45% of these students indicated their main job was not very related, or not at all related, to their program of study. In contrast, students in the Business and Management program area, Q. 24 (p. 4) shows that 82% of students indicated their main job was Business, Finance & Administration or Sales and Services and Q. 21 (p.4) shows that 84% of students indicated their main job was either somewhat or very related to their program.

To gain further insight into our target audience, we surveyed non-business major students (including active Business Minor students) from SFU who expressed interest in the program. Respondents were asked a series of survey questions to better understand: why they pursued their degree of study; what their career goals are; how they feel about graduation and their career prospects; and, if they have plans to further their education. The respondents also provided their initial feedback on the proposed MiM. Appendix I includes the survey questions.

Survey responses included participants from the Faculty of Arts and Social Science, (47.1%), Faculty of Communication, Art and Technology (35.3%), and other faculties (17.6%). Although there was a relatively equal split between students who expressed positive emotions about graduation and students who felt neutral or negative about it, about 40% of respondents did not feel their current experiences would help them in their future career pursuits. These results closely mirror the BC Student Outcome statistics. After the respondents were provided with a brief description of the proposed program, approximately 82% indicated their interest in the MiM program stating reasons such as: obtaining foundational management knowledge; more education in project and team management; practical knowledge; and, the benefits of an internship or co-op experience.

11) Related programs in the institution or other British Columbia post-secondary institutions and outside of British Columbia

The growth of MiM programs has increased over the past 20 years, originating in Europe and then expanding to North America and Asia. According to the 2019 Graduate Management Admissions Council Application Trends Report (p.28) "*among programs that accept GMAT scores the number of business Master's (3,389) exceeded that of MBA programs (3,283).*" A comparative analysis of Master in Management programs was conducted by Hanover Research (Appendix D) which highlighted industry trends among 10 comparable institutions in North America and Europe.

Related programs include the Master of Management program offered by UBC (MM), and the proposed Master of Management at University of Victoria (MM) as well as the Master of International Business (Queen's University), Master of Management (York University, Schulich School of Business) and the Master of Management at the University of Calgary, Haskayne

School of Business. All related programs in Canada fall into the Classification of Instructional Programs (CIP) code 52 -Business, management, marketing, and related support services[2]. The subcategory for the MM at UBC, for example, is 52.02- Business administration, management, and operations. The local programs primarily, but not exclusively, attract students who are internal to their University. These students are often pre-experience, non-business major students. On a national scale, SFU's proposed MiM is differentiated by its focus on the future of work skills as described earlier in Section 7.

On an international scale, there are a large number of global options for MiM as noted in the 2019 Financial Times MiM Ranking. Top schools include: HEC Paris; London Business School; Rotterdam School of Management, Erasmus University; IE Business School; and, Università Bocconi. This suggests that top business schools have recognized the need to add MiM programs as an important part of their graduate offerings.

12) What differentiates the proposed program from all other related programs in the province?

The first differentiator is the curriculum. Both the UBC MM and the UVic MM and other graduate programs within SFU Beedie have a curriculum designed around business functional areas (finance, accounting, operations, etc.). This is an accepted design principle underlying the majority of business graduate programs. The SFU Beedie MiM program takes a less traditional design path. Having conducted an extensive review of needs for future labour market skills (Appendix E) we incorporated digital literacy and people skills at the center of the design for this program. This is evident in the program learning goals provided on page 4. Digital literacy is essential for students to be successful in the future and, in parallel, people skills and the ability to collaborate are at the forefront of the digital age; these skills often drive automation and technological innovation. By having a program that integrates people skills with digital literacy, and focusing these skills through performance enabling techniques in the context of management, the program will more uniquely equip students to be successful in the workforce and tackle emerging challenges integrating technology and automation.

The second differentiator of the proposed program is the target market. A large number of UBC Master of Management (MM) students complete the MM degree as a continuation of their bachelor degrees and the proposed UVic MM requires students to complete prerequisites offered in UVic's undergraduate programs. These programs offer education largely, but not exclusively, to students within their institution. The SFU Beedie MiM will similarly recruit primarily from within SFU's current pool of non-business major undergraduate students. The BC Labour Market Outlook suggests a large number of potential jobs in this area, considering that half of the over 900,000 jobs in B.C. will be filled by people under 29 and half of these jobs will be in NOC's associated with management.

The MiM curriculum is additionally differentiated from other programs, such as an undergraduate business minor, through a design focus on the reinforcement and application of management skills at a graduate level; specifically, through the graduate stream that is required in the program that a business minor does not provide. As an example, The Business Minor program at SFU offers only 4 courses in 300 or 400 level and does not offer integrated career management services or co-curricular support for Minor students, whereas, the MiM design specifically integrates career management and co-curricular services and hence must charge graduate business tuition to provide

[2] This series comprises instructional programs that prepare individuals to perform managerial, technical support, and applied research functions related to the operation of commercial and non-profit enterprises and the buying and selling of goods and services.

the services. The experiential components and graduate cohort experience present a different level of training than a traditional undergraduate Business Minor program can provide.

It is important to note that as the program grows, the intent is to increase the number of streams in the program. For simplicity, we have started with a single stream from Business, but we expect future streams will be offered by faculties other than Business. Letters of support from other faculties suggests that the streams are possible and desirable. This interdisciplinary potential would also differentiate the program and we have worked to create the structural platform necessary to work collaboratively with other faculties in offering this program. The number of streams will be determined by the success of recruitment for the program.

The final differentiator is the opportunity to offer the program on-line to non-traditional students outside of the lower mainland; for example, Northern BC Communities as noted earlier. Combined with a non-traditional pathway that prepares students for graduate management education, the MiM could deliver education to communities historically underserved by graduate education. SFU Beedie has a 20-year history of offering the Graduate Diploma in Business Administration (GDBA) completely on-line demonstrating our success in providing the technological platform to deliver on-line graduate management education. Moreover, given SFU Beedie's experience in delivering the EMBA in Indigenous Business Leadership, the MiM program could enable increased access to graduate management education to indigenous and non-indigenous community members outside of the lower mainland to better support the career transitions, digital literacy and management expectations associated with the future of work in Northern communities.

13) An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies

Active consultation within the community has occurred throughout the design of this program. Feedback has already been incorporated into iterations of the design and will continue as the development of the program continues. Letters of support for the program can be found in Appendix C. Letters include those from SFU's Faculty of Communication, Art and Technology and Faculty of Health Sciences, the University of Victoria's Gustavson School of Business, Royal Roads University's School of Management, Thompson Rivers University's School of Business and Economics, the Vancouver Economic Commission, Proctor and Gamble, the Greater Vancouver Board of Trade, the Royal Bank of Canada as well as others.

As a regulatory body, the Beedie School of Business is accredited by both the Association to Advance Collegiate Schools of Business (AACSB) and the European Federation for Management Development's Quality Improvement System (EQUIS). As part of the accreditation mandate, SFU Beedie undergoes continuous improvement reviews through the Assurance of Learning (AoL) process to ensure that we have the resources, processes, policies, and programs in place to deliver the highest possible standard in business education.

14) What added value will the proposed program offer graduates in terms of employment opportunities?

Added value from the program first comes from closing the skills gap and increasing knowledge and skills that are needed in the labour market. The BC Student Outcome annual baccalaureate survey 2018 suggests Arts and Science students could benefit from more skill development associated with the NOC's for Business, Finance & Administration and Sales and Services.

Added value also comes from the set of experiences and applied projects that will enable students to not only reinforce their knowledge and skills, but also demonstrate these competencies for employers. Career management is tightly integrated within the program to ensure students can clearly communicate their MiM competencies and experiences in job interviews. The program will

also provide optional internships that are offered competitively as part of the career management services. We expect employers will be attracted by the potential for internships with these graduating students.

Finally, the added value of personal and professional connections that the students will develop within their cohort and alumni network will be of significant importance as the program grows. Alumni of business programs regularly note how vital these network connections are as they develop their careers.

15) Do potential employers require a degree for graduates to gain employment in the field?

According to the BC Labour Market Outlook (2018), as well as current employers that we have consulted with, there is an increasing requirement to have a graduate degree to gain employment. In the next 10 years, it is expected that 36% of job openings will require a bachelor's, graduate or professional degree while 77% of job openings will require some level of post-secondary education or training (BC Labour Market Outlook, 2018). It is anticipated that the supply of jobs will outweigh the demand for those entering the market and "*a moderate increase in the percentage of young people in post-secondary education will be required to match people to the projected job openings*" (BC Labour Market Outlook, 2018, p. 15). The changing demographics suggest that a higher participation rate in graduate education will also be required to adequately fulfill demand.

16) Potential areas/sectors of employment for graduates and/or opportunities for further study in the field

In the emerging labour market, there is a shift toward recognizing the value of a more diverse set of career skills. Through our interviews with relevant employers, this became more apparent. Below are some sample interview responses we received regarding the concept of the MiM:

> **Seaspan:** "There is an increasing need for more technical roles to understand the business function and process. We are seeing this a lot more in Business Analyst capacities, where we require a strong technical understanding of certain concepts and the ability to tie it all together from a meaningful business acumen."
>
> **SAP Canada:** "I think [the instruction of the MiM] will be a key differentiating factor as it is easy to be a developer who just codes, but it is a lot harder to be a developer who not only codes, but can see why he/she codes what she/he codes, can communicate well and articulate what he/she is doing, can think end to end … [and] shows critical thinking skills and understanding of the business as well."
>
> **Proctor & Gamble:** "P&G is interested in recruiting diverse talent and we often get different skill sets from different disciplines."

With these results in mind, the career programming throughout the program as well as the program curriculum will aim at preparing students to launch their careers in diverse areas. As students 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 either a Master of Business Administration or 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.

17) Does the proposal lead to a specific occupation?

The program will focus on providing general management knowledge and skills integrated with digital literacy and people skills needed for a wide variety of future of work positions. The MiM

occupational outcomes are directed toward the NOC's with the largest projected job openings over the next 10 years.

18) What labour market needs would the proposed program meet for the province?

As noted earlier, the British Columbia Labour Market Outlook: 2018 edition (Table 2.1, p. 12) suggests that BC residents aged 29 or younger entering the labour force are expected to fill 50% of the 903,000 future job openings in BC over the next 10 years. Further, in considering the major occupational groups, the BC Labour Market Outlook (Table 2.6, p. 17) suggests: *"more than half (51 percent) of the projected job openings in BC over the next 10 years will come from... 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)

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. 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.

19) Plans for admissions and transfer within the British Columbia post-secondary education system

An Undergraduate Degree with a Business Minor provides a strong foundation for admissions to the MiM. For applicants outside of the Business Minor, other equivalent coursework may be required for admissions, in addition to an Undergraduate Degree.

20) Enrolment Plan

Enrolment in the program is estimated at 40 students per cohort with approximately 70% domestic and 30% international students. With a 12-month program, all students are expected to be full-time. No part-time students are anticipated. As SFU maintains a 3-term system, the program has the potential to start in any of the 3 terms. Student demand and preferences will determine which terms the program will begin.

SFU Beedie has maintained an average graduation rate of 92% in graduate programs over the past decade and the faculty would anticipate similar retention/graduation rates with the MiM program. As the program is planned for 3 terms, we estimate 92% retention rates and hence, high graduation rates. We would then estimate approximately 37 students would complete the program from an initial cohort of 40. Table 1 provides a summary of the expected enrolment for the MiM.

Table 1: Enrolment Plan

Fiscal Year	2021/22	2022/23	2023/24	2024/25
Total Students Completing	**37**	**74**	**112**	**149**
Initial students in cohort	40	80	120	160
Number of students per cohorts	40	40	40	40
Number of cohorts	1	2	3	4
Number of sections /cohort	12	14	14	14
Total Course Sections	**12**	**28**	**42**	**56**

The first year of the program (anticipated in Fall 2021) will feature 1 cohort. The program is expected to grow one cohort per year over the next 4 years. This would suggest that the MiM Program would grow to a total of 4 cohorts by 2024/25 with the expectation that the number of credentials awarded in 2021/22 through to 2024/25 would be 37, 74, 112 and 149 respectively. It is expected that one of these four cohorts could be offered on-line if the opportunity arises.

Due to the high expected costs arising from career management services, experiential learning and applied community projects, the minimum viable cohort size is estimated at 24 students. This includes an analysis of direct, administrative and faculty costs. Cohorts smaller than 24 students will result in net losses to the program and should not be run.

21) Delivery methods

Courses will use a blended approach incorporating face-to-face and on-line components enabling the program to be offered at any of the three SFU campuses (Burnaby, Surrey, and Vancouver) to promote the efficient use of existing University resources.

The program will be supported by Canvas - SFU's learning management system - as well as in-class instruction. The MiM cohort offered on-line would feature technology-enhanced courses designed to maximize student engagement. It is anticipated that the on-line program will feature some face-to-face opportunities to orient the students and build personal networks. The program will feature high levels of instructor and peer feedback delivered with a blend of asynchronous and synchronous activities.

In addition to core course requirements, there will be consistent career programming, an applied project component, and an optional internship or exchange offerings. We will not offer guaranteed internships for all MiM students so that students face the competitiveness of the job market they will soon be entering.

In preparation for a diverse applicant pool, a small set of on-line admission pathway courses are envisioned to prepare students from various undergraduate backgrounds to ensure they can successfully complete the MiM core requirements. This preparatory pathway may include courses in communications, financial literacy, accounting, digital literacy, and personal productivity. Some of these courses could be waived for students with previous work experience or evidence of existing skills. These preparatory courses will provide an avenue for non-traditional students to be admitted with confidence from different educational and life-experience backgrounds.

22) Eligibility for scholarships, awards, and financial aid

MiM students will not be able to apply for scholarships and awards associated with BASS funding. Students may be eligible for external and donor funded internal scholarships, awards, and financial aid, so long as they meet the other eligibility criteria.

23) Does the proposed program offer an alternative exit, if appropriate?

Students facing unplanned events or circumstances will be able to exit the program with a Graduate Diploma in Management after completing 24 units of the program.

24) Resources required and/or available to implement the program

This program will require additional staff and faculty and have delivery costs similar to other graduate program offerings.

The additional recruitment, admission, career services, and operational staff will be completely supported by the share of tuition provided by SFU to the program. As the program matures, economies of scale can be found by building on existing staff operations.

The additional instructional costs, estimated at 12 sections[3] in year 1 and moving to 56 sections in year 3, 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.

To implement the program, startup costs will be allocated for an Academic Director, program designer, project manager and learning management technician. These startup costs will be covered by the Beedie School of Business as an investment that will be recovered by the School through tuition revenue over the first four years of the program.

25) Program evaluation and academic/administrative oversight

Program oversight will be provided by the appointed Academic Director as well as three SFU Beedie graduate committees: The Graduate Programs Committee (GPC), the Graduate Curriculum Committee (GCC) and the Graduate Assurance of Learning Committee (GALC).

GPC is an operational committee made up of the Associate Dean, Academic Directors and senior staff that establishes and manages graduate program guidelines and procedures; whereas, the GCC is a decision-making body concerning graduate curriculum, defined as: learning objectives and the overall outline of a course and its content. As a general guideline, one faculty member from each area of concentration is assigned to the GCC to allow for a holistic and robust review of the curriculum. The GALC is responsible for ensuring that all Graduate programs specify and adopt learning goals, objectives and rubrics that allow for the measurement of student learning. This supports accreditation and program quality.

26) Faculty member's teaching/supervision

The MiM will feature team-based applied projects rather than thesis-based project work. This provides students with an important applied experience while reducing individual faculty supervision requirements and the impact on faculty resources that is necessary in thesis-based programs. An academic director for the MiM will serve as the graduate supervisor for students in the program.

As identified in Beedie's 2018-2023 Five-Year Academic Plan, faculty hiring is a strategic priority. The goal is to increase the core faculty numbers through 2022/23. Another part of the faculty renewal planning includes consideration of the appropriate mix of rank/position for our continuing faculty members. Based on internal financial modeling, balanced with consideration of research output, it is suggested to utilize a combination of tenure track faculty and teaching faculty (lecturers, senior lecturers, and university lecturers). It is also expected that the MiM program will need to integrate practitioner faculty in the program. The ties to industry professionals provided by practitioners are essential in a program focused on career development and community engagement. Given the practical focus of the MiM, Professors of Practice will naturally be utilized more directly.

Additional faculty will be needed as the program grows. It is also expected that program revenues will fund additional faculty needs. The program will also serve as a means for developing graduate

[3] *Sections* refers to the number of classes offered with different professors and time slots. There may be several sections (Section D100, D200, E100) of the same course (BUS 201)

instructional skills for faculty members and serve as a bridge for further development of graduate teaching abilities that will benefit all graduate programs within SFU Beedie.

27) Is the program focus primarily on meeting social benefit(s) or economic benefit(s)?

The program will provide both social and economic benefits by aligning movements in labour demand with student knowledge and skills that directly support these changing needs. This will bridge the gap between academic skills provided in the students' post-secondary education and the more practical management skills that are demanded in the job market today. Students will be able to professionalize their undergraduate major knowledge with management skills needed for the future labour market, become more competitive in the job market through career management services, and make their resumes more attractive to potential employers by highlighting demonstrated competencies related to the future of work.

Regarding economic benefits, we recognize that students and their families make large investments of time and money to complete any degree, and particularly for Masters degrees. The potential earnings associated with these degrees are of key importance to students making decisions about their education.

A report from Statistics Canada regarding the payoff of a graduate degree indicates that "women and men with a master's degree in business and related studies earned 28% and 27% more, respectively, than those with a bachelor's degree in the same field (p. 7).[4]" The report also notes that students with a master's degree in business and related studies were more likely to work as senior and specialized managers (38%) than those with a bachelor's degree in the same field (24%). The report also suggests that "*These students also had higher earnings than bachelor's degree holders in these occupations; for example, among men, specialized managers with a bachelor's degree in business and related studies earned $108,000, while those with a master's degree earned $126,400 (p. 7).*" These results provide evidence that the investment in Master level education in the proposed program has the potential to bring significant economic benefits over time that normally far exceed the initial tuition invested in the program.

28) How would the proposed program advance social goods or government priorities?

The program can initially support two strategies initiated by the BC government: 1) the Creative Economy initiative; and 2) the Emerging Economy Task Force. The Creative Economy initiative is an important economic driver in BC and includes arts and culture, film, television, music, publishing, and the interactive and digital media industries. Recently graduated undergraduate majors in the Arts with additional skills in digital literacy and management, would be an important source of human resources, entrepreneurship, and growth for the creative economy. Streams within the MiM program featuring the creative economy would provide an excellent source of future management leaders for the creative economy.

The Emerging Economy Task Force for BC could also benefit from the education provided by the MiM program. Several of the program learning goals for the MiM include considerations of environment issues and technological innovation. These skills are particularly relevant to the emerging economy. The MiM program is designed for students who are interested in developing

[4] Wall, Katherine; Zhao, John; Ferguson, Sarah-Jane and Rodriguez, Carlos. (2018). "Results from the 2016 Census: Is field of study a factor in the payoff of a graduate degree?" Catalogue no. 75-006-X, ISSN 2291-0840

skills for the future of work include the ability to analyze and implement transformative technologies and innovations that will change business and society over the coming decades.

The skills development proposed in the MiM program generally supports the strategic direction of the Ministry of Advanced Education, Skills and Training by providing students in BC with the skills and competencies needed to enter the workforce and access well-paid, in-demand jobs to support an inclusive economy.

29) What social, cultural, regional, community, environmental, institutional and/or intellectual benefit would the proposed program provide?

The "Calling" of the Beedie School of Business supports the vision of innovative and socially responsible business leaders with a global perspective. The values underlying this vision suggest that business education has the potential to spark new ideas, fuel social innovations, and advance society as a whole. Through teaching and learning powered by world-class research, meaningful community engagement, and a global outlook, SFU Beedie has the potential to take business education beyond the traditional academic environment and empower people from diverse, non-traditional backgrounds and perspectives to reimagine the role of management in tackling society's most significant challenges.

This program will use innovations in pedagogy and technology to create the potential for graduate interdisciplinary programming for students to meet future labour market demands. As noted earlier, the on-line options suggested in the MiM program may provide a platform for extending further graduate education options to Northern BC. This will help provide the people in these communities with the skills necessary to generate sustainable economic growth that continues the development of the emerging economies in BC. The MiM has the potential to prepare more students for their careers and connect them to current and emerging opportunities in BC's economy and beyond.

30) How would the proposed program support economic growth and/or government economic priorities?

The program will support sustainable economic growth in BC by educating a larger number of post-secondary students with skills that better match the emerging skills being demanded in the BC economy. In addition, the program may provide increased graduate education options to communities that have traditionally received fewer opportunities for graduate education so that these communities can also participate in the jobs resulting from the changes in labour demand. Graduate post-secondary education will be essential for access to these emerging jobs and this program provides additional graduate post-secondary opportunities.

31) What direct and/or indirect economic, industrial or labour market benefits would the program offer the student, community, region or province?

The program provides direct economic, industrial and labour market benefits in better meeting forecasted gaps in labour market demand with targeted post-secondary education. As noted earlier, the 3 largest NOC's (BC Labour Market Outlook, 2018) include Sales and Services, Business, Finance and Administration and Management which represent over 50% of job openings of the next 10 years. The MiM program targets the skills essential in these NOC's. As an example, the 2018 BC Baccalaureate Studies in the program area of Arts and Science indicated 41% of 2016 graduates categorized their main job as Business, Finance & Administration or Sales and Services but Q. 21 (p. 4) shows 45% these students indicated their main job was not very related, or not at all related, to their program of study. The benefit would be to reduce the skills gap identified by graduates in the BC Baccalaureate Study and to increase the successful transition of early-career non-business undergraduate majors into emerging labour markets. This should, in turn, create more

successful hiring, more rapid progression through the ranks and more successful and diverse organizations that could further contribute to environmentally sustainable, socially responsible economic growth.

SFU SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

APPENDICES

Master in Management
Full Program Proposal

SFU SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

APPENDIX A

Calendar Entry

MiM

Master in Management

Description of Program

The Master in Management (MiM) will enhance the employability of recent graduates from non-business undergraduate majors by providing them with transferrable management skills, career management services and relevant experiential opportunities needed for employment. The program will feature a core of management courses that combine people skills with digital literacy and performance enablers all grounded in the context of management.

Admission Requirements

Applicants must satisfy the University admission requirements as stated in Graduate General Regulation 1.3 in the SFU Calendar. Admission into this program is competitive. Meeting the minimum University requirements does not guarantee acceptance. Applicants will be assessed on their work, volunteer and community experience, other achievements, and letters of reference.

For more information or to discuss program fit, contact Beedie School of Business.

Program Requirements

This program consists of course work and an optional internship for a minimum of 42 units. Course work may be substituted at the discretion of the academic director.

Students must complete all of

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)
BUS 591- Strategic Applied Project (6)

and the requirements from the stream below

Digital Innovation Stream

BUS 588- Strategic Consulting and Advising (3)
BUS 589- Business Solutions Design (3)
BUS 590- Innovation and Change Management (3)
BUS 592- Special Topics (3)

Program Length

Students are expected to complete the program in three terms.

Other Information

Internship

Students may take an optional internship after the completion of all course requirements.

Strategic Applied Project

Strategic applied project does not need to be deposited to the library.

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.

SFU SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

APPENDIX B

New Courses

SFU GRADUATE AND POSTDOCTORAL STUDIES

New Graduate Course Proposal

Course Subject (eg. PSYC) BUS	Number (eg. 810) 580	Units (eg. 4) 3

Course title (max. 100 characters)
Enabling Results Through Collaboration

Short title (for enrollment/transcript - max. 30 characters) Results Through Collaboration

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)

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.

Rationale for introduction of this course
See attached Masters in Management proposal.

Term of initial offering (eg. Fall 2019) Fall 2021	Course delivery (eg. 3 hrs/week for 13 weeks) 35 hrs of blended instruction
Frequency of offerings/year Twice a year	Estimated enrollment per offering 40

Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)
n/a

Prerequisite and/or Corequisite n/a

Criminal record check required? ☐ Yes if yes is selected, add this as prerequisite

Additional course fees? ☐ Yes ☑ No

Campus where course will be taught ☑ Burnaby ☑ Surrey ☑ Vancouver ☐ Great Northern Way ☑ Off campus

Course Components * ☑ Lecture ☐ Seminar ☐ Lab ☐ Independent ☐ Capstone ☐ _____

Grading Basis ☑ Letter grades ☐ Satisfactory/ Unsatisfactory ☐ In Progress / Complete

Repeat for credit? ☐ Yes ☑ No	Total repeats allowed? 0	Repeat within a term? ☐ Yes ☑ No
Required course? ☑ Yes ☐ No	Final exam required? ☐ Yes ☑ No	Capstone course? ☐ Yes ☑ No

Combined with a undergrad course? ☐ Yes ☑ 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: _____

SFU BEEDIE SCHOOL OF BUSINESS

Masters in Management

BUS 580: Enabling Results Through Collaboration

Course Description

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

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

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

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

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.**

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

****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.

SFU GRADUATE AND POSTDOCTORAL STUDIES

New Graduate Course Proposal

Course Subject (eg. PSYC) BUS	Number (eg. 810) 581	Units (eg. 4) 3

Course title (max. 100 characters)

Making Decisions with Data

Short title (for enrollment/transcript - max. 30 characters) Making Decisions with Data

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)

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.

Rationale for introduction of this course

See attached Masters in Management proposal.

Term of initial offering (eg. Fall 2019) Fall 2021	Course delivery (eg. 3 hrs/week for 13 weeks) 35 hours of blended instruction
Frequency of offerings/year Twice a year	Estimated enrollment per offering 40

Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)

n/a

Prerequisite and/or Corequisite n/a

Criminal record check required? ☐ Yes if yes is selected, add this as prerequisite

Additional course fees? ☐ Yes ☑ No

Campus where course will be taught ☑ Burnaby ☑ Surrey ☑ Vancouver ☐ Great Northern Way ☑ Off campus

Course Components * ☑ Lecture ☐ Seminar ☐ Lab ☐ Independent ☐ Capstone ☐ _____

Grading Basis ☑ Letter grades ☐ Satisfactory/ Unsatisfactory ☐ In Progress / Complete

Repeat for credit? ☐ Yes ☑ No	Total repeats allowed? 0	Repeat within a term? ☐ Yes ☑ No
Required course? ☑ Yes ☐ No	Final exam required? ☑ Yes ☐ No	Capstone course? ☐ Yes ☑ No

Combined with a undergrad course? ☐ Yes ☑ 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, Srini 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)

Library Check: _____
Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

If different from regular units:
Academic Progress Units: _____
Financial Aid Progress Units: _____

SFU BEEDIE SCHOOL OF BUSINESS

Masters in Management

BUS 581: Making Decisions with Data

Course Description

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

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

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%
	Total	**100%**

SFU GRADUATE AND POSTDOCTORAL STUDIES

New Graduate Course Proposal

Course Subject (eg. PSYC)	Number (eg. 810)	Units (eg. 4)
BUS	582	3

Course title (max. 100 characters)

Accounting Literacy in Organizations

Short title (for enrollment/transcript - max. 30 characters) **Accounting Literacy**

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)

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.

Rationale for introduction of this course

See attached Masters in Management Proposal

Term of initial offering (eg. Fall 2019)	Course delivery (eg. 3 hrs/week for 13 weeks)
Fall 2021	35 hours of blended instruction
Frequency of offerings/year	**Estimated enrollment per offering**
twice a year	40

Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)

n/a

Prerequisite and/or Corequisite n/a

Criminal record check required? ☐ Yes if yes is selected, add this as prerequisite

Additional course fees? ☐ Yes ☑ No

Campus where course will be taught ☑ Burnaby ☑ Surrey ☑ Vancouver ☐ Great Northern Way ☑ Off campus

Course Components * ☑ Lecture ☐ Seminar ☐ Lab ☐ Independent ☐ Capstone ☐ _____

Grading Basis ☑ Letter grades ☐ Satisfactory/ Unsatisfactory ☐ In Progress / Complete

Repeat for credit? ☐ Yes ☑ No

Total repeats allowed? 0

Repeat within a term? ☐ Yes ☑ No

Required course? ☑ Yes ☐ No

Final exam required? ☑ Yes ☐ No

Capstone course? ☐ Yes ☑ No

Combined with a undergrad course? ☐ Yes ☑ 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: _____

SFU BEEDIE SCHOOL OF BUSINESS

Masters in Management

BUS 582: Accounting Literacy in Organizations

Course Description

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

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

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.

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

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	Weekly Quizzes	15%
	Participation	10%
	Final Exam	25%
Group	Group Presentation	20%
	Group Assignment	30%
	Total	**100%**

SFU GRADUATE AND POSTDOCTORAL STUDIES

New Graduate Course Proposal

Course Subject (eg. PSYC) BUS	Number (eg. 810) 583	Units (eg. 4) 3

Course title (max. 100 characters)

Creating Value in Organizations

Short title (for enrollment/transcript - max. 30 characters) Creating Value

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)

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.

Rationale for introduction of this course

See attached Masters in Management Proposal.

Term of initial offering (eg. Fall 2019) Fall 2021	Course delivery (eg. 3 hrs/week for 13 weeks) 35 hrs of blended instruction
Frequency of offerings/year Twice a year	Estimated enrollment per offering 40

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 n/a

Criminal record check required? ☐ Yes if yes is selected, add this as prerequisite — Additional course fees? ☐ Yes ☑ No

Campus where course will be taught ☑ Burnaby ☑ Surrey ☑ Vancouver ☐ Great Northern Way ☑ Off campus

Course Components * ☑ Lecture ☐ Seminar ☐ Lab ☐ Independent ☐ Capstone ☐ _____

Grading Basis ☑ Letter grades ☐ Satisfactory/ Unsatisfactory ☐ In Progress / Complete

Repeat for credit? ☐ Yes ☑ No	Total repeats allowed? 0	Repeat within a term? ☐ Yes ☑ No
Required course? ☑ Yes ☐ No	Final exam required? ☐ Yes ☑ No	Capstone course? ☐ Yes ☑ No

Combined with a undergrad course? ☐ Yes ☑ 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: _____

SFU BEEDIE SCHOOL OF BUSINESS

Masters in Management

BUS 583: Creating Value in Organizations

Course Description

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

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

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

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
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 Kawazaki – 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

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

SFU GRADUATE AND POSTDOCTORAL STUDIES

New Graduate Course Proposal

Course Subject (eg. PSYC) BUS	Number (eg. 810) 584	Units (eg. 4) 3

Course title (max. 100 characters)

Managing Projects

Short title (for enrollment/transcript - max. 30 characters) Managing Projects

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) Fall 2021	Course delivery (eg. 3 hrs/week for 13 weeks) 35 hours of blended instruction
Frequency of offerings/year twice a year	Estimated enrollment per offering 40

Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)

n/a

Prerequisite and/or Corequisite n/a

Criminal record check required? ☐ Yes if yes is selected, add this as prerequisite

Additional course fees? ☐ Yes ☑ No

Campus where course will be taught ☑ Burnaby ☑ Surrey ☑ Vancouver ☐ Great Northern Way ☑ Off campus

Course Components * ☑ Lecture ☐ Seminar ☐ Lab ☐ Independent ☐ Capstone ☐ _____

Grading Basis ☑ Letter grades ☐ Satisfactory/ Unsatisfactory ☐ In Progress / Complete

Repeat for credit? ☐ Yes ☑ No	Total repeats allowed? 0	Repeat within a term? ☐ Yes ☑ No
Required course? ☑ Yes ☐ No	Final exam required? ☐ Yes ☑ No	Capstone course? ☐ Yes ☑ No

Combined with a undergrad course? ☐ Yes ☑ 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
Kamal Masri, Andrew Gemino, Blaize Reich
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: _____

SFU BEEDIE SCHOOL OF BUSINESS

Masters in Management

BUS 584: Managing Projects

Course Description

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

Objectives

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

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 important 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 contests 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

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.**

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

SFU GRADUATE AND POSTDOCTORAL STUDIES

New Graduate Course Proposal

Course Subject (eg. PSYC)	Number (eg. 810)	Units (eg. 4)
BUS	585	3

Course title (max. 100 characters)

Financial Literacy in Organizations

Short title (for enrollment/transcript - max. 30 characters) **Financial Literacy**

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)	Course delivery (eg. 3 hrs/week for 13 weeks)
Fall 2021	35 hrs of blended instruction
Frequency of offerings/year	**Estimated enrollment per offering**
twice a year	40

Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)

n/a

Prerequisite and/or Corequisite n/a

Criminal record check required? ☐ Yes if yes is selected, add this as prerequisite

Additional course fees? ☐ Yes ☑ No

Campus where course will be taught ☑ Burnaby ☑ Surrey ☑ Vancouver ☐ Great Northern Way ☑ Off campus

Course Components * ☑ Lecture ☐ Seminar ☐ Lab ☐ Independent ☐ Capstone ☐

Grading Basis ☑ Letter grades ☐ Satisfactory/ Unsatisfactory ☐ In Progress / Complete

Repeat for credit? ☐ Yes ☑ No

Total repeats allowed? 0

Repeat within a term? ☐ Yes ☑ No

Required course? ☑ Yes ☐ No

Final exam required? ☑ Yes ☐ No

Capstone course? ☐ Yes ☑ No

Combined with a undergrad course? ☐ Yes ☑ 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	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: _____

SFU BEEDIE SCHOOL OF BUSINESS

Masters in Management

BUS 585: Financial Literacy in Organizations

Course Description

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

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

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.**

Individual	Class participation	15%
	Midterm Exam	20%
	Final Exam	50%
Group	Assignment #1	5%
	Assignment #2	5%
	Assignment #3	5%
	Total	**100%**

SFU GRADUATE AND POSTDOCTORAL STUDIES

New Graduate Course Proposal

Course Subject (eg. PSYC) BUS	Number (eg. 810) 586	Units (eg. 4) 3

Course title (max. 100 characters)

Marketing and Sales

Short title (for enrollment/transcript - max. 30 characters) Marketing and Sales

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)

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.

Rationale for introduction of this course

See attached Masters in Management Proposal

Term of initial offering (eg. Fall 2019) Fall 2021	Course delivery (eg. 3 hrs/week for 13 weeks) 35 hours of blended instruction
Frequency of offerings/year twice a year	Estimated enrollment per offering 40

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? ☐ Yes if yes is selected, add this as prerequisite

Additional course fees? ☐ Yes ☑ No

Campus where course will be taught ☑ Burnaby ☑ Surrey ☑ Vancouver ☐ Great Northern Way ☑ Off campus

Course Components * ☑ Lecture ☐ Seminar ☐ Lab ☐ Independent ☐ Capstone ☐ _____

Grading Basis ☑ Letter grades ☐ Satisfactory/ Unsatisfactory ☐ In Progress / Complete

Repeat for credit? ☐ Yes ☑ No	Total repeats allowed? 0	Repeat within a term? ☐ Yes ☑ No
Required course? ☑ Yes ☐ No	Final exam required? ☐ Yes ☑ No	Capstone course? ☐ Yes ☑ No

Combined with a undergrad course? ☐ Yes ☑ 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: _____

SFU BEEDIE SCHOOL OF BUSINESS

Masters in Management

BUS 586: Marketing and Sales

Course Description

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

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/glennllopis/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

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 that 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.

Individual	Participation	20%
	Individual Branding Assignment	15%
	Individual Strategic Selling Exercise	15%
	Midterm Exam	15%
Group	Group Project	20%
	Group Presentation	15%
	Total	**100%**

SFU GRADUATE AND POSTDOCTORAL STUDIES

New Graduate Course Proposal

Course Subject (eg. PSYC) BUS	Number (eg. 810) 587	Units (eg. 4) 3

Course title (max. 100 characters)

Applied Project

Short title (for enrollment/transcript - max. 30 characters) Applied Project

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)

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.

Rationale for introduction of this course

See attached Masters in Management Proposal.

Term of initial offering (eg. Fall 2019) Fall 2021	Course delivery (eg. 3 hrs/week for 13 weeks) 35 hrs of blended instruction
Frequency of offerings/year twice a year	Estimated enrollment per offering 40

Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)

n/a

Prerequisite and/or Corequisite n/a

Criminal record check required? ☐ Yes if yes is selected, add this as prerequisite

Additional course fees? ☐ Yes ☑ No

Campus where course will be taught ☑ Burnaby ☑ Surrey ☑ Vancouver ☐ Great Northern Way ☑ Off campus

Course Components * ☑ Lecture ☐ Seminar ☐ Lab ☐ Independent ☐ Capstone ☐ _____

Grading Basis ☑ Letter grades ☐ Satisfactory/ Unsatisfactory ☐ In Progress / Complete

Repeat for credit? ☐ Yes ☑ No	Total repeats allowed? 0	Repeat within a term? ☐ Yes ☑ No
Required course? ☑ Yes ☐ No	Final exam required? ☐ Yes ☑ No	Capstone course? ☐ Yes ☑ No

Combined with a undergrad course? ☐ Yes ☑ 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
Shafik Bhaloo, Kathleen Burke, Tom Culham, Kate Dilworth
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: _____

SFU BEEDIE SCHOOL OF BUSINESS

Masters in Management

BUS 587: Applied Project

Course Description

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 thee 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.

Individual	Reflective Learning Portfolio	**25%**
	Peer Feedback	**25%**
Team	Experiential Collaboration Project • Project Plan & Team Agreement • Final Presentation	**35%** 15% 20%
	Final Team Feedback Interview	**15%**
	Total	**100%**

SFU GRADUATE AND POSTDOCTORAL STUDIES

New Graduate Course Proposal

Course Subject (eg. PSYC) BUS	Number (eg. 810) 588	Units (eg. 4) 3

Course title (max. 100 characters)

Strategic Consulting and Advising

Short title (for enrollment/transcript - max. 30 characters) Strat. Consulting & Advising

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)

Uses case studies to reinforce techniques for problem identification, data collection, strategic analysis, aligning objectives, establishing key requirements, determining scope, presenting recommendations and developing time and material estimation for initiatives. Provides the tools and techniques that are important in relationship management and serving in the role as a trusted advisor for an organization.

Rationale for introduction of this course

See attached Masters in Management Proposal.

Term of initial offering (eg. Fall 2019) Fall 2021	Course delivery (eg. 3 hrs/week for 13 weeks) 35 hours of blended instruction
Frequency of offerings/year twice a year	Estimated enrollment per offering 40

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? ☐ Yes if yes is selected, add this as prerequisite

Additional course fees? ☐ Yes ☑ No

Campus where course will be taught ☑ Burnaby ☑ Surrey ☑ Vancouver ☐ Great Northern Way ☑ Off campus

Course Components * ☑ Lecture ☐ Seminar ☐ Lab ☐ Independent ☐ Capstone ☐ _____

Grading Basis ☑ Letter grades ☐ Satisfactory/ Unsatisfactory ☐ In Progress / Complete

Repeat for credit? ☐ Yes ☑ No	Total repeats allowed? 0	Repeat within a term? ☐ Yes ☑ No
Required course? ☑ Yes ☐ No	Final exam required? ☐ Yes ☑ No	Capstone course? ☐ Yes ☑ No

Combined with a undergrad course? ☐ Yes ☑ 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
Blaize Reich
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 588: Strategic Consulting and Advising

Course Description

Uses case studies to reinforce techniques for problem identification, data collection, strategic analysis, aligning objectives, establishing key requirements, determining scope, presenting recommendations and developing time and material estimation for initiatives. Provides the tools and techniques that are important in relationship management and serving in the role as a trusted advisor for an organization.

Objectives

By the end of this course, students will:

- Utilize frameworks to analyze challenges to an organization from a strategic perspective.
- Collect data that contributes to establishing scope and key requirements.
- Present a compelling set of aligned recommendations relating to an initiative.
- Develop a proposal, including resource requirements (time, budget) for an initiative.
- Create a communication plan to support relationship management.

Subjects/Topics

Module 1: Problem Identification
Uses the case study approach to search beyond symptoms to find the root cause for strategic problems that an organization is facing.

Module 2 and 3: Using Frameworks for Strategic Analysis
Working through a history of strategic frameworks, students will develop an understanding of the latest approaches to strategy and strategic thinking. Uses a variety of strategic frameworks to explore an organizational issue.

Module 4 and 5: Managing Relationships: Conversations and Interviews
Use techniques to prepare for data collection and more successfully conduct conversations and personal interviews by applying these techniques to an analysis. Create a communication plan to support relationship management.

Module 6 and 7: Aligning Operations with Strategy
Learn the essentials of social alignment in strategically aligned organizations. Identify gaps between strategic objectives and operations and seek ways to adapt operations to narrow the gaps. Understand the negotiating process and some negotiating tactics for change management.

Module 8 and 9: Estimation and Initiatives
Use a proposal template to outline the purpose of a change initiative, highlight key requirements and estimate schedule, time and material costs for the initiative. Identify different pricing strategies and their strengths and weaknesses.

Module 10: Presenting Recommendations
Create a compelling visual presentation that outlines the purpose of an initiative, its key requirements with a proposed schedule and cost analysis.

Book and Materials

The course will use case studies from a variety of organizations to provide opportunities for students to hone their skills in problem identification, strategic analysis and project estimation. In addition to case studies (that will change regularly) a selection of articles will be provided for a wider view of consulting and relationship management. Example articles are provided below.

Articles

1. Turner, A. N. (1982). Consulting is more than giving advice. Harvard business review, 60(5), 120-129.
2. Bradley, C., Dawson, A., & Montard, A. (2013). Mastering the building blocks of strategy. *McKinsey Quarterly*, *4*, 36-47.
3. Sturdy, A. (2011). Consultancy's consequences? A critical assessment of management consultancy's impact on management. *British journal of management*, 22(3), 517-530.
4. Christensen, C. M., Wang, D., & Van Bever, D. (2013). Consulting on the Cusp of Disruption. Harvard business review, 91(10), 106-114.
5. Sturdy, A., Clark, T., Fincham, R., & Handley, K. (2009). Between innovation and legitimation—boundaries and knowledge flow in management consultancy. *Organization*, *16*(5), 627-653.
6. Gerbert, P., Justus, J., & Hecker, M. (2017). Competing in the Age of Artificial Intelligence. *The Boston Consulting Group. Boston*, 1-7.

Additional selected readings may be provided on Canvas or through external links.

Cases Studies:

Wells, John R., Winkler, Carole A., & Weinstock, Benjamin (2018). Facebook Fake News in the Post-Truth World. Harvard Business Review. 720373-PDF-ENG

Contractor, Farok. (2017). Molto Delizioso: Pricing and Profits Following Brexit Devaluation. Harvard Business Review. W17205-PDF-ENG

Lane, Brian, Klassen, Brooke & Bruni-Bossio, Vince. (2017) Mountain Musical Theatre Company: Making a Statement. Harvard Business Review. W17315-PDF-ENG

Ding, Yuan, Zhang, Hua, Jiang, Ellen & Xie, Chun. (2017) SAPMER: Strategic Growth and Its Financial Implications. Harvard Business Review. W17192-PDF-ENG

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.

Individual	Case Analysis #1: Problem Statement Assignment: Business Model Canvas	20%
	Case Analysis #2: Strategic Analysis	20%
	Case Analysis #3: Estimation	20%
Group	Interview Assignment: Peer Assessment	10%
	Assignment 4: Visual Group Presentation	30%
	Total	**100%**

SFU GRADUATE AND POSTDOCTORAL STUDIES

New Graduate Course Proposal

Course Subject (eg. PSYC) BUS	Number (eg. 810) 589	Units (eg. 4) 3

Course title (max. 100 characters)

Business Solutions Design

Short title (for enrollment/transcript - max. 30 characters) Business Solutions Design

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)

The support of business solutions through Client Server Architecture (CSA), Service Oriented Architecture (SOA) and cloud computing is introduced. These architectures are contrasted with a management perspective in different industries and technical environments. Business perspectives on system development methodologies including traditional, agile and hybrid methods are discussed. Transforming organizations by aligning technical infrastructure with strategic directives is considered in the overall context of service design.

Rationale for introduction of this course

See attached Masters in Management Proposal

Term of initial offering (eg. Fall 2019) Fall 2021	Course delivery (eg. 3 hrs/week for 13 weeks) 35 hours of blended instruction
Frequency of offerings/year twice a year	Estimated enrollment per offering 40

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? ☐ Yes if yes is selected, add this as prerequisite | Additional course fees? ☐ Yes ☑ No

Campus where course will be taught ☑ Burnaby ☑ Surrey ☑ Vancouver ☐ Great Northern Way ☑ Off campus

Course Components * ☑ Lecture ☐ Seminar ☐ Lab ☐ Independent ☐ Capstone ☐ _____

Grading Basis ☑ Letter grades ☐ Satisfactory/ Unsatisfactory ☐ In Progress / Complete

Repeat for credit? ☐ Yes ☑ No	Total repeats allowed? 0	Repeat within a term? ☐ Yes ☑ No
Required course? ☑ Yes ☐ No	Final exam required? ☐ Yes ☑ No	Capstone course? ☐ Yes ☑ No

Combined with a undergrad course? ☐ Yes ☑ 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
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 589: Business Solutions Design

Course Description

The support of business solutions through Client Server Architecture (CSA), Service Oriented Architecture (SOA) and cloud computing is introduced. These architectures are contrasted with a management perspective in different industries and technical environments. Business perspectives on system development methodologies including traditional, agile and hybrid methods are discussed. Transforming organizations by aligning technical infrastructure with strategic directives is considered in the overall context of service design.

Objectives

By the end of this course, students will:

- Analyze technical infrastructure needs for an organization and outline implications on business processes resulting from this choice.
- Use techniques from the agile approach to achieve a project's objectives.
- Analyze and recommend an infrastructure for an organization and provide analysis on the long-term implication for scale and adaptability.
- Use a service design approach, in a team environment, to design the technical support for a service process.

Subjects/Topics

Module 1 and 2: Solution Architectures for Business
Introduce client-server architecture, service-oriented architecture and cloud computing. Discuss costs and benefits of each architectural approach. Discuss the major technical building blocks for each from a management perspective. Demonstrate use of architectures across different industries and organizations.

Module 3 and 4: System Development Approaches and Methods
Introduce system development approaches and the methods and techniques associated with these approaches. Focus will be placed on agile/hybrid methods and how organizations and consulting firms utilize these approaches to support business solution design.

Module 5 and 6: Service Design and DevOps
Build on the prior design thinking knowledge and introduce service design approach to business solution development. Utilize a service design approach to develop recommendations for a simple business process. Suggest technical architecture that would best support the recommendations. Introduce the DevOps approach to operational development.

Module 7 and 8: Applied Business Solution Design
Utilize knowledge of solution architectures and systems development approaches to develop a business solution proposal using a service design approach. Work through alternatives, in a team environment, for supporting a complex business process and provide recommendations for final design, including long-term implications for scale and adaptability.

Module 9 and 10: Solution Assessment and Presentation
Provide a peer assessment of 2 other team's proposed business solution. Provide at least three areas for further research or improvement. Use the peer feedback to develop a presentation for a client, supported by a proposal, for the business solution design that your team has developed.

Book and Materials

Required Textbooks

1. Erl, T. (2016). SOA Principles of Service Design (paperback). Prentice Hall Press.
2. McSweeney, Alan. (2019). Introduction to Solution Architecture.

Supporting Articles and Books

1. Schwaber, K. (2004). Agile project management with Scrum. Microsoft press.
2. West, D., Grant, T., Gerush, M., & D'Silva, D. (2010). Agile development: Mainstream adoption has changed agility. Forrester Research, 2(1), 41.
3. Zomerdijk, L. G., & Voss, C. A. (2010). Service design for experience-centric services. Journal of Service Research, 13(1), 67-82.

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.

Individual	Architecture Assignment #1: Outline a working business solution architecture	25%
	Methodology Assignment #2: Recommend a method based on the industry situation	15%
	Peer Assessment: Provide feedback on 2 other team's proposals	10%
Group	Group Plan: Develop a Plan using the Agile Method	20%
	Group Presentation: Service Design Proposal	30%
	Total	**100%**

SFU GRADUATE AND POSTDOCTORAL STUDIES

New Graduate Course Proposal

Course Subject (eg. PSYC) BUS	Number (eg. 810) 590	Units (eg. 4) 3

Course title (max. 100 characters)

Innovation and Change Management

Short title (for enrollment/transcript - max. 30 characters) **Innovation & Change Management**

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)

As digital technologies advance, an organization's ability to innovate will be key to delivering value through technological change. Key skills supporting this innovation include identifying opportunities, assessing their net impact and, if potential is identified, initiating and managing positive organizational change. A focus will be placed on developing creativity skills, supported with feedback and critical assessment skills, in a team environment. Models for managing change within organizations will be examined to identify important factors impacting change within organizations. These skills should develop your ability to positively contribute to organizational change.

Rationale for introduction of this course

See attached Masters in Management Proposal

Term of initial offering (eg. Fall 2019) Fall 2021	Course delivery (eg. 3 hrs/week for 13 weeks) 35 hours of blended delivery
Frequency of offerings/year Twice a year	Estimated enrollment per offering 40

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? ☐ Yes if yes is selected, add this as prerequisite

Additional course fees? ☐ Yes ☑ No

Campus where course will be taught ☑ Burnaby ☑ Surrey ☑ Vancouver ☐ Great Northern Way ☑ Off campus

Course Components * ☑ Lecture ☐ Seminar ☐ Lab ☐ Independent ☐ Capstone ☐ _____

Grading Basis ☑ Letter grades ☐ Satisfactory/ Unsatisfactory ☐ In Progress / Complete

Repeat for credit? ☐ Yes ☑ No	Total repeats allowed? 0	Repeat within a term? ☐ Yes ☑ No
Required course? ☑ Yes ☐ No	Final exam required? ☐ Yes ☑ No	Capstone course? ☐ Yes ☑ No

Combined with a undergrad course? ☐ Yes ☑ 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
Terri Griffith, Andrew Harries
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: _____

SFU BEEDIE SCHOOL OF BUSINESS

Masters in Management

BUS 590: Innovation and Change Management

> *"There is immense power when a group of people with similar interests gets together to work toward the same goals."*
> *Idowu Koyenikan, Wealth for All: Living a Life of Success at the Edge of Your Ability*

Course Description

As digital technologies advance, an organization's ability to innovate will be key to delivering value through technological change. Key skills supporting this innovation include identifying opportunities, assessing their net impact and, if potential is identified, initiating and managing positive organizational change. A focus will be placed on developing creativity skills, supported with feedback and critical assessment skills, in a team environment. Models for managing change within organizations will be examined to identify important factors impacting change within organizations. These skills should develop your ability to positively contribute to organizational change

Objectives

By the end of this course, students will:

- Use a variety of creative thinking techniques to identify opportunities
- Work in a team environment to develop an assessment rubric to evaluate the net impact of a proposed change
- Estimate the impact of an opportunity using multiple scenarios
- Use a change management framework to determine success factors and risks for a change initiative
- Create a change management plan to support a change initiative

Subjects/Topics

Module 1 and 2: Creativity in Organizations
Introduce Amabile's model for creativity in organizations. Demonstrate creative problem-solving techniques and use to generate ideas in individual and team environment. Discuss barriers to creativity in organizations and how these barriers can be addressed through management.

Module 3 and 4: Evaluating Creative Ideas
Introduce system 1 and 2 thinking and the cognitive biases inherent in human decision making. Discuss qualitive and quantitative evaluation rubrics and create a rubric to assess the net impact of an opportunity. Evaluate opportunities on an individual basis and within a team environment to demonstrate the importance of diversity in evaluation. Utilize multiple scenarios to add sensitivity to evaluation.

Module 5
Teams will present their opportunities and receive feedback from multiple teams. The team will have the opportunity to pivot their ideas on the basis of feedback

Module 6 and 7: The Challenges of Change Management
Introduce the historic difficulties of making change in organizations. Introduce the history of change management models and reasons for the adaptations. Use Case studies to reinforce the important factors in successful organizational change.

Module 8 and 9: Change Management Planning
Introduce change management planning. Identify the importance of providing individual reasons for participating in change. Use knowledge of change management frameworks to develop a change management plan for the opportunity that the team has recognized.

Module 10: Change Management Plan Presentation
Each team present their change management plan and provides feedback and advice on 2 other plans. Team should incorporate the peer feedback provided in Module 5 and demonstrate how they pivoted based on feedback.

Learning and Assessments

Assessment summary

Evaluation in the course will be based on a combination of individual and team-based assignments. There are no exams. The table below shows the breakdown of assignments and marks allocated. You will note there are activities and Assignments. Assignments are marked. Activities should be posted to the discussion board and students are expected to provide comments on others work in the discussion. These comments will form a part of your participation grade. The assignment will generally take more time and you should note this in planning your time allocation for the course. Please also make sure to follow the format of the assignments with regard to how many students are to work together on any given assignment.

Individual	Assignment #1: Individual Creativity Assignment	20%
	Assignment #2: Case Study Analysis Change Management	15%
	Peer Assessment: Feedback on 2 other team's creative ideas	15%
Group	Team Presentation: Evaluating Creative Ideas	25%
	Team Presentation: Organizational Change Management	25%
	Total	**100%**

Peer Review

For peer reviewed assignments, you will be asked to provide reviews for two other students in the course. These should be placed in the assignment discussion. You will not be able to comment on another student's assignment unless you have already submitted your assignment.

The instructor will assess the peer reviews. Each student/group should receive 2 student reviews, so please choose to review students who do not already have 2 assessments. I suggest you seek to review different people during the modules to get a better feeling for the class and their contribution. You should provide your comments on the student assignment. Your peer assessments will themselves be assessed by the instructor as part of the overall participation mark.

Book and Materials

Resources

1. Amabile, T. M., Conti, R., Coon, H., Lazenby, J., & Herron, M. (1996). Assessing the work environment for creativity. Academy of management journal, 39(5), 1154-1184.
2. Gregoire, C. 18 Things highly creative people do differently. The Huffington Post. https://www.huffingtonpost.ca/2014/03/04/creativity-habits_n_4859769.
3. Kahneman, D. (2011). Thinking, fast and slow. Macmillan.
4. Beer, M., & Nohria, N. (2000). Cracking the code of change. Harvard Business Review, 78(3), 133-41, 216.
5. Kotter J. P. (1995). Leading Change: Why Transformation Efforts Fail. Harvard Business Review. 73(2). 59-67.

Supporting Articles and Books

1. Amabile, T., & Kramer, S. (2011). The progress principle: Using small wins to ignite joy, engagement, and creativity at work. Harvard Business Press.
2. Cameron, E., & Green, M. (2015). Making sense of change management: A complete guide to the models, tools and techniques of organizational change. (Links to an external site.) Kogan Page Publishers.
3. Kotter, J. P. (2012). Leading change. Harvard business press.
4. Scharmer, C. O. (2009). Theory U: Learning from the future as it emerges. Berrett-Koehler Publishers
5. Optional: Pink, D. H. (2013). To sell is human: The surprising truth about moving others (Links to an external site.). Penguin.
6. Kaufman, S. B., & Gregoire, C. (2016). Wired to create: Unraveling the mysteries of the creative mind. Penguin.

Case Studies

Nidumolu, Ramakrishna, Seshadri, D.V.R. & Jalan, Ratan. (2019). Stork Home Fernandez Hospital: Going to Market with a Purpose-Driven Disruptive Innovation. Harvard Business Review.

Birkinshaw, Julian, Ke, Dickie Liang-Hong & De Diego, Enrique. (2019). Innovation and Agility at Tencent's WeChat. Harvard Business Review.

Academic Honesty

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

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

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

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

For more information you will find the SFU policy on Academic Honesty at:
http://www.sfu.ca/policies/gazette/student.html

SFU GRADUATE AND POSTDOCTORAL STUDIES

New Graduate Course Proposal

Course Subject (eg. PSYC) BUS	Number (eg. 810) 591	Units (eg. 4) 6

Course title (max. 100 characters)

Strategic Applied Project

Short title (for enrollment/transcript - max. 30 characters) **Strategic Applied Project**

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)

Undertake a team-based strategic business analysis and develop a document with supporting appendices. The student teams will be supported by the instructor and an industry partner. The instructor will negotiate the purpose, content and deliverables of each project with the students and the sponsoring organization. Common topics include a process innovation proposal, in-depth analysis of a business solution, or a detailed project plan.

Rationale for introduction of this course

See attached Masters in Management Proposal

Term of initial offering (eg. Fall 2019) Fall 2021	Course delivery (eg. 3 hrs/week for 13 weeks) 35 hours of Blended Instruction
Frequency of offerings/year Twice per year	Estimated enrollment per offering 40

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 n/a

Criminal record check required? ☐ Yes if yes is selected, add this as prerequisite — Additional course fees? ☐ Yes ☑ No

Campus where course will be taught ☑ Burnaby ☑ Surrey ☑ Vancouver ☐ Great Northern Way ☑ Off campus

Course Components * ☑ Lecture ☐ Seminar ☐ Lab ☐ Independent ☐ Capstone ☐ _____

Grading Basis ☑ Letter grades ☐ Satisfactory/ Unsatisfactory ☐ In Progress / Complete

Repeat for credit? ☐ Yes ☑ No	Total repeats allowed? 0	Repeat within a term? ☐ Yes ☑ No
Required course? ☑ Yes ☐ No	Final exam required? ☐ Yes ☑ No	Capstone course? ☑ Yes ☐ No

Combined with a undergrad course? ☐ Yes ☑ 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, Blaize Reich
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: GCAP
Course Attribute Value: Project
Instruction Mode: _____
Attendance Type: _____

If different from regular units:
Academic Progress Units: _____
Financial Aid Progress Units: _____

SFU BEEDIE SCHOOL OF BUSINESS

Masters in Management

BUS 591- Strategic Applied Project

Course Description

Students will undertake a team-based strategic business analysis and develop a document with supporting appendices. The student teams will be supported by the instructor and an industry partner. The instructor will negotiate the purpose, content and deliverables of each project with the students and the sponsoring organization. Common topics include process innovation proposal, in-depth analysis of a business solution, or a detailed project plan.

Objectives

The applied project provides students with an opportunity to comprehensively integrate the various subjects studies during the MiM program. Collaborative learning is facilitated through a final presentation to the industry partner organization. Success in this course is predicated on:

- Consolidating knowledge gained over the two-year MSc to develop well-reasoned solutions to problems currently faced by industry partner.
- Delivering a clear, compelling and well-rehearsed presentation
- Delivering a detailed, well-written report
- Working effectively with your team
- Demonstrating professionalism in all aspects of your relationship with the organization and its management
- Evaluating the performance of your peers in a fair and objective fashion
- At the end of the course, preparing a concise self-reflection summarizing your key learning outcomes

Course Expectations

During the semester, students can expect at least 10 hours of out-of-class work weekly for the course. These out-of-class activities may include participating in on-line discussions with your team or industry contacts, preparing readings from research or cases, writing, coding interviews and other activities.

Assessments

Each assignment is assessed on a satisfactory/unsatisfactory basis and will be approved only after it meets a minimum quality threshold by the course instructor. Students will be expected to revise their work until that threshold is met. The quality threshold is a function of content including analytical processes and conclusions and University standards for oral and written communication. The relative weights for each assignment are provided in the table below. As all assignment are marked on a S/U basis, the weights only suggest the proportion of time that should be spent on each requirement.

Individual	Self report	20%
	Peer Review	20%
	Participation	10%
Group	Project Proposal (written document)	25%
	Team Presentation	25%
	Total	**100%**

Self-Report – Final report

A final self-report will be collected for each team member. This reflective self-report should consider the experiences and knowledge gained in completing the project proposal plan. Studentts are asked to demonstrate how they have improved their ability to team and participate in projeet-based work. Students are asked to integrate readings and other experiences and include specific examples whenever possible. Students will be evaluated on the breadth and depth of the narrative and the quality of the writing provided in the document.

Group Project Presentation

Students will work in teams to make a time-restricted, business presentation of this proposal to industry partners. This presentation should integrate theier klarning across the MiM. The presentation should be fformatted for a business executive audience. Teams will be assessed on their ability to effectively visualize and communicate the quality of the project that emerges frokm their teamwork.

Group Project Proposal (written)

Each team will be required to deliver a report to accompany the presentation. The report should include detailed charts, projections, figures and analysis that might be not be appropriate to include for the presentation but are necessary to develop a complete picture off your team's proposed solution. Each team should also provide the slide deck used in the presentation with the document.

Peer Review

For peer reviewed assignments, you will be asked to provide reviews for two other students in the course. These should be placed in the assignment discussion. You will not be able to comment on another student's assignment unless you have already submitted your assignment.

Book and Materials

There are no required reading for the course. A canvas page will provide you with:

- Detailed information and schedule deadlines
- Selected readings and information about resources
- Submission requirements information

Academic Honesty

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

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- Cheating
- Impersonation (having someone else write your exam)
- Submitting false records or information (forged medical notes)
- Stealing or destroying the work of another student
- Unauthorized or inappropriate use of computers, calculators and other forms of technology in course work, assignments or examinations.

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

For more information you will find the SFU policy on Academic Honesty at:
http://www.sfu.ca/policies/gazette/student.html

SFU GRADUATE AND POSTDOCTORAL STUDIES

New Graduate Course Proposal

Course Subject (eg. PSYC) BUS	Number (eg. 810) 592	Units (eg. 4) 3
Course title (max. 100 characters) Special Topics		
Short title (for enrollment/transcript - max. 30 characters) Special Topics		
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)		
Rationale for introduction of this course: See attached Masters in Management		
Term of initial offering (eg. Fall 2019) Fall 2021	Course delivery (eg. 3 hrs/week for 13 weeks) 35 hours of blended instruction	
Frequency of offerings/year twice a year	Estimated enrollment per offering 40	
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? ☐ Yes if yes is selected, add this as prerequisite	Additional course fees? ☐ Yes ☑ No	
Campus where course will be taught ☑ Burnaby ☑ Surrey ☑ Vancouver ☐ Great Northern Way ☑ Off campus		
Course Components * ☑ Lecture ☐ Seminar ☐ Lab ☐ Independent ☐ Capstone ☐ _____		
Grading Basis ☑ Letter grades ☐ Satisfactory/ Unsatisfactory ☐ In Progress / Complete		
Repeat for credit? ☐ Yes ☑ No	Total repeats allowed? 0	Repeat within a term? ☐ Yes ☑ No
Required course? ☑ Yes ☐ No	Final exam required? ☐ Yes ☑ No	Capstone course? ☐ Yes ☑ No
Combined with a undergrad course? ☐ Yes ☑ 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
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: _____

SFU SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

APPENDIX C

Letters of Support

SFU BEEDIE SCHOOL OF BUSINESS

BEEDIE SCHOOL OF BUSINESS
ADVISORY BOARD

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

SFU SIMON FRASER UNIVERSITY

FACULTY OF COMMUNICATION, ART, AND TECHNOLOGY
SCHOOL OF INTERACTIVE ARTS & TECHNOLOGY

250-13450 102ND Avenue
Surrey, BC, Canada V3T 0A3

TEL + 1 604 754 1191
SIAT.SFU.CA

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

SFU 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,

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

FACULTY OF HEALTH SCIENCES
SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

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

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 off 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

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

DOUGLASCOLLEGE
PO Box 2503 New Westminster BC
Canada V3L 5B2

New Westminster and Coquitlam
douglascollege.ca
604 527 5400

December 17th, 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

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,

DOUGLASCOLLEGE
PO Box 2503 New Westminster BC
Canada V3L 5B2

New Westminster and Coquitlam
douglascollege.ca
604 527 5400

Thor Borgford, Ph.D.
Vice President Academic and Provost
Douglas College
604-527-5222
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**
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GREATER VANCOUVER
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Greater Vancouver Board of Trade
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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
Vice President and Assistant Secretary - Treasurer
Greater Vancouver Board of Trade

VANCOUVER
ECONOMIC COMMISSION

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 Buggey
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

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,

Helena Gottschling
CHRO, RBC

Procter&Gamble

Post office box 355 Station "A", Toronto, Ontario, Canada, M5W 1C5, (416) 730-4711, 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
604—975-9596

SFU SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

APPENDIX D

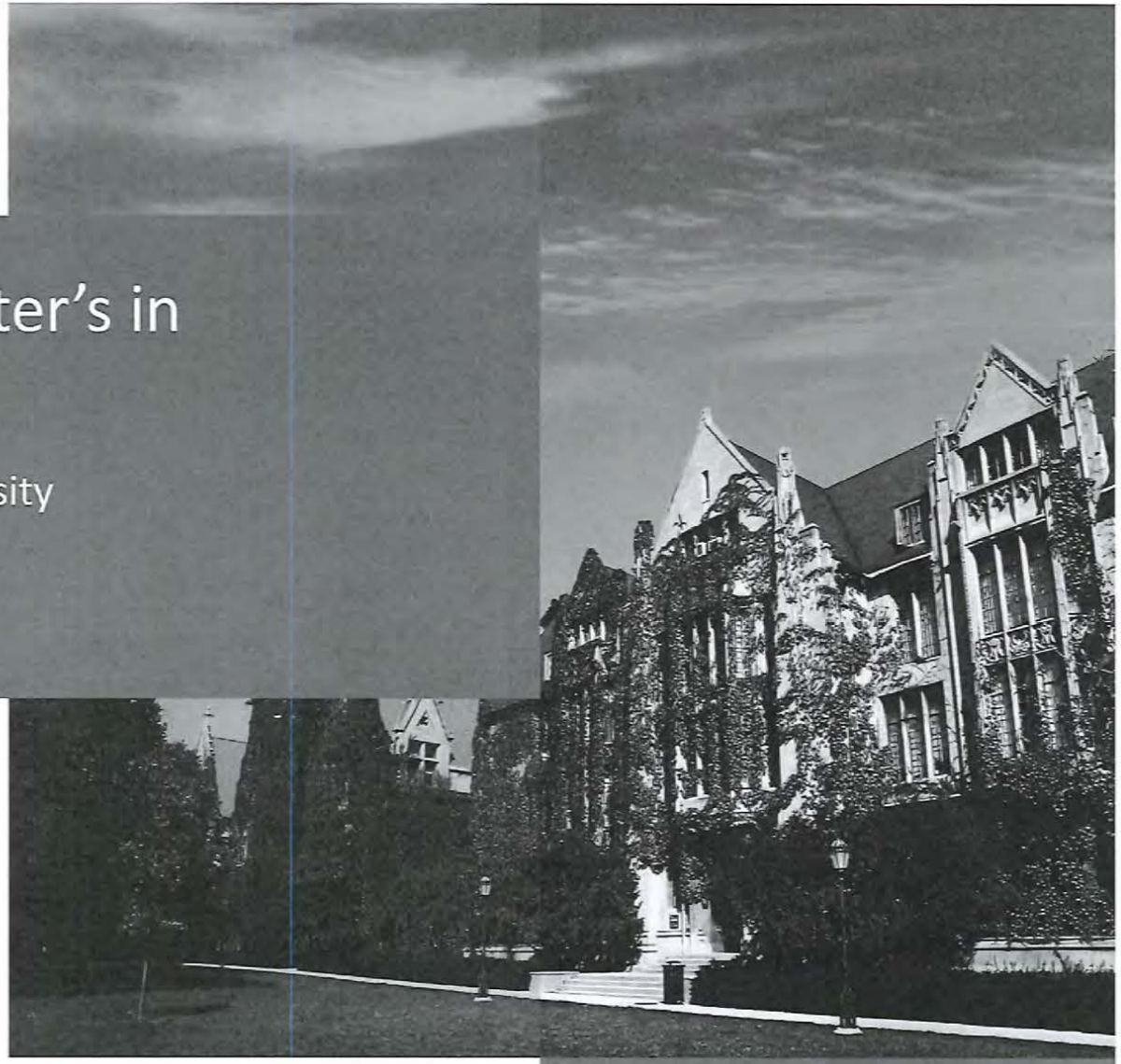
Hanover Research

Master in Management Market Analysis

Market Analysis: Master's in Management

Prepared for Simon Fraser University

May 2019



In the following report, Hanover Research presents the results of a market analysis of Master's in Management programs, specifically highlighting industry trends among 10 comparable institutions in North America and Europe.

HANOVER RESEARCH

www.hanoverresearch.com

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Market Analysis: Master's in Management

Executive Summary	Page 3
Research Questions and Methodology	Page 4
Literature Review	Page 5
Benchmarking Analysis	Page 9

Executive Summary

Market Analysis: Master's in Management

Recommendations

Based on an analysis of literature and 10 "double-accredited" Master's in Management (MIM) programs in North American and Europe, Hanover recommends that Simon Fraser University (SFU):

1. **Offer a one-year program that includes experiential learning as well as a team-based capstone project with an employer.** Other dual-accredited MIM programs in Canada offer either internships or study abroad programs, typically at the end of the program. Additionally, they all require a team-based, consulting project as the capstone of the program.

2. **Offer dual degree options with other SFU faculties and institutions such as study abroad destinations for MIM students.** Four of the ten dual accredited MIM programs analyzed in this report offer specializations, but they are only offered in business fields. Four of the ten also offer dual degree options with partner institutions for study abroad options and within their institution. SFU's non-business faculty specializations may provide distinction in the market.

3. **Strategically set international tuition relative to other Canadian and UK competitors.** While Canadian MIM programs have relatively less expensive domestic tuition compared to most competitors, international tuition is often higher than top ranked MIM programs in the UK, such as those at Imperial College and City, University of London. SFU may be able to boost international enrolments by competitively setting international tuition relative to these institutions.

Fast Facts

71% Proportion of all English-speaking MIMs located in Europe.

137 Dual-accredited institutions by both EQUIS and AACSB.

Key Findings

MIM programs have grown rapidly over the last two decades, first in Europe and then more broadly. MIM Compass maintains a database of over 600 MIM programs around the world, 92 percent of which are taught in English. According to GMAC, the majority of MIM programs in the US have experienced a decline in international as well as overall applications while MIM programs in Europe have experienced growth in both these areas.

Internationally accredited MIM programs tend to attract more international students. According to an MIM Compass 2014 survey of MIM programs, they also tend to: help students find low interest loans; have students with higher GMAT scores; charge higher tuition; have larger class sizes; and have more students who find work in consulting.

MIM programs tend to be shorter in North America and the UK compared to continental Europe. Benchmarked programs in North America and the UK tend to be roughly 12 months long. In comparison, those in Europe are closer to two years.

MIMs in Canada offer internships or study abroad options that are integrated into the program. All four benchmarked dual-accredited MIM programs in Canada offer either an internship or study abroad option. They also require team-based, consulting capstone projects.

Benchmarked MIM programs do not offer specializations outside of business fields but commonly offer dual degrees. Four of ten benchmarked institutions offer business specializations. Most benchmarked institutions also offer some upper-division electives from pre-approved lists of business courses. Four of ten offer dual degrees, most commonly with partner institutions that offer study abroad destinations for MIM students.

Domestic tuition for Canadian MIMs tends to be lower than average, but international tuition at these same institutions tends to be higher than key competitors. The four Canadian MIM programs benchmarked in this report have lower domestic tuition than four of the six other benchmarked programs (including University of Mannheim, which offers free domestic tuition as a public German institution). However, international tuition at some Canadian MIMs is more than that of highly ranked UK MIMs at Imperial College and City, University of London.

Research Questions and Methodology

Market Analysis: Master's in Management

Methodology

To assist Simon Fraser University (SFU) as it seeks to design a new Master's in Management (MIM) program, Hanover conducted a literature review and benchmarking analysis to determine key trends in North America and Europe. The analysis aims to provide insight into interrelated research questions about dual accreditation and program structure.

The following analysis is based on a review of information drawn from institutional websites as well as publicly available data sources including AACSB, EQUIS, GMAC, MIM Compass, the Financial Times, and others. Hanover selected the 10 competitor and aspirant institutions included in this analysis based on their location in the US, Canada, and Europe, their accreditation by both EQUIS and AACSB, and the overall reputation of their MIM program.

Research Questions

- What market trends exist relative to the MIM degree, especially in Canada, the US, and Europe?
- How do other double accredited schools of business structure the MIM program, particularly with respect to: program length, price, admissions requirements and typical student characteristics, common courses, specializations, and delivery format?
- How common are interdisciplinary partnerships in MIM programs, and how are these offered?

Benchmarked Institution Characteristics

University	Business School	Location	MIM	AACSB Accredited	EQUIS Accredited	Financial Times MIM Ranking (2018)
University of British Columbia	Sauder School of Business	Vancouver, BC, Canada	Master of Management	Yes	Yes	49
University of Victoria	Peter B. Gustavson School of Business	Victoria, BC, Canada	Master of Global Business	Yes	Yes	69
			Master of Management	Yes	Yes	--
Queen's University	Smith School of Business	Kingston, ON, Canada	Master of International Business	Yes	Yes	53 (tie)
Hult International Business School	--	Cambridge, MA, US	Master's in International Business	Yes	Yes	53 (tie)
City, University of London	Cass Business School	London, UK	MSc Management	Yes	Yes	33
Imperial College	Business School	London, UK	MSc Management	Yes	Yes	15
University of Glasgow	Adam Smith Business School	London, UK	MSc Management	Yes	Yes	96
University of Mannheim	Business School	Mannheim, Germany	Master's in Management	Yes	Yes	14
WHU	Otto Beisheim School of Management	Vallendar, Germany	Master's in Management	Yes	Yes	16
ESSEC	Business School	Paris, France	Master's in Management	Yes	Yes	4

Source: Financial Times; AACSB; and EQUIS.

LITERATURE REVIEW

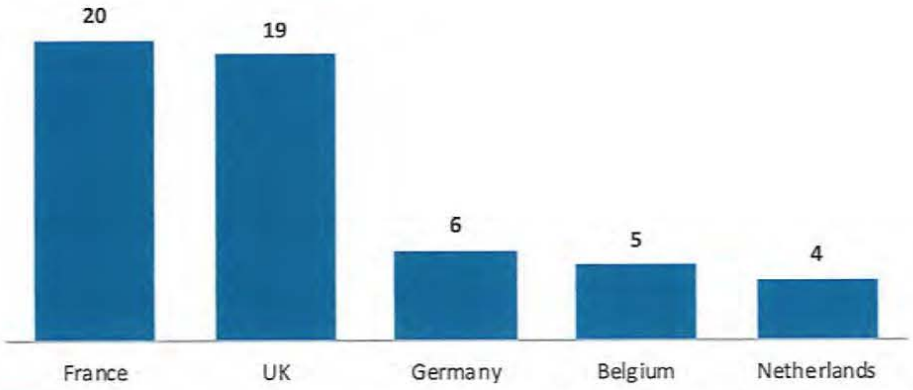
Overview of MIM Programs

MIM degree programs have rapidly spread from Europe to the rest of the world over the last two decades. MIM degree programs originally were offered in Europe in the wake of the Bologna Process, through which European countries agreed to offer shorter higher education degree programs. This degree type has since spread around the world, and MIM Compass currently maintains a database with more than 600 MIM programs. The bottom right chart in this slide includes the global distribution of full-time, English MIMs based on their 2014 survey of this database. According to this survey, 92 percent of all MIMs are taught in English.

Numerous ranking systems have been developed for MIM programs. The chart below indicates the top five countries with the most top 100 MIM programs, as ranked by the Financial Times. At least three additional ranking systems have been developed by:

- Times Higher Education
- MIM Compass
- The Economist

Global Distribution of Top Ranked MIMs



Source: Financial Times MIM Rankings 2018

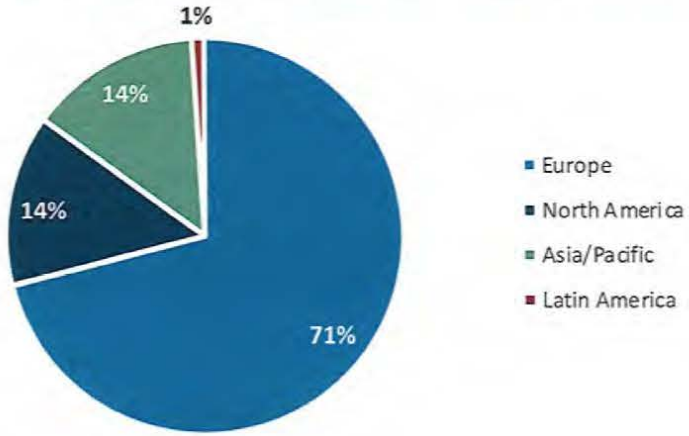
Definition of MIM Program

MIM Compass defines an MIM program as having three specific attributes, listed below. Beyond this basic definition, significant variations often exist in each country.

1. Postgraduate academic program
2. At least 50 percent of the curriculum is general management courses
3. Open to recent graduates

Source: MIM Compass

Global Distribution of Full-Time, English MIMs



Source: Global MIM Survey 2014

MIM Program Trends

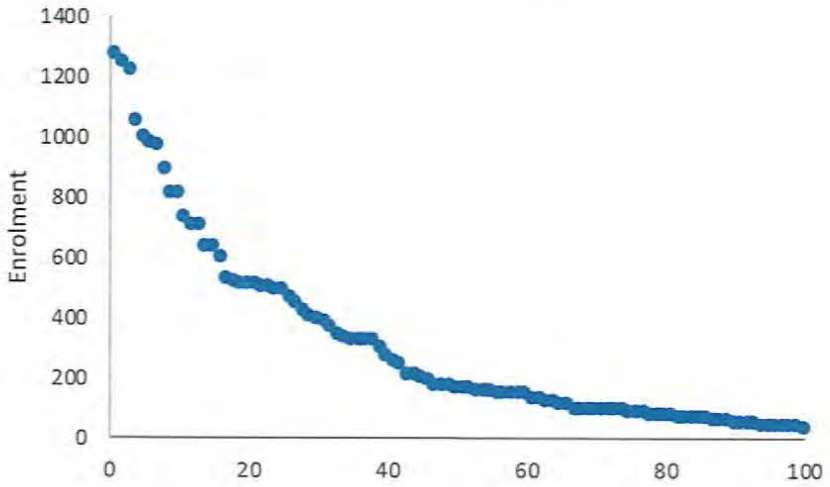
Enrolment in MIM programs varies significantly and tends to be larger for those with more international accreditations. Based on a sample of the top 100 ranked MIM programs by Financial Times, enrolment size in 2017-18 ranged from a low of 28 at Shanghai Jiao Tong University to a high of 1,274 at EMLyon Business School. The average enrolment across all 100 programs was 308 students. According to the MIM Compass 2014 survey, those MIM programs with more international accreditations tend to:

- Help students find low interest loans.
- Have students with higher GMAT scores.
- Charge higher tuition.
- Have larger class sizes.
- Attract more international students.
- Have more students who find work in consulting.

The length of MIM programs is generally shorter in North America and longer in Europe. Based on a sample of the top 100 ranked MIM programs by Financial Times, program length in 2017-18 varied from a low of eight months at University of British Columbia to a high of 36 months at EM Strasbourg Business School. The average length across all 100 programs was 20 months. Three Canadian institutions are included in this top 100 list, and their information is included in the table below.

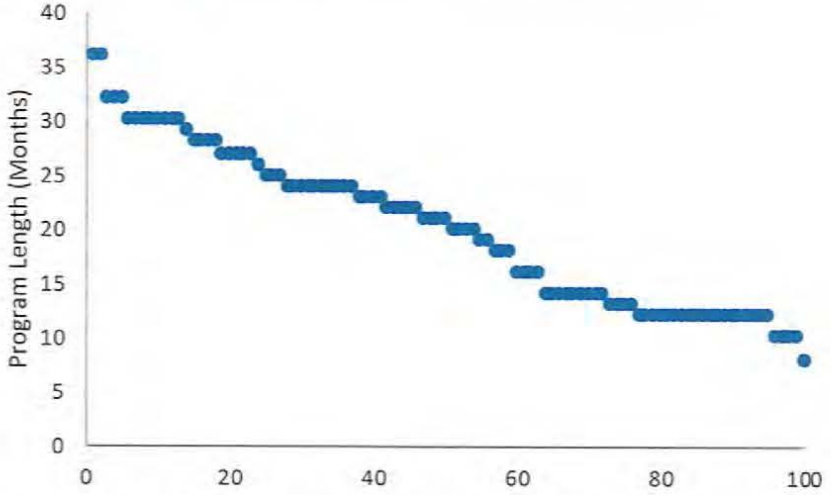
Institution	Enrolment 2017-18	Length (months)
Queen's University	98	12
University of British Columbia	91	8
University of Victoria	57	14

Enrolment in Top 100 MIM Programs



Note: data from 2017-18.

Program Length of Top 100 MIM Programs



Note: data from 2017-18.

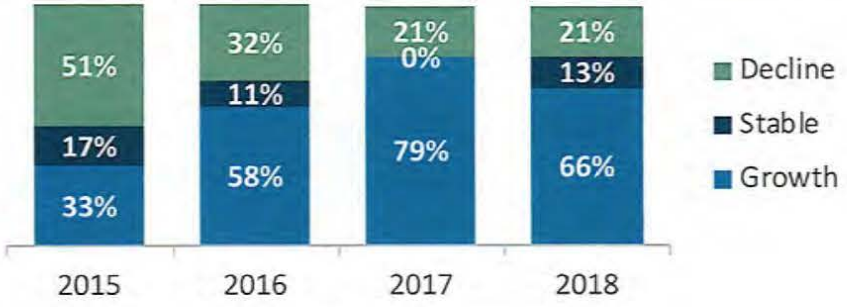
MIM Program Application Trends

Globally, slightly more than half of MIM programs have reported recent declines in MIM application volume. According to a 2018 GMAC survey of 66 MIM programs around the world, 52 percent reported a decrease in application volume compared to the previous year, 39 percent reported increased volumes, and nine percent reported stable volumes. In the US, MIM programs increasingly reported declining application volumes between 2015-18 while European MIM programs increasingly reported growth in applications during this same period (see charts below). Overall, application volumes for MIM programs has experience positive growth since 2008.

Most MIM programs in the US report recent declines in international applicants while MIM programs in Europe report increases. In 2018, 49 percent of all applications to US MIMs were international students, compared to 75 percent of applicants to European MIMs. While trends for international applications in Canada are not available in this survey, the report does state that 53 percent of all postgraduate business program applications in Canada are from international applications, compared to 36 percent in Canada. This trend suggests that recent declines in US application volumes may not apply to Canada.

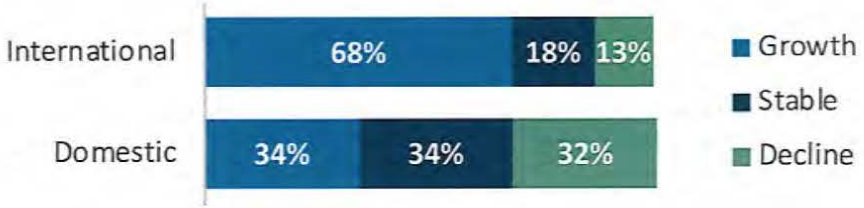
Relative Change in Application Volume (US)

Relative Change in Application Volume (Europe)



Source of Applications 2018 (US)

Source of Applications 2018 (Europe)



Source: GMAC Application Trends Survey 2018

BENCHMARKING ANALYSIS

Class Profile Analysis

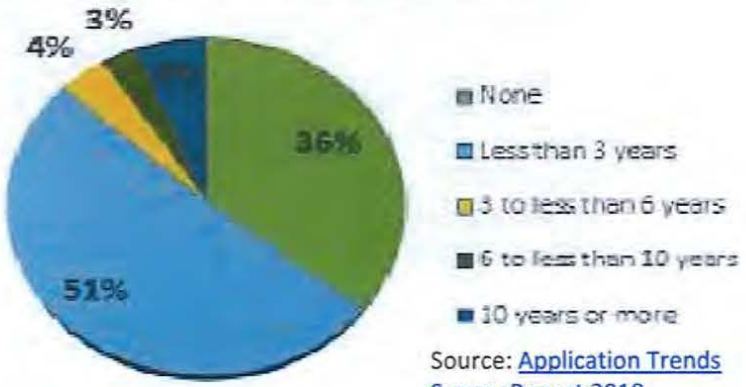
MIM class profiles tend to be relatively young and highly international. Only a few of the benchmarked programs disclose student class profiles. The average age for MIM students at Queen's University is 24, and 75% of the students are from outside of North America (the largest source of students is China: 41%). At University of British Columbia's MIM program, the average age is 23, and 51% of the students are international. At City, University of London, the average age of incoming students is also 23.

MIM Programs do not compete with MBA Programs because they target different segments and offer different outcomes. These programs do not require work experience and target younger students directly from undergraduate programs in business and non-business fields. MIM Programs support students' attainment of early-career management roles; MBA Programs help students transition to senior-level management roles.

Tuition Analysis

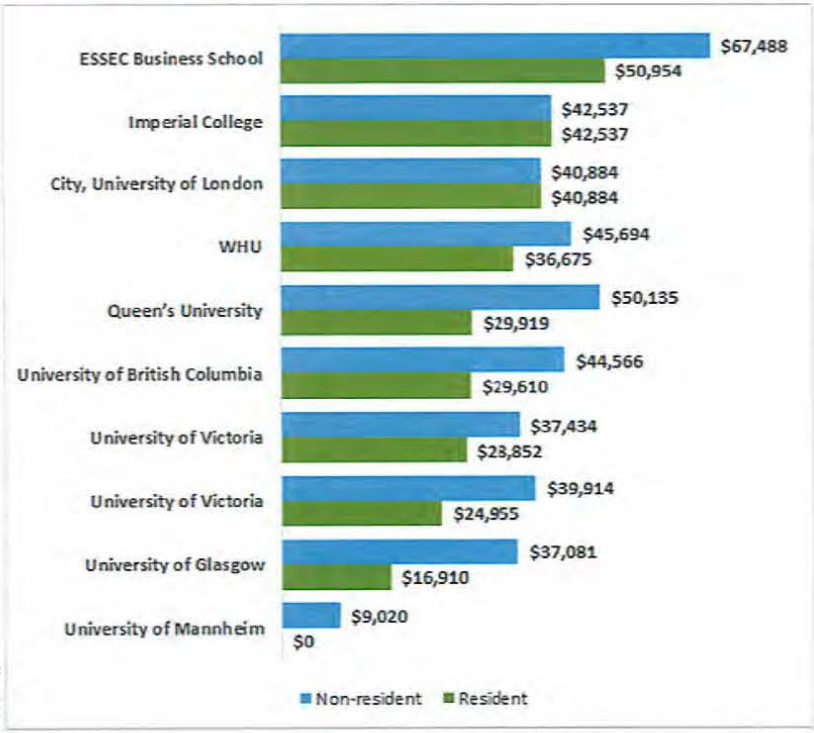
Canadian MIMs tend to be significantly cheaper for domestic students compared to MIMs in other countries, though international tuition for Canadian MIMs can be higher than key competitors. The four Canadian MIM programs benchmarked in this report have lower domestic tuition than four of the six other benchmarked programs (including University of Mannheim, which offers free domestic tuition as a public German institution). However, the international tuition for some of these Canadian programs is higher than competitor programs abroad. For example, the international tuition for both the MIM at Imperial College and at City, University of London is lower than two of the four benchmarked Canadian programs (see chart to right).

MIM Applicant Work Experience



Source: Application Trends Survey Report 2018

Total Tuition



Note: Currency is listed in Canadian Dollars using exchange rates from April 2019.
*Hult is not included in this chart as the tuition is different for each international campus. See benchmarking table for Hult tuition (Slide 13).
*WHU provides the tuition for two different credit tracks (See Slide 14).

MIM Program Requirements

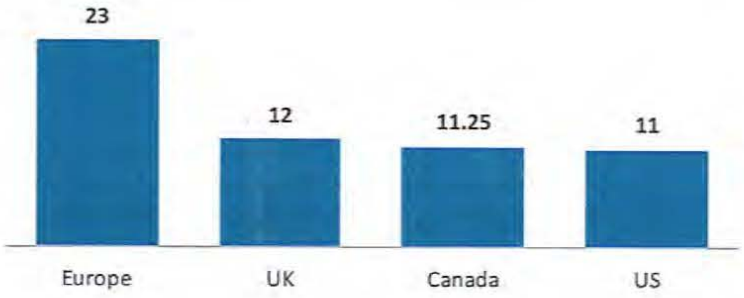
Canadian MIMs are typically 12 months long and divided into three distinct periods of time, culminating in an applied project and experiential learning component. The first two periods are generally dedicated to mandatory coursework that may include a small number of electives. UBC's MIM program divides each of these periods into shorter modules that each last for just over a month. Programs typically have a course that extend throughout at least the first two periods focused on professional development. Queen's University's Master's in International Business has a Team International Consulting Project that extends throughout the entire program and is presented by the students at the end.

However, most benchmarked MIMs in Canada have a team consulting project that lasts for one semester or less, which is still presented at the end of the program. Most of the programs also end with a third period that includes either an internship or study abroad experience. However, UVic's new MIM (opening in May 2020) will offer the internship during the second period, and students will complete additional coursework during the third period. Multiple study abroad options often allow students to customize their curriculum through whichever courses are available at a given location.

MIM specializations are only available within business topics and not other university faculties. Four of the ten benchmarked programs offer specializations within various business fields. For example, Imperial College offers four specializations in: Finance; Strategy; Innovation; and Marketing. However, none of the specializations offered by benchmarked institutions appear to be in collaboration with any faculties or disciplines outside of business. Additionally, benchmarked institutions frequently offer the option to take electives, but these electives are only from pre-approved lists focused exclusively on business.

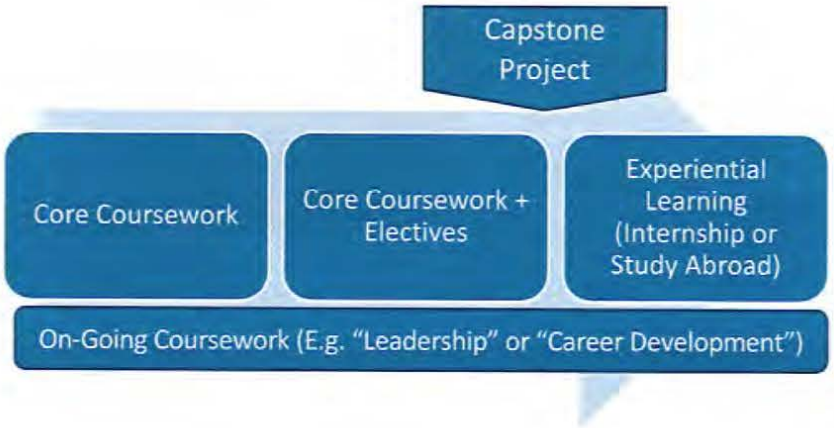
Double degree options are commonly offered with partner institutions. Four of the ten benchmarked programs offer the opportunity for students to complete a double degree, typically with a partner institution that offers a study abroad destination for students in the program. Hult offers dual degrees with other business master's programs offered by Hult. Additionally, UBC offers an integrated bachelor's/master's option for their MIM.

Average Months of MIM Programs by Region



Note: Averages are calculated using the minimum time possible in which a degree can be completed.

Typical Canadian MIM Program Model



Competitor Programs Benchmarking Summary

Market Analysis: Master's in Management

Overview of MIM Programs at Competitor Institutions in Canada

Benchmarked programs are institutions located in the Canada, offering a MIM program. Additionally, all programs are offered from institutions that are dual accredited by AACSB and EQUIS.

Institution	Location	Program	Length	Start Dates	Average Cohort Size	Total Tuition (CAD)	Delivery Format	Entry Requirements	Specializations	Notable Features
University of British Columbia ***Sauder School of Business***	Vancouver, BC, Canada	Master of Management	9 months	August	91	▪ Domestic: $29,610 ▪ International: $44,566	Optional online preparation; On-campus courses	Maximum two years work experience; Bachelor's Equivalent	None	▪ #2 MIM in North America ▪ Community Business Project and Capstone ▪ Optional Study Abroad ▪ Integrated BA/MIM also available ▪ MIM/MIM in GBS Dual Degree
University of Victoria **Peter B. Gustavson** ***School of Business***	Victoria, BC, Canada	Master of Global Business	12 or 16 months	September or January	29	▪ Domestic: $24,954.56 ▪ International: $39,913.93	On-campus	Work experience preferred but not required; Bachelor's Equivalent with core business coursework	Four paths available	▪ Extremely diverse 2018 cohort
		Master of Management	12 months	May	N/A	▪ Domestic: $28,851.50 ▪ International: $37,433.63	On-campus	Pre-experience; Bachelor's Equivalent with core business coursework	None	▪ Opens in May 2020, subject to approval by BC Ministry of Advanced Education ▪ 4-month work experience term (paid and unpaid options)
Queen's University ***Smith School of Business***	Kingston, ON, Canada	Master of International Business	12 months	September	98	▪ Domestic: $29,919 ▪ International: $50,135	On-campus	Pre-experience; Bachelor's Equivalent with core business coursework	None	• Flexible coursework • Team-based project • International exchange (one semester) • Double Degree available

Sources: Institutional Websites (see embedded hyperlinks); The Financial Times: Masters in Management Rankings

Note: Currency calculations done through X-Rates.com using exchange rates from April 2019.

Competitor Programs Benchmarking Summary

Market Analysis: Master's in Management

Overview of MIM Programs at Competitor Institutions in Canada

Benchmarked programs are institutions located in the Canada, offering a MIM program. Additionally, all programs are offered from institutions that are dual accredited by AACSB and EQUIS.

Institution	Location	Program	Length	Start Dates	Average Cohort Size	Total Tuition (CAD)	Delivery Format	Entry Requirements	Specializations	Notable Features
Hult International Business School	Cambridge, MA, US	Master's in International Business	11 months	September	980	▪ London: $57,411 ▪ Boston: $61,945 ▪ San Francisco: $64,638 ▪ Dubai: $60,873	On-campus	Maximum three years work experience; Bachelor's Equivalent	• Marketing • Finance • Entrepreneurship • Business analytics • Disruptive Technology	▪ #13 MIM Ranking, according to the Economist, 2017 ▪ #53 MIM Ranking, according to the Financial Times, 2018 ▪ 4 dual degrees available with second Masters in International Marketing, Finance, Business Analytics, or Disruptive Innovation (18 months)
City, University of London ***Cass Business School***	London, UK	MSc Management	12 months	September	173	▪ Domestic: $40,884 ▪ International: $40,884	On-campus	Maximum three years work ex perience; Bachelor's Equivalent	None	• #33 Globally (FT MIM Ranking)
Imperial College ***Business School***	London, UK	MSc Management	12 months	September	167	▪ EU: $42,537 ▪ International: $42,537	Hybrid	Pre-experience, Bachelor's Equivalent with quantitative coursework	• Finance • Strategy • Innovation • Marketing	• Flexible coursework • Optional Study Abroad and Immersion Experience
University of Glasgow ***Adam Smith Business School***	London, UK	MSc Management	12 months	September	326	▪ EU: $16,910 ▪ International: $37,081	On-campus	Work experience preferred but not required; Bachelor's Equivalent	None	• 11th in the world for Masters in Management (THE/ WSJ Business Schools report, December, 2018)

Sources: Institutional Websites (see embedded hyperlinks); The Financial Times: Masters in Management Rankings

Note: Currency calculations done through X-Rates.com using exchange rates from April 2019.

Competitor Programs Benchmarking Summary

Market Analysis: Master's in Management

Overview of MIM Programs at Competitor Institutions in Canada

Benchmarked programs are institutions located in the Canada, offering a MIM program. Additionally, all programs are offered from institutions that are dual accredited by AACSB and EQUIS.

Institution	Location	Program	Length	Start Dates	Average Cohort Size	Total Tuition (CAD)	Delivery Format	Entry Requirements	Specializations	Notable Features
University of Mannheim *Business School*	Mannheim, Germany	Master's in Management	32 months	September	339	▪ Domestic: free ▪ International: $9,020	On-campus	Pre-experience; Bachelor's Equivalent	• Accounting & Taxation • Finance • Information Systems • Management • Marketing • Operations Management	▪ Mixed German and English track or 100% English track ▪ Double degree options available with multiple institutional partners
WHU *Otto Beisheim School of Management*	Vallendar, Germany	Master's in Management	21 months	September	97	▪ 90 credit track: $36,675 ▪ 120 credit track (includes study abroad): $45,694	On-campus	Maximum two years work experience; Bachelor's Equivalent	▪ Accounting ▪ Economics ▪ Innovation ▪ Marketing & Sales ▪ Strategy & Leadership ▪ Supply Chain Management	• #2 MIM Program Ranking in Germany and #16 Globally, according to Financial Times • Double Degree Options through partner institutions
ESSEC Business School	Paris, France	Master's in Management	21 months	September	815	▪ EU: $50,954 ▪ Non-EU: $67,488	On-campus	Pre-experience; Bachelor's Equivalent	None	▪ Taught in English or in French ▪ Flexible coursework and personalization ▪ Exchanges available ▪ Double degree options around the world

Sources: Institutional Websites (see embedded hyperlinks); The Financial Times: Masters in Management Rankings
Note: Currency calculations done through X-Rates.com using exchange rates from April 2019.

Double and Dual Degrees

Formats

- Undergraduate/Graduate
- Graduate-Level Only
- Intra-University Partnerships
- External Partnerships

Benefits

Institution

- Facilitation of admissions processes
- Potential cost savings
- Ability to leverage faculty's strengths
- Establishment of partnerships

Students

- Facilitation of admissions processes
- Potential cost savings
- Accelerated degree completion
- Time savings
- Competitiveness in professional market

Exchange Programs

Although many of the benchmarked institutions offer optional study abroad or global experiences, formal exchange programs are less common due to the financial and logistical considerations. While students who participate in study abroad continue to pay the host institution, students who participate in exchange programs pay tuition and fees to the attending institution. Therefore, in an exchange program, it is important to have a reciprocal number of students. To facilitate this exchange, it is common for institutions to require dual-degree completion at the partner institution.

Source: NAFSA

Selected Programs

UBC Sauder School of Business: M2M UBC-Yale Dual Degree

- UBC Master of Management and Master of Management Studies in Global Business and Society (GBS) degree from the Yale School of Management
- Two-year program (one year at each school)
- Joint admissions

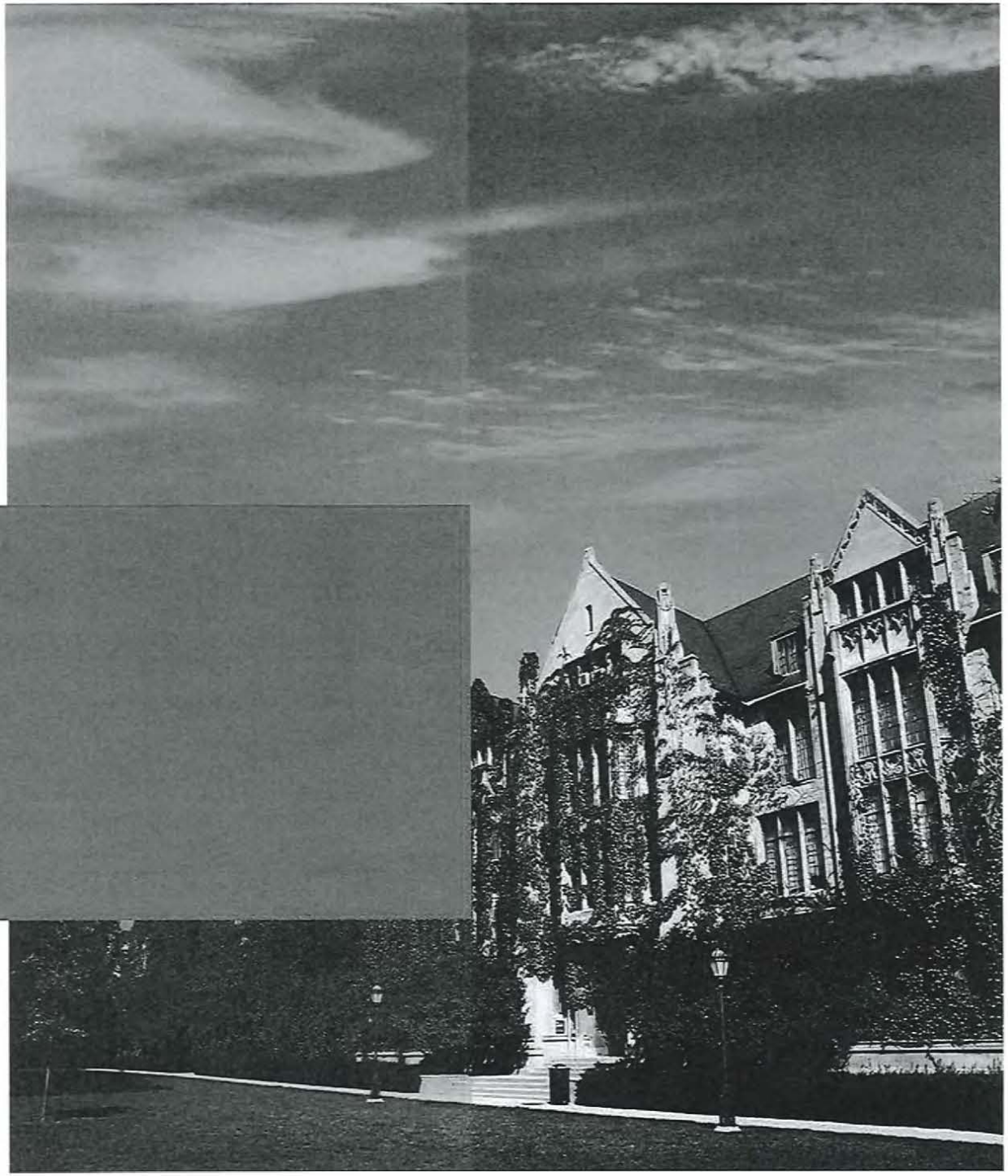
Queens University, Smith School of Business: Double Degree Options

- Second master's degree from any of ten partner universities
- Two-year program
- One of first schools in North America to offer double degrees
- Different admissions requirements than single degree (ie: Dual degree requires Bachelor's Degree in Business)
- Thesis required

Hult Master's in International Business: Dual Degree Options

- Four options for second master's degree: International Marketing, Finance, Business Analytics, Disruptive Innovation
- 18-month accelerated program
- Campuses in Boston and San Francisco (dependent on degree choice)

HR HANOVER RESEARCH



SFU SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

APPENDIX E

Resource Articles

Resource Articles

British Columbia Ministry of Advanced Education, Skills and Training. (2018). British Columbia Labour Market Outlook.

Burning Glass – The Business Higher Education Forum. (2018). The New Foundational Skills of the Digital Economy: Developing the Professionals of the Future.

Business Council of Canada. (2018) Navigating Change: 2018 Business Council Skills Survey.

Deloitte Insights – Building the Lucky Country #7. (2019). The Path to Prosperity: Why the Future of Work is Human.

The Financial Times Ltd. (2019). Business Education Masters in Management 2019 Rankings.

Government of British Columbia. (n.d.). Creative Economy.

Graduate Management Admission Council. (2019). Application Trends Survey Report.

Manpower Group. (2018) Skills Revolution 2.0. Robots Need Not Apply: Human Solutions for the Skills Revolution.

Pricewaterhouse Coopers. (2018) Workforce of The Future: The Competing Forces Shaping 2030.

Randstad. (2017). Workforce 2025: The Future of the World of Work.

Royal Bank of Canada Future Skills Report. (2018) Humans Wanted: How Canadian Youth Can Thrive in The Age of Disruption.

Statistics Canada – Insights on Canadian Society. (2018). Results from the 2016 Census: Is field of study a factor in the payoff of a graduate degree?

SFU SIMON FRASER UNIVERSITY
ENGAGING THE WORLD

APPENDIX F

Abbreviated Faculty CVs

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

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

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=IyEYrQwAAAAJ&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.

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", 1st 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
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	**SIMON FRASER UNIVERSITY BEEDIE SCHOOL OF BUSINESS** **Tom Foord Professor of Practice in Entrepreneurship and Innovation**
Dec 2010 to present	**BUSINESS ADVISOR & CORPORATE DIRECTOR** Serving clients in the internet of things, connected health and enterprise software sectors.
Oct 2004 to Nov 2010	**ZEUGMA SYSTEMS INC.** **President & CEO** 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	**SIERRA WIRELESS, INC. (SW.TO, SWIR)** **Senior Vice President, Sales, Marketing, Operations** 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	**MOTOROLA INC.** **Wireless Data Division** **Business analyst, Senior Product Line Manager**

Board and Advisory History

Nov 2012 to Present	**BSQUARE CORPORATION** 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. **Chair, Board of Directors and member of Audit and Compensation Committees.**
Jan 2013 to Dec 2015	**CONTRACTUALLY (Acquired by COUPA SOFTWARE INC.)** 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. **Lead Investor and Chair, Board of Directors**
April 2014 to Present	**MOJIO INC.** 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. **Currently an Advisor, formerly Executive Chair and Acting CEO April 2014-Oct 2015.**
2011 to 2014	**NORSAT INTERNATIONAL INC.** Richmond, B.C., Canada Satellite and microwave communications systems for use in harsh environments. As chair of compensation committee completely revamped executive comp structure. **Member, Board of Directors & Chair, Compensation Committee**
2004 to Present	**SCIENCE WORLD BRITISH COLUMBIA** Vancouver, B.C., Canada. World class Interactive Science and Technology Museum. **Advisory Council and formerly Chair of the Board of Directors 2010-2013.**
2004 to Present	**SIMON FRASER UNIVERSITY BEEDIE SCHOOL OF BUSINESS** Vancouver, B.C., Canada **Member and Past Chair, SFU Beedie Dean's Advisory Board**

Education

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

BEEDIE SCHOOL OF BUSINESS
SIMON FRASER UNIVERSITY

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 "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 "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=zsFIJS0AAAAJ&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 EXPERINCE

- 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 PRESENTAIONS

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
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=

- 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 (Σ= $ 98,300)
- External Grants: 6 (Σ= $ 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 Uber 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

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)

Kate C. Dilworth BScN R.N. MBA ICD.D
Vancouver Canada

dilworth@sfu.ca 011 604 306 1787

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 (10th 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

EDUCATION

1992 - 1999 **Doctor of Philosophy**, Criminology
Simon Fraser University, B.C.

Dissertation: "Take it like a man:
The silencing of men's experiences
of sexual abuse during childhood."

1990 - 1992 **Master of Arts**, Criminal Justice
Indiana University, Bloomington, IN

1982 - 1986 **Bachelor of Arts** (Cum Laude), Sociology
Indiana University, Bloomington, IN

ACADEMIC/ADMINISTRATIVE APPOINTMENTS

Sept. 2019 – Present **University Lecturer**
Beedie School of Business
Simon Fraser University

Core Course Coordinator - BUS303

BUS303-3
"Business Society and Ethics"

Sept. 2012 – Aug. 2019 **Senior Lecturer**
Beedie School of Business
Simon Fraser University

Course Coordinator - BUS303

BUS303-3
"Business Society and Ethics"

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
- 7th 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

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

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

EDUCATION

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)

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), CFAX 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

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 — **July 2019– present**

Beedie School of Business

- Assistant Professor of Marketing

Education

University of British Columbia, Vancouver, BC, Canada — **2014–2019**

Business Administration (Marketing)

- Doctor of Philosophy (P.h.D)

University of Florida, Gainesville, Florida, USA — **2012–2014**

Statistics

- Master of Science

Sharif University of Technology, Tehran, Iran — **2009–2012**

Industrial Engineering

- Master of Science

Sharif University of Technology, Tehran, Iran — **2005–2009**

Industrial Engineering

- Bachelor of Science

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 Insurace: 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, *"Comparision 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 sbhalloo@kornfeldllp.com

EDUCATION AND QUALIFICATIONS

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

EXPERIENCE

2016 (May) to current	**Associate Professor of Practice, Simon Fraser University** 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. **Legal Counsel, Kornfeld LLP** 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	**Partner, Kornfeld LLP** 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	**Associate, Kornfeld Mackoff Silber LLP** 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, 504.228.5261 (C)

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

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*

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

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

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*

PASTIMES

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

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 3rd - 4th year and MBA level supply chain management and operations management courses.
- Teaching in the Organizational Behaviour and Human Resources Division, undergraduate 3rd - 4th 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. Rutledge.

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

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 — September 2015 - present
Faculty Lecturer — 2006-present
Visiting Lecturer — 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, 3rd-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

Work: 778-782-5568

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

Facilitator, Rethinking Teaching Spring 2015 & 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
500 Granville Street
Vancouver BC V6C 1W6
Canada

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+1 (236)-333-2311
t at TerriGriffith dot com
@terrigriffith
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

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

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

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APPENDIX G

Program Budget

Budget for the Proposed Program (financial and personnel)

Resource Requirements

The MiM requires instructional and administrative resources, all of which are available at or through SFU. With respect to instructional resources, each cohort of approximately 40 students will require instructors for 13 courses (9 core courses and 4 specialization courses). As the capstone for the program is a strategic applied project (and not a graduate thesis), graduate supervision will be provided by the Academic Director of the MiM Program. As discussed previously (see response to Question 26 above), instruction will be provided by continuing faculty at SFU, by new faculty (continuing, visiting, limited term) hired specifically to teach in MiM as the program grows, and by sessional instructors hired to teach specific MiM courses.

With respect to administrative resources, the MiM requires funding for Program Director, Program Coordinator, Recruitment and Admissions, Career Management Services, Co-curricular Experiences and Graduate Program Operations. All costs associated with the resources used by MiM will be borne by the program.

A detailed budget for the MiM has been prepared in consultation with the Beedie School of Business's Dean's Office, including Ali Dastmalchian, Dean; Andrew Gemino, Associate Dean, Graduate and Postdoctoral Studies; and Melissa McCrae, Executive Director, Graduate Programs. It is being developed in consultation with Jeff Derksen, Dean of Graduate Studies and Wade Parkhouse, Vice-Provost and Associate Vice-President Academic. As a consequence, we are confident that the detailed budget is robust in its consideration of program costs and tuition revenue and that the MiM will be a revenue-generating program for SFU and the Beedie School of Business.

Proposed tuition and other program fees

Tuition Fees

Tuition will be charged on a per-term basis. There are several reasons for this. First, it will help to stabilize tuition fees for students, who otherwise could see large fluctuations in their tuition fees over the three terms. Second, it will make the estimation of tuition fees easier to administer and predict. The proposed tuition fees in fall 2021 for domestic students are $6,833.33 per term with annual increases of 2% thereafter; and for international students, $11,500 per term with annual increases of 4% thereafter.

The MIM will be a premium fee program. The justification for the premium fee is the specialized nature of the program that integrates academic and professional instruction that necessitates extraordinary time and effort related to program instruction and administration.

Other Program Fees

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. Students will be advised in advance of registering (through the MiM website) that they will be responsible for covering any costs incurred related to attendance at the residency of their program or for optional experiences (for example, international applied projects, study tours, etc.).

Total Program Fees

The total program fees for students who begin the MiM in fall 2021 will be $25,000 for domestic students and $39,000 for international students.

Projected Program Surplus

Based on these tuition fees, the program is expected to generate a small surplus given the costs of delivering the program. A portion of any surplus realized will be directed to a bursary targeted for MiM students.

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APPENDIX H

Program Steering Committee

Details of Program Steering Committee

For the purpose of developing this program, an MiM Design Team was formed who reported progress and solicited guidance from a Governance Committee within the Beedie School of Business.

Design Team:
Andrew Gemino, Associate Dean, Graduate Programs, Beedie School of Business
Andrew Harries, Tom Foord Associate Professor of Practice in Innovation and Entrepreneurship
Lily Lin, Assistant Professor, Marketing
Shauna Jones, Senior Lecturer, Business Communication
Victor Song, Lecturer, Finance
Michael Johnson, Senior Lecturer, Technology and Operations Management
Arthur Redillas, Director, Recruitment and Admissions
Gurwinder Singh, Director, Graduate Career Management Centre and Employer Engagement
Stephanie Reimer, Associate Director, Corporate and Custom Graduate Programs
Jennifer Beale, Director, Executive Education
Casey Yorko, Strategic Planning Analyst, Beedie School of Business

Governance Committee:
Ali Dastmalchian, Dean, Beedie School of Business
Blaize Reich, Professor, Management Information Systems. Former Dean (Sept 2014-Dec 2015)
Mark Wexler, Professor, Management and Organization Studies and Strategy
Carolyne Smart, Professor Emeritas, Beedie School of Business. Former Dean (Sept 2008-Dec 2009)
Jamie Gray-Donald, Senior VP Sustainability, Enterprise Innovation, QuadReal Property Group, SFU Beedie School of Business Advisory Board member

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APPENDIX I

Target Audience Survey Questions

Target Audience Survey

Student Interview Survey Questions:

1. Which faculty are you in? What is your major?
2. Which year are you in, and when do you expect to graduate?
3. Why did you choose your degree of study?
4. How are you feeling about graduating?
5. Do you have career plans or goals? What are they?
6. How are you feeling about your career prospects right now?
7. Do you feel the degree and related work/volunteer experience you will be graduating with will help you achieve your career goals? How so?
8. [follow up question] If not, what specific gaps do you think you have between your current qualifications and what you need to achieve your career goals?
9. [follow up question] Do you think you will need to pursue a graduate degree or complete additional education for the career you would like to have? If so, what type of graduate degree would you need?
10. [follow up question] How are you paying/did you pay for your undergraduate education? Would you use the same source of funding for a graduate degree?
11. What kind of career training have you received so far from your faculty/the university/other sources (e.g., resume writing, interview skills, networking, etc.)?
12. The Beedie School of Business is considering a Master's in Management program intended for students with less than 2 years full time work experience and an undergraduate degree in a discipline outside of business. The program will provide students with foundational management skills and experiences that will help them help launch careers. The skills learned in the MIM should enable students to elevate into a junior manager role as they develop experience.
    If this program were available to you, would you consider it? Why or why not?
13. [follow up question] What would you want to get out of a program like this? (e.g., internship, career management, etc.)
14. If specializations were available what would you like to see? (Can prompt with the following examples: Digital Media Marketing and Communication; Negotiation and Sales; Innovation and New Product Design; Data Analytics and Decision-making)
15. Do you have other comments or thoughts you wish to share?