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**MEMORANDUM**

<b>ATTENTION</b>	Senate	<b>DATE</b>	August 24, 2020
<b>FROM</b>	Wade Parkhouse, Vice-Provost and Associate Vice-President, Academic On behalf of Jon Driver, Vice-President, Academic and Provost <i>pro tem</i> , and Chair, SCUP	<b>PAGES</b>	1 of 1
<b>RE:</b>	Full program proposals for Indigenous Business Leadership Programs (SCUP 20-31, SCUP 20-32, SCUP 20-33)		

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At its July 15<sup>th</sup>, 2020 meeting, SCUP reviewed and approved full program proposals for a suite of Indigenous Business Leadership programs in the Beedie School of Business.

**Motion 1:**

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

**Motion 2:**

That Senate approve and recommend to the Board of Governors the full program proposal for a Graduate Certificate in Business Administration in Indigenous Business Leadership within the Beedie School of Business, effective Fall 2021.

**Motion 3:**

That Senate approve and recommend to the Board of Governors the full program proposal for a Indigenous Business Leadership Executive Master of Business Administration within the Beedie School of Business, effective Fall 2021.

**For Information:**

Included with the full program proposal and approved by SCUP subject to approval by Senate:

1. New calendar entry: Graduate Diploma in Business Administration in Indigenous Business Leadership
2. New courses:
  - BUS 608 – Indigenous Business Leadership and Organization
  - BUS 614 – Entrepreneurship and Innovation in Indigenous Communities
  - BUS 622 – Fundamentals of Project Management in Indigenous Organizations
  - BUS 626 – Financial and Managerial Accounting for Indigenous Leaders
  - BUS 630 – Data and Decision Making for Indigenous Businesses
  - BUS 657 – Marketing Strategies for Indigenous Leadership



OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST

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Included with the full program proposal and approved by SCUP subject to approval by Senate:

1. New calendar entry: Indigenous Business Leadership Executive Master of Business Administration
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  - BUS 608 Indigenous Business Leadership and Organization
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  - BUS 622 Fundamentals of Project Management in Indigenous Organizations
  - BUS 626 Financial and Managerial Accounting for Indigenous Leaders
  - BUS 630 Data and Decision Making for Indigenous Businesses
  - BUS 657 Marketing Strategies for Indigenous Leadership
  - BUS 665 Indigenous Policy and Governance
  - BUS 668 Financial Management for Indigenous Leadership
  - BUS 672 Special Topics
  - BUS 679 Business Strategy for Indigenous Leaders
  - BUS 683 Negotiations for Indigenous Leaders
  - BUS 687 Applied Project Preparation
  - BUS 692 Indigenous Sustainability
  - BUS 697 Applied Project

c: A. Gemino

**Memo**

**To: Senate Graduate Studies Committee**  
**From: Andrew Gemino, Associate Dean, Graduate Programs**  
**Re: New Program Proposal**  
**Date: August 18, 2020**

This memo outlines the need for a new certificate, a diploma and an EMBA within SFU Beedie School of Business.

The attached proposal introduces a new graduate certificate, a graduate diploma and an MBA; three tiers that ladder into each other and ultimately into the Indigenous Business Leadership Executive MBA program (IBL EMBA). These new programs fully align with the Truth and Reconciliation Commission of Canada which calls on educators and institutions to recognize and address the unique education needs and aspirations of Indigenous peoples.

The IBL EMBA provides higher education opportunities for leaders whose communities have been significantly impacted by history and foreign governments and agencies with no, or little respect and understanding of Indigenous peoples, controlling their lives. These three tiers leverages the Beedie School of Business faculty and curriculum to provide students with the tools and techniques to become more effective change makers and leaders in their quest to develop thriving sustainable economic hubs and to establish business partnerships within their individual Nations and communities. There is no comparable program anywhere else in North America.

The main goal of both the IBL GCBA and the IBL GDBA is to provide a pathway into the IBL EMBA program and an opportunity for Indigenous students who have been out of school for several years to demonstrate their readiness for further studies at the graduate level. It provides a foundation for business leadership and introduces business concepts and practices while reflecting on traditional trade practices. For those students who may need to put their MBA goals on hold, either temporarily or permanently, both the graduate certificate and the graduate diploma offers an exit. Both programs are aligned with the IBL EMBA schedule and provides flexibility for those who re-enter the program at a later date.

The IBL EMBA program has operated under the EMBA calendar structure since 2012. This greatly limited the management and growth of the program and impacted the implementation of innovative models of teaching. It also meant that some topics were not sufficiently addressed or integrated such as the impact of federal government policies on economic development. This arrangement meant that the most basic of graduate program management was impacted, from being able to change the dates of course offerings to incorporating new course titles.

The IBL EMBA needs to be recognized as its own unique program. This new program will result in improved program planning, strengthening synergies between the academic community and the Indigenous community, and the flexibility to respond to the changing environment as well as the varying



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OF BUSINESS**

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needs of First Nation communities across Canada. The strength of the new program is the ability to incorporate Indigenous worldviews, and culture, protocols and resources developed with Indigenous scholars, faculty and knowledge keepers. It provides a model which supports the processes of social, economic and political transformation, by giving valuation and appropriation of the legacies that the Indigenous population has and continues to contribute to society. The key in this new program is the recognition and valuation of Indigenous cultural practices, their inter-connection with and respect to the land and the pedagogical approach of using real-world examples within the learning environment.

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

A handwritten signature in blue ink, appearing to read "A. Gemino", is positioned above a horizontal line.

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Dr. Andrew Gemino  
Professor, Management Information Systems  
Associate Dean, Graduate Programs, Beedie School of Business





SIMON FRASER UNIVERSITY  
ENGAGING THE WORLD

# **Indigenous Business Leadership Graduate Diploma in Business Administration IBL GDBA**

New Program Proposal

August 18, 2020

SFU Beedie School of Business

SFU respectfully acknowledges  
the *xʷməθkʷəy̓əm* (Musqueam), *Skwxwú7mesh Úxwumixw* (Squamish), *sə lilwətaʔl* (Tsleil-Waututh),  
*kʷikʷə ʔəm* (Kwikwetlem), Kwantlen, Katzie, Semiahmoo, Qayqayt and Tsawwassen peoples  
on whose traditional territories our three campuses reside.

## SUMMARY

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### **Executive summary**

In 2018, SFU's Beedie School of Business celebrated the 50<sup>th</sup> anniversary of the school's Executive MBA (EMBA) program. Hundreds of alumni from throughout the program's history spanning five decades gathered for this milestone celebration. Noticeable amongst the lists of thousands and thousands of alumni, faculty and staff, was that the names of Indigenous people barely existed. In fact, it wasn't until 2015 that this changed when a hereditary Squamish Chief, a Mohawk lawyer, a Stó:lō politician, a Kwakwaka'wakw consultant and a Cowichan internet business owner were amongst the graduating class. This was followed by several other firsts for Beedie School of Business. In 2017 the school hired its first Indigenous program director. In 2018 the first Indigenous faculty member was hired.

In 2012 the SFU Beedie School of Business had recognized that the intersection of industry and Indigenous economic interests could no longer be ignored. The school began reaching out to the Indigenous community and started introducing business courses which reflected Indigenous interests, history and protocols. The desire for Indigenous programming at the graduate level was popular. At the moment the school has a robust list of students from as far away as New Brunswick for 2020. A wait list for 2021 has also been started. As a result of steady growth and interest, the Beedie School of Business is applying to the Ministry of Education for the IBL EMBA to be endorsed as a graduate program within the school.

This new program, the Indigenous Business Leadership Executive MBA, reflects and addresses the economic needs and aspirations of Indigenous organizations across Canada. It is a direct response to the Truth and Reconciliation Commission's recommendations specific to post-secondary education and it reflects SFU's reconciliation initiatives. It will draw on the world views and the wealth of experience of Indigenous managers and leaders from across Canada while offering the core concepts and knowledge covered in most MBA programs. It recognizes and incorporates protocols, culture, history and traditional knowledge unique to Indigenous peoples. The program integrates the desires of the Indigenous business students and leadership for pertinent case studies, Indigenous-led research, indigenized resources and materials and an increase of Indigenous educators within the classroom. This program will have the distinction of being the only graduate business program of its kind in North America.

This proposal provides details specific to the Indigenous Business Leadership Graduate Diploma in Business Administration, one component of the IBL EMBA program.

This proposal provides details on the IBL GDBA.

## **PART A**

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

Graduate Diploma in Business Administration

### **Location of program**

Beedie School of Business

Segal Graduate School of Business

500 Granville Street

Vancouver, British Columbia V6C 1W6

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

Indigenous Business Programs at the Beedie School of Business

**Anticipated program start date**

Fall Term, 2021

**Anticipated completion time**

Spring Term, 2022

**Summary of proposed program****a) Aims, goals/objectives of the proposed program**

The IBL GDBA program aims to provide the foundation and enhance the core business skills to Indigenous entrepreneurs, managers and professionals. Students will be required to complete a minimum of 24 units over two terms. The courses aim to combine Indigenous worldviews with business management, theory, current application and best practices.

The main goal of the IBL GDBA is to provide a pathway into our IBL EMBA program. While it offers flexibility for applicants to ladder into the program, it also offers an opportunity for students to demonstrate their readiness for further studies at the MBA level. For those students who may decide to put their MBA goals on hold, either temporarily or permanently, this graduate diploma offers an exit. The program is aligned with the IBL EMBA course schedule.

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

The program contributes to both the mandate and the strategic plan of SFU. It reflects the three core themes and supports the current academic and strategic plan of the institution by:

**Engaging students:**

- Engaging and supporting Indigenous students by: providing a culturally safe, welcoming and inspiring learning environment; acknowledging and addressing barriers to success; and, incorporating and applying Indigenous resources and support throughout all phases of their university experience – from application through to graduation.
- Developing a practical and interactive globally recognized graduate business program to empower the next generation of Indigenous business leaders to strive for excellence and to embrace change with innovative and creative responses.
- Acknowledging and welcoming the world views, values, teachings, principles and practices of Indigenous students.
- Providing a learning experience for students that inspires them to lead with confidence to conduct business across cultures, governments and industries.
- Supporting alumni and establishing a lifelong relationship between Indigenous graduates and the university.

**Engaging research:**

- The program will integrate cutting edge research on topics and issues pertinent to the Indigenous community which benefits the SFU learning environment for all students.
- Increasing awareness and appreciation of the comparative socio-economic environments of Indigenous communities through research.
- Addressing topics and research needs that are of interest and importance to the Indigenous business community and which promotes protocols and acknowledges Indigenous knowledge.

**Engaging communities:**

- The program will encourage and support far-reaching community-based partnerships and initiatives.
- The program will work within the parameters of SFU's broader initiatives towards redressing the legacy of residential schools and advancing reconciliation.
- Expand nationally to be inclusive of Indigenous ownership and management of businesses, organizations and communities across Canada.
- The program will provide opportunities for Indigenous communities to share their expertise and emerge as intellectual leaders on topics related to global business and economic issues.

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

Graduates of the program will have the opportunity to work in a variety of areas/sectors in which business skills and knowledge are essential including small businesses, Indigenous-owned companies and non-profit organizations. They also will have the skills to start or expand their own ventures both within or outside their traditional territories either as a sole proprietorship or with a partner. IBL GDBA graduates can apply to continue their studies towards an MBA in the IBL EMBA program.

**d) Delivery methods**

The over-all delivery method for the program is a cohort study model. The benefits are many: the cohort program reflects the building and sustaining of community amongst the students many of whom come from small, isolated communities across Canada. It fosters creative and analytic thinking, enhances leadership skills and promotes learning from each another's backgrounds and experiences.

The program includes a combination of intense on-campus classes, self-study with comprehensive materials and group projects. Study groups and project teams are an important aspect of the learning experience. The schedule has been designed to accommodate working professionals with full-time work commitments. Classes are held over an average of three weeks per term at the Beedie School of Business in downtown Vancouver.

The average class time per term is approximately 100 hours. Classes will be held from 9:00 to 5:00 but, on occasion, may extend into the evenings or on weekends. Extra study space is available to support group work sessions outside of the class. The learning environment is respectful and reciprocal. Students and instructors exchange knowledge, share stories and learn from each other.

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

The proposed Graduate Diploma in Business Administration in Indigenous Business Leadership is unique. While several B.C. post-secondary institutions offer Indigenous management and leadership courses, they mainly lead to stand-alone certificates. There are no graduate diploma programs that focus on economic reconciliation or ladder into an MBA program on Indigenous business leadership in any other B.C. post-secondary institution.

University of BC	<ul style="list-style-type: none"> <li>• Ch’nook Indigenous Business Education Certificate (no tuition)</li> <li>• Professional MBA, no Indigenous courses (24 months)</li> </ul>
University of Victoria	<ul style="list-style-type: none"> <li>• Aboriginal Canadian Entrepreneurs Certificate (no tuition)</li> <li>• Masters of Arts in Indigenous Governance (3 terms)</li> <li>• Graduate Certificate in Indigenous Nationhood (1-2 years)</li> <li>• No EMBA program</li> </ul>
University of Northern BC	<ul style="list-style-type: none"> <li>• First Nations Studies Certificate - no business courses</li> <li>• First Nations Studies MA Program – no business courses</li> <li>• No EMBA program</li> </ul>

**Contact information**

Andrew Gemino, Associate Dean, Graduate Programs: [gemino@sfu.ca](mailto:gemino@sfu.ca) 778.782.3652

Debra Hoggan, Manager, Indigenous Business Programs: [dhoggan@sfu.ca](mailto:dhoggan@sfu.ca) 778.782.7996

## PROGRAM DETAILS

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**PART B****a) Graduation requirement, Target audience**

The graduation requirement is the completion of 24 units from the following:

BUS 604 – Orientation (0.0)

BUS 608 – Indigenous Business Leadership and Organization (4.0)

BUS 614 – Entrepreneurship and Innovation in Indigenous Communities (4.0)

BUS 622 – Fundamentals of Project Management in Indigenous Organizations (4.0)

BUS 626 – Financial and Managerial Accounting for Indigenous Leaders (4.0)

BUS 630 – Data and Decision Making for Indigenous Businesses (4.0)

BUS 657 – Marketing Strategies for Indigenous Leadership (4.0)

Specific topic courses may be substituted at the discretion of the academic director.

The target audience for this program is applicants with extensive management and leadership experience with Indigenous businesses, organizations and/or community governments.

**b) Admission requirements**

Applicants must satisfy the University admission requirements as stated in the Graduate General Regulation 1.3 in the SFU Calendar:

<http://www.sfu.ca/students/calendar/fees-and-regulations/grad-regulation.html>

- Business Experience: Minimum of ten years of work experience, with at least four of those years in a managerial or professional position.
- Academic Achievements: An undergrad degree in any discipline. A two-year diploma and outstanding grades will be considered.
- Candidates must be computer literate and familiar with the internet. The program requires a strong command of English language.

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

Student interest in Indigenous business programming continues to rise and to spread across Canada.

The recruitment team has received over 75 enquiries from as far away as New Brunswick as to dates and availability of future Indigenous courses. Almost 60% are from BC while the remaining are from Alberta, Ontario, and the Yukon. Approximately 96% of the prospective applicants are Indigenous and over 60% are women. Last year there were two enquiries from the United States.

With over 600 Indigenous communities and thousands of Indigenous business organizations and business ventures across and, according to the 2016 Census, 1,673,785 Indigenous people in Canada the future potential and demand for the program is positive.

The program fills the primary labor market need for Indigenous people at the middle to senior management level. Graduates have increased opportunities for newly created management and leadership positions with Indigenous communities, small business, the federal and provincial governments, industry or organizations.

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

Students may be eligible for Beedie School entrance scholarships as well as some SFU grants to cover travel, conferences and research.

## RESOURCES

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**a) Enrollment plan**

Anticipated enrollment for Fall 2021 ranges from a minimum of 25 students to a maximum of 35 students. This will increase by 10% per year to a maximum of 41 new students per cohort by year three. The following schedule is a summary of the projected full-time student enrollment and the anticipated GDBA credentials to be awarded over the next three years.

Year	Anticipated Full-Time Enrollment	Number of GDBA's Awarded	Minimum Viable Enrollment	Number of GDBA's Awarded
1 Sept 2021 – Apr 2022	35	1	25	1
2 Sept 2022 – Apr 2023	38	1	25	1
3 Sept 2023 – Apr 2024	41	1	25	1

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

**Available resources**

Existing resources at Beedie School will be utilized including classrooms, study areas and student facilities. The SFU Canvas network will be the platform for faculty, students and program staff. Because most IBL students are from outside of the Lower Mainland the in-house resources will be used minimally (three weeks per term). Administrative support will include a full-time Director, Manager and Coordinator.

**Resources required**

Additional resources will be required to Indigenize curricula, program cultural support and enhancement (i.e. knowledge keepers, ceremony), visiting Indigenous instructors and guests, culturally appropriate resources and materials, development of Indigenous case studies and documentation of traditional leadership and economic practices.

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

Indigenous business courses are instructed primarily by SFU faculty members and adjunct

instructors. Currently the faculty includes one Indigenous instructor: Dr. Dara Kelly, Stó:lō; and, visiting professor, Dr. John Borrows, Anishinaabe. It is timely to invest in a complement of Indigenous instructors. An Indigenous faculty will add credibility and depth to the classroom and will be essential to the on-going success of the program. A roster of Indigenous instructors is being compiled.

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

- The tuition for this program is to be charged on a per term basis.
- The expected enrollment for 2021 is between 25 to 35 students.
- The minimum enrolment required to run the program is 20 students.
- The total tuition is approximately \$56,766.43 per student.
- Term total is \$11,353.29.
- The tuition includes all standard course costs similar to the regular SFU EMBA program.
- An additional cost of \$2,000 – \$4,000 may be charged for study tours.



## **PART C**

### **APPENDICES**

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#### **Appendix 1**

Calendar Entry

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# **Graduate Diploma in Business Administration in Indigenous Business Leadership**

## **APPENDIX 1**

### **CALENDAR ENTRY**

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#### **Description of Program**

The IBL GDBA, a component of the new Indigenous Business Leadership Executive MBA program, aims to prepare and empower experienced Indigenous leaders, professionals and managers to meet the challenges and pace of today's changing global business environment. The program includes the core concepts and knowledge covered in most MBA programs while recognizing and incorporating Indigenous worldviews, traditional knowledge, cultural protocols and history throughout the curricula.

#### **Admission Requirements**

Applicants must satisfy the University admission requirements as stated in the Graduate General Regulation 1.3 in the SFU Calendar. An undergraduate degree in business, management, commerce, marketing or entrepreneurship and a minimum of ten years of applicable work experience is ideal. A two-year diploma with outstanding grades as well as extensive work experience in the Indigenous community in a managerial or professional position will be taken into consideration. There is no direct entry into the program.

#### **Program Requirements**

The program consists of course work for a minimum of 24 graduate units. Specific topic courses may be substituted at the discretion of the academic director.

##### **Students must complete all of**

- BUS 600 – Orientation (0.0)
- BUS 608 – Indigenous Business Leadership and Organization (4.0)
- BUS 614 – Entrepreneurship and Innovation in Indigenous Communities (4.0)
- BUS 622 – Fundamentals of Project Management in Indigenous Organizations (4.0)
- BUS 626 – Financial and Managerial Accounting for Indigenous Leaders (4.0)
- BUS 630 – Data and Decision Making for Indigenous Businesses (4.0)
- BUS 657 – Marketing Strategies for Indigenous Leadership (4.0)

#### **Program Length**

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

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

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



# **Indigenous Business Leadership Graduate Certificate in Business Administration IBL CBA**

**New Program Proposal**

August 18, 2020

SFU Beedie School of Business

SFU respectfully acknowledges the  
*xʷməθkʷəy̓əm* (Musqueam), *Skw̓x̓wú7mesh Úxwumixw* (Squamish), *sə lilw̓ətaʔl* (Tsleil-Waututh),  
*kʷikʷə ʔəm* (Kwikwetlem), Kwantlen, Katzie, Semiahmoo, Qayqayt and Tsawwassen peoples  
on whose traditional territories our three campuses reside.

## SUMMARY

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### Executive summary

In 2018, SFU's Beedie School of Business celebrated the 50<sup>th</sup> anniversary of the school's Executive MBA (EMBA) program. Hundreds of alumni from throughout the program's history spanning five decades gathered for this milestone celebration. Noticeable amongst the lists of thousands and thousands of alumni, faculty and staff, was that the names of Indigenous people barely existed. In fact, it wasn't until 2015 that this changed when a hereditary Squamish Chief, a Mohawk lawyer, a Stó:lō politician, a Kwakwaka'wakw consultant and a Cowichan internet business owner were amongst the graduating class. This was followed by several other firsts for Beedie School of Business. In 2017 the school hired its first Indigenous program director. In 2018 the first Indigenous faculty member was hired.

In 2012 the SFU Beedie School of Business had recognized that the intersection of industry and Indigenous economic interests could no longer be ignored. The school began reaching out to the Indigenous community and started introducing business courses which reflected Indigenous interests, history and protocols. The desire for Indigenous programming at the graduate level was popular. At the moment the school has a robust list of students from as far away as New Brunswick for 2020. A wait list for 2021 has also been started. As a result of steady growth and interest, the Beedie School of Business is applying to the Ministry of Education for the IBL EMBA to be endorsed as a graduate program within the school.

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This proposal provides details specific to the Indigenous Business Leadership Graduate Certificate in Business Administration, one component of the IBL EMBA program.

### PART A

#### Proposed credential to be awarded

Graduate Certificate in Business Administration

#### Location of program

Beedie School of Business

Segal Graduate School of Business

500 Granville Street

Vancouver, British Columbia V6C 1W6

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

Indigenous Business Programs at the Beedie School of Business

**Anticipated program start date**

Fall Term, 2021

**Anticipated completion time**

Fall Term, 2021

**Summary of proposed program****a) Aims, goals/objectives of the proposed program**

The IBL CBA program aims to provide the foundation and enhance the core business skills to Indigenous entrepreneurs, managers and professionals. Students will be required to complete a minimum of 12 units over one term. The courses aim to combine Indigenous worldviews with business management, theory, current application and best practices.

The main goal of the IBL CBA is to provide a pathway into the IBL EMBA program and an opportunity for students to demonstrate their readiness for further studies at the MBA level. For those students who may decide to put their MBA goals on hold, either temporarily or permanently, this graduate certificate offers an exit. The program is aligned with the IBL EMBA schedule.

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

The program contributes to both the mandate and the strategic plan of SFU. It reflects the three core themes and supports the current academic and strategic plan of the institution by:

**Engaging students:**

- Engaging and supporting Indigenous students by: providing a culturally safe, welcoming and inspiring learning environment; acknowledging and addressing barriers to success; and, incorporating and applying Indigenous resources and support throughout all phases of their university experience – from application through to graduation.
- Developing a practical and interactive globally recognized graduate business program to empower the next generation of Indigenous business leaders to strive for excellence and to embrace change with innovative and creative responses.
- Acknowledging and welcoming the world views, values, teachings, principles and practices of Indigenous students.
- Providing a learning experience for students that inspires them to lead with confidence to conduct business across cultures, governments and industries.
- Supporting alumni and establishing a lifelong relationship between Indigenous graduates and the university.

**Engaging research:**

- The program will integrate cutting edge research on topics and issues pertinent to the Indigenous community which benefits the SFU learning environment for all students.
- Increasing awareness and appreciation of the comparative socio-economic environments of Indigenous communities through research.
- Addressing topics and research needs that are of interest and importance to the Indigenous business community and which promotes protocols and acknowledges Indigenous knowledge.

**Engaging communities:**

- The program will encourage and support far-reaching community-based partnerships and initiatives.
- The program will work within the parameters of SFU's broader initiatives towards redressing the legacy of residential schools and advancing reconciliation.
- Expand nationally to be inclusive of Indigenous ownership and management of businesses, organizations and communities across Canada.
- The program will provide opportunities for Indigenous communities to share their expertise and emerge as intellectual leaders on topics related to global business and economic issues.

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

Graduates of the program will have the opportunity to work in a variety of areas/sectors in which business skills and knowledge are essential including small businesses, Indigenous-owned companies and non-profit organizations. They also will have the skills to start or expand their own ventures both within or outside their traditional territories either as a sole proprietorship or with a partner. IBL CBA graduates can apply to continue their studies towards a GDBA and/or MBA in the IBL EMBA program.

**d) Delivery methods**

The over-all delivery method for the program is a cohort study model. The benefits are many: the cohort program reflects the building and sustaining of community amongst the students many of whom come from small, isolated communities across Canada. It fosters creative and analytic thinking, enhances leadership skills and promotes learning from each another's backgrounds and experiences.

The program includes a combination of intense on-campus classes, self-study with comprehensive materials and group projects. Study groups and project teams are an important aspect of the learning experience. The schedule has been designed to accommodate working professionals with full-time work commitments. Classes are held over an average of three weeks per term at the Beedie School of Business in downtown Vancouver.

The average class time per term is approximately 100 hours. Classes will be held from 9:00 to 5:00 but, on occasion, may extend into the evenings or on weekends. Extra study space is available to support group work sessions outside of the class. The learning environment is respectful and reciprocal. Students and instructors exchange knowledge, share stories and learn from each other.

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

The proposed Graduate Certificate in Business Administration in Indigenous Business Leadership is unique. While several B.C. post-secondary institutions offer Indigenous management and leadership courses, they mainly lead to stand-alone graduate certificates. There are no graduate certificate programs that focus on economic reconciliation or ladder into an MBA on Indigenous business leadership in any other B.C. post-secondary institution.

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### Contact information

Andrew Gemino, Associate Dean, Graduate Programs: gemino@sfu.ca 778.782.3652

Debra Hoggan, Manager, Indigenous Business Programs: dhoggan@sfu.ca 778.782.7996

## PROGRAM DETAILS

### PART B

#### a) Graduation requirement, target audience

The graduation requirement is the completion of 12 units from the following course list:

BUS 604 – Orientation (0.0)

BUS 608 – Indigenous Business Leadership and Organization (4.0)

BUS 614 – Entrepreneurship and Innovation in Indigenous Communities (4.0)

BUS 622 – Fundamentals of Project Management in Indigenous Organizations (4.0)

Specific topic courses may be substituted at the discretion of the academic director.

The target audience for this program is applicants with extensive management and leadership experience with Indigenous businesses, organizations and/or community governments.

#### b) Admission requirements

Applicants must satisfy the University admission requirements as stated in the graduate General Regulation 1.3 in the SFU Calendar:

<http://www.sfu.ca/students/calendar/fees-and-regulations/grad-regulation.html>

- Business Experience: Minimum of ten years of work experience, with at least four of those years in a managerial or professional position.
- Academic Achievements: An undergrad degree in any discipline. A two-year diploma and outstanding grades will be considered.
- Candidates must be computer literate and familiar with the internet. The program requires a strong command of English language.

#### c) Evidence of student interest and labor market demand

Student interest in Indigenous business programming continues to rise and to spread across Canada. The recruitment team has received over 75 enquiries from as far away as New Brunswick as to dates and availability of future Indigenous courses. Almost 60% are from BC while the remaining are from Alberta, Ontario, and the Yukon. Approximately 96% of the prospective applicants are Indigenous and over 60% are women. Last year there were two enquiries from the United States.

With over 600 Indigenous communities and thousands of Indigenous business organizations and business ventures across and, according to the 2016 Census, 1,673,785 Indigenous people in Canada the future potential and demand for the program is positive.

The program fills the primary labor market need for Indigenous people at the middle to senior management level. Graduates have increased opportunities for newly created management and leadership positions with Indigenous communities, small businesses, the federal and provincial governments, industry or organizations.

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

Students may be eligible for Beedie School entrance scholarships as well as some SFU grants to cover travel, conferences and research.

## RESOURCES

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**a) Enrollment plan**

Anticipated enrollment for Fall 2021 ranges from a minimum of 25 students to a maximum of 35 students. This will increase by 10% per year to a maximum of 41 new students per cohort by year three. The following schedule is a summary of the projected full-time student enrollment and the anticipated CBA credentials to be awarded over the next three years.

Year	Anticipated Full-Time Enrollment	Number of CBA's Awarded	Minimum Viable Enrollment	Number of CBA's Awarded
1 Sept 2021 – Dec 2021	35	1	25	1
2 Sept 2022 – Dec 2022	38	1	25	1
3 Sept 2023 – Dec 2023	41	1	25	1

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

**Available resources**

Existing resources at Beedie School will be utilized including classrooms, study areas and student facilities. The SFU Canvas network will be the platform for faculty, students and program staff. Because most IBL students are from outside of Vancouver the in-house resources will be used minimally (three weeks per term). Administrative support will include a full-time Director, Manager and Coordinator.

**Resources required**

Additional resources will be required to Indigenize curricula, program cultural support and enhancement (i.e. knowledge keepers, ceremony), visiting Indigenous instructors and guests, culturally appropriate resources and materials, development of Indigenous case studies and documentation of traditional leadership and economic practices.

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

Indigenous business courses are instructed primarily by SFU faculty members and adjunct instructors. Currently the faculty includes one Indigenous instructor: Dr. Dara Kelly, Stó:lō; and, visiting professor, Dr. John Borrows, Anishinaabe. It is timely to invest in a complement of Indigenous instructors. An Indigenous faculty will add credibility and depth to the classroom and

will be essential to the on-going success of the program. A roster of Indigenous instructors is being compiled.

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

- The tuition for this program is to be charged on a per term basis.
- The expected enrollment for 2021 is between 25 to 35 students.
- The minimum enrolment required to run the program is 20 students.
- The total tuition is approximately \$56,766.43 per student.
- Term total is \$11,353.29.
- The tuition includes all standard course costs similar to the regular SFU EMBA program.
- An additional cost of \$2,000 – \$4,000 may be charged for study tours.



## PART C

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**Appendix 1**

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Calendar Entry

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**Graduate Certificate in Business  
Administration in Indigenous Business  
Leadership  
APPENDIX 1**

**CALENDAR ENTRY**

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**Description of Program**

The IBL GCBA, a component of the new Indigenous Business Leadership Executive MBA program, aims to prepare and empower experienced Indigenous leaders, professionals and managers to meet the challenges and pace of today's changing global business environment. The program includes the core concepts and knowledge covered in most MBA programs while recognizing and incorporating Indigenous world views, traditional knowledge, cultural protocols and history throughout the curricula.

**Admission Requirements**

Applicants must satisfy the University admission requirements as stated in the Graduate General Regulation 1.3 in the SFU Calendar. An undergraduate degree in business, management, commerce, marketing or entrepreneurship and a minimum of ten years of applicable work experience is ideal. A two-year diploma with outstanding grades as well as extensive work experience in the Indigenous community in a managerial or professional position will be taken into consideration. There is no direct entry into the program.

**Program Requirements**

The program consists of course work for a minimum of 12 graduate units. Specific topic courses may be substituted at the discretion of the academic director.

**Students must complete all of**

BUS 600 – Orientation (0.0)

BUS 608 – Indigenous Business Leadership and Organization (4.0)

BUS 614 – Entrepreneurship and Innovation in Indigenous Communities (4.0)

BUS 622 – Fundamentals of Project Management in Indigenous Organizations (4.0)

**Program Length**

Students are expected to complete the program requirements within one term.

**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.



SIMON FRASER UNIVERSITY  
ENGAGING THE WORLD

**Indigenous Business Leadership  
EXECUTIVE MASTER OF BUSINESS ADMINISTRATION  
IBL EMBA**

Full Program Proposal

August 18, 2020

SFU Beedie School of Business

Simon Fraser University respectfully acknowledges  
the *xʷməθkʷəy̓əm* (Musqueam), *Sḵwx̱ wú7mesh Úxwumixw* (Squamish), *sə́lilw̓ ətaʔl* (Tsleil-Waututh),  
*kʷikʷə́ ʔəm* (Kwikwetlem), Kwantlen, Katzie, Semiahmoo, Qayqayt and Tsawwassen peoples  
in whose traditional territories our three campuses reside.

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## Introduction

The SFU Beedie School of Business created and launched the stream for the Executive MBA in Aboriginal Business and Leadership under the umbrella of the EMBA program in 2012. The stream is unique in that it draws on the world views and the wealth of experience of Indigenous managers and leaders from across Canada while offering the core concepts and knowledge covered in most MBA programs. It recognizes and incorporates protocols, culture, history and traditional knowledge unique to Indigenous peoples.

The stream has proven to be very successful. It is now in its fifth cohort and has had 72 graduates to date. After seven years, the IBL stream retains the unique distinction of being the only EMBA program of its kind in North America. As a result of steady growth, it has come to a point where the program architecture (i.e. format, dates, duration, course plan) and recognition of Indigenous content needs to grow beyond the umbrella provided by the regular EMBA program. As a result, the Beedie School of Business has developed this proposal to be submitted to the Ministry of Education to be recognized as an independent program within the School.

The new stream will be known as the Indigenous Business Leadership Executive MBA.

## SUMMARY

### 1. Proposed credential to be awarded

Master of Business Administration (MBA)

### 2. Location of program

Beedie School of Business  
Segal Graduate School of Business  
500 Granville Street  
Vancouver, British Columbia V6C 1W6

### 3. Academic unit(s) offering proposed program

Indigenous Business Programs  
Beedie School of Business

### 4. Anticipated program start date

Fall Term, 2021

### 5. Anticipated completion time

Five Terms

### 6. Contact information

Andrew Gemino, Associate Dean, Graduate Programs: [gemino@sfu.ca](mailto:gemino@sfu.ca) 778.782.3652  
Debra Hoggan, Manager, Indigenous Business Programs: [dhoggan@sfu.ca](mailto:dhoggan@sfu.ca) 778.782.7996

## PROGRAM DETAILS

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

The IBL EMBA stream is designed to prepare and empower Indigenous leaders, professionals and managers at a time of growth, change and opportunity. It explores contemporary economic issues and insights while recognizing and respecting the role of traditional knowledge, cultural protocol and history in planning, decision-making and leadership within Indigenous communities and organizations. The IBL EMBA is built on the foundation of an MBA, but the program is innovative in its approach. It is designed to provide a graduate level educational experience for experienced Indigenous learners that reflects the interests and meets the real needs of the Indigenous business community. The program offers curriculum and resource materials that are rich with Indigenous knowledge, perspectives and insights and contributes to the physical, emotional, intellectual and spiritual well-being of students. The program inspires and energizes students to realize their potential and it builds on existing leadership and decision-making skills. The history of success in the IBL EMBA has also enabled the hiring of Indigenous researchers who not only educate but also build critical knowledge as they facilitate and engage in research. Ultimately, the program is designed to empower students and organizations in order to bring Indigenous communities closer to their goals of economic sustainability.

The primary objectives of the IBL program are to:

- Provide leaders and managers of Indigenous businesses and organizations with an enhanced set of comprehensive skills and tools to meet the challenges and pace of today's changing global business environment;
- Embrace Indigenous worldviews as they relate to leadership, management, strategy and decision-making within an economic context; and,
- Provide an environment that recognizes, supports and facilitates the interests and incorporation of Indigenous business disciplines, theories and practices.

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

The program is directly aligned with SFU's stated strategic vision:

*To be the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research and far-reaching community engagement.*

There have been several contributions that make evident the impact that the IBL EMBA program has already had on the far-reaching engagement within and beyond the SFU community. Examples of this impact includes:

- **SFU Board of Governors:** In 2017, Denise Williams, IBL EMBA alumnus and CEO, First Nations Technology Council, was appointed to the SFU Board of Governors. She is a citizen of the Cowichan Tribes.
- **New Indigenous faculty member:** In 2018, the Beedie School of Business hired its first Indigenous faculty member, Dr. Dara Kelly, a Stó:lō citizen from the Leq'á:mel First Nation in British Columbia.
- **Indigenous curriculum in other MBA programs:** Indigenous curriculum is now included in the MBA program for both full-time and part-time MBA students. Two courses introduce an awareness of Indigenous peoples, examines both the traditional and contemporary ways of doing business and provide a first-hand look at business models and insights into what makes them successful. The following Nations have

hosted our students: Ucluelet First Nation, Squamish Nation, Kanaka Bar Band, Kwantlen First Nation, Westbank First Nation, Osoyoos Indian Band, Musqueam First Nation, and the Lil'wat First Nation.

- **Attracting Prestigious Visitors and Guests:** The Beedie School has been very successful in attracting high profile faculty from other universities including Dr. John Borrows, Anishinaabe, Law Professor, University of Victoria and Dr. Stephen Cornell, Co-founder, Native Nations Institute, University of Arizona. In addition, the Beedie School of Business has hosted many high profile guests in the classroom and at public events including: Phil Fontaine (former National Chief of the Assembly of First Nations), Paul Martin (former Prime Minister of Canada), Clint Davis (TD Bank, Aboriginal Affairs), David Tuccaro (Mikisew Cree, Tuccaro Group), Doug Eyford (Eyford Partners LLP), Chief Ian Campbell (Squamish First Nation), Kim Baird (former Chief of Tsawwassen First Nation), Jessica McDonald (CEO, BC Hydro), Shawn Atleo (former National Chief of the Assembly of First Nations), Areef Abraham (Community Power), Anne Giardini (Chancellor SFU), Cathy Craig (Brinkman Forest Ltd), Bob Gallagher (New Gold), John Jack (Huu-ayaht First Nation), and Navdeep Bains (Minister of Innovation, Science and Economic Development).
- **Research initiatives, publications and internships:** Several research internship opportunities for MBA students in partnership with the following First Nation communities: Ucluelet, Ahousaht, Nisga'a, Heiltsuk, Kanaka Bar, Gitwangak and Esdilaigh. In 2015 Bryan Gallagher and Dr. Mark Selman published a paper titled, "Warrior Entrepreneur" in the American Indian Quarterly. An Indigenous Case Study development proposal within the Beedie School was recently awarded, supported by donations from Bank of Montreal, to develop 6 case studies for use in the IBL EMBA.
- **Scholarships and grants:** To date the Beedie School of Business has distributed almost \$300,000 worth of scholarships and grants to IBL students. Donations were from BMO, CN Rail, Royal Bank of Canada, Vancity, Leith Wheeler and several private donors.
- **Indigenous Art at the Beedie School of Business:** Working with both the Bill Reid Gallery and the SFU Art Gallery contemporary Indigenous art has been displayed throughout the Beedie School of Business.

The IBL EMBA program illuminates dynamic integration in the breadth, depth and diversity of human knowledge and experience that is captured through an Indigenous lens and impacts students, faculty and staff associated with the program. The need for this integration within our education system is greater than ever.

The proposed program also aligns with SFU's Beedie's vision which states:

*"We develop innovative and socially responsible business leaders with a global perspective through education, inspired by research and grounded in practice."*

**In regard to innovation,** the IBL EMBA offers a broad range of business courses and topics that encourage creative and innovative solutions to the challenges that Indigenous leadership and management face on a regular basis. The program encourages data-gathering and innovative research activities that explore areas of traditional and contemporary business protocols, trade knowledge and leadership practices. Finally, it incorporates opportunities for students to apply innovative and entrepreneurial approaches to complex Indigenous business situations through individual projects and group assignments.

**In regard to social responsibility,** the IBL program recognizes and integrates Indigenous business ethics and sustainable knowledge and practices. It provides tools to help identify and

analyze traditional and contemporary sustainable management decisions. The program incorporates readings and exercises that examine how various types of businesses and organizations can operate in an economically, socially and environmentally sustainable manner. The program also encourages the sharing of stories, experiences and wise practices that specifically address Indigenous cultural, social and environmental practices and responsibilities and the applied projects help to initiate socially responsible projects and co-curricular activities throughout the program.

**In regard to global awareness,** the program recognizes the United Nations Declaration on the Rights of Indigenous Peoples and works to integrate a variety of Indigenous worldviews on business management and leadership with the teachings of other international economic organizations. Students are encouraged to develop and incorporate current research methods and resource materials that explore the practices and trends of international Indigenous trading practices, individual business ownership and community-owned enterprises. In addition, the program promotes the economic efforts and business success models of Indigenous communities and organizations across North America and internationally and facilitates experiential opportunities that identify the similarities and differences between Indigenous groups as well as an understanding of the challenges faced by Indigenous communities and organizations, nationally and internationally, in their quest for economic parity.

## **9. How the proposed program supports the current academic and strategic plan of the institution**

The IBL EMBA supports the current academic and strategic plan of SFU in several ways. As SFU is committed to being the leading engaged university in Canada, the IBL EMBA engages and supports Indigenous students by providing a culturally safe, welcoming and inspiring environment that acknowledging and addresses barriers to success. It incorporates and applies Indigenous resources and support throughout all phases of their university experience – from application to graduation.

The IBL EMBA engages Indigenous students, alumni, scholars and Elders to participate and lead in the development and dissemination of cutting-edge research that helps Indigenous communities to stay competitive, to take advantage of future opportunities and to develop effective economic strategies. The program engages Indigenous leaders by increasing Indigenous presence through teaching, guest lecturing, consultation and on-going development of course materials and engages representatives from the Indigenous community to oversee the governance of the program and maintain high standards in Indigenous business and leadership teaching and learning.

In 2015, the Truth and Reconciliation Commission of Canada released its Final Report on Canada's residential school system. Included in the Report were a series of 'Calls to Action' to redress the legacy of residential schools and advance Canadian reconciliation. SFU has taken several steps towards reconciliation. These steps include:

- The acknowledgement that SFU's three campuses are located within the unceded traditional territories of the Coast Salish peoples of the *xʷməθkwəy̓əm* (Musqueam), *Skwxwú7mesh* (Squamish), and *Səlilwətał* (Tsleil-Waututh) Nations, Kwantlen, Katzie Semiahmoo, Qayqayt and Tsawwassen peoples;
- The adoption of the underlying principle that states that the university will honor the history, culture and presence of Indigenous peoples; will welcome and nurture Indigenous students; and, seek opportunities for greater representation of Indigenous peoples amongst its faculty and staff;
- The adoption of an Aboriginal Strategic Plan, 2013, which identifies a commitment across all campuses to the following principles:
  - Recognizing the unique educational needs and identities of Aboriginal peoples;



- Ensuring full and equitable participation by Aboriginal peoples;
- Providing a supportive academic and community environment for Aboriginal peoples;
- Acknowledging, respecting and incorporating Aboriginal people's values and traditions in University programs;
- Addressing the higher education needs and aspirations of Aboriginal communities;
- Collaborating and forming partnerships to serve Aboriginal people's educational objectives; and,
- Affirming the ongoing institutional commitment to higher education among Aboriginal communities.

The IBL stream aligns well within the parameters of these initiatives in several ways. It is a specialized MBA stream for seasoned Indigenous leaders and managers who are seeking graduate education in the field of business management. The program aims to ensure that Indigenous learners are appropriately supported throughout all phases of their learning experience, from application through to convocation. It enables a focus point for encouragement and support of community-based research on topics that are of interest and importance to the Indigenous business community and which promotes research protocols and acknowledges Indigenous traditional knowledge. In addition, the program expands opportunities for Indigenous peoples to share their expertise and emerge as intellectual leaders on topics related to global economic issues and mobilizes awareness and respect for Indigenous peoples' cultures, epistemologies, histories, languages and traditions and the relevance of these to business management.

## **10. Target audience**

The primary target audience for this program is comprised of experienced managers and leaders who work with Indigenous businesses, community governments or organizations including:

- Traditional community leaders, Chiefs and Council members;
- Indigenous entrepreneurs and intrapreneurs both on and off-reserve;
- Managers of Indigenous service delivery organizations or non-profit institutions;
- Board Directors or senior staff of economic development corporations;
- Professionals including lawyers, accountants, doctors and entrepreneurs;
- Companies, organizations and businesses that provide specific services or products to the Indigenous community; and,
- Individuals managing large scale projects located within or adjacent to the traditional territories of Indigenous peoples.

### **Interest in the IBL program**

Interest in the IBL program continues to rise and to spread across Canada as well as the United States. To date we have received over 75 enquiries for the next intake. Almost 60% are from BC while the remaining are from Alberta, Ontario, and the Yukon. Approximately 96% of the prospective applicants are Indigenous and over 60% are women. To date there have been three enquiries from Native American prospective applicants from the United States.

The future growth potential for the program is positive. To date we have 72 graduates representing approximately 50 Indigenous communities across Canada. Our alumni are our best marketers as most of the enquiries have been referred by our alumni or current students. With over 600 Indigenous communities and, according to the 2016 Census, 1,673,785 Indigenous people in Canada, there is great potential for growth.

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

An executive MBA with an Indigenous focus is unique and there are no related programs within SFU or other post-secondary institutions. While several institutions offer a variety of Indigenous business, leadership and governance courses, they mainly lead to certificates (UBC, UVic and UNBC). UBC's MBA has no Indigenous courses and both UVic and UNBC's Master's programs in Indigenous/First Nations studies do not have the business focus. The CIP code is 13.0101.

All graduate programs in the Beedie School of Business are subject to accreditation, The Beedie School is accredited by EQUIS, the most comprehensive institutional accreditation system for business and management schools, and AACSB, the benchmark of quality business education. Each of these accreditation bodies require 5-year re-evaluation cycles and our internal Assurance of Learning (AOL) processes run annually to collect data on program learning goals, outcomes and traits. These outcomes are reported to the Graduate AOL committee that then coordinates this information for the accreditation agencies and external reviews. In addition, Senate mandates regular program reviews.

## **12. What differentiates the proposed program from all other related programs in the province?**

The first feature that differentiates the IBL EMBA from other universities in BC offering MBA degrees is that the IBL EMBA is a specialized MBA stream that focuses on Indigenous business and leadership. It is one of the first graduate programs in the world that acknowledges and embeds Indigenous protocols, history and knowledge into all course offerings. The program encourages and facilitates Indigenous-led research on Indigenous business, trade and economic practices locally, nationally and internationally.

Another differentiating feature is that the IBL EMBA is designed to support experienced managers and leaders to better prepare for the challenges of the complex environment in which Indigenous communities, organizations and businesses today must increasingly operate. The program enhances their ability to develop and lead an agenda that focuses on change and growth within Indigenous communities and organizations. It offers the latest tools and resources to analyze, direct and develop decisions more effectively in an environment where change and growth within the Indigenous community is being continually challenged.

Another distinguishing component of the IBL EMBA stream is the mix of students and the wealth of experience and cultural knowledge within the cohort. The students are Chiefs, managers of large portfolios, accountants, lawyers and doctors. They are survivors of residential schools, cultural genocide and impoverished communities. Many have lived and worked all their lives in their traditional territories and take their responsibility as stewards of the lands very seriously. Although some students do not have an undergraduate degree, they enter the program with well over 10 years of management and leadership experience. Most importantly, the students bring to the classroom their deep ties to their ancestry, their sense of responsibility to their Nations and a tenacious determination to improve the well-being and economic conditions of Indigenous peoples.

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

There is a high level of support and interest from post-secondary institutions across Canada, the United States and New Zealand. SFU faculty and IBL staff have participated in several conversations and meetings with representatives of local, national and international educational institutions exploring opportunities for collaboration and/or the sharing of resources. The following list is a sampling of domestic and international interest:

- Miles Richardson, National Consortium for Indigenous Economic Development, University of Victoria, would like to appoint an IBL alumnus to their Board of Directors.
- Jennifer Hooper, Ch'nook Indigenous Business Program, Sauder School of Business, UBC, called to discuss how we can use their program to support IBL applicants. A follow-up meeting has been suggested.
- David Deephouse, Professor in International Business/Law, University of Alberta, expressed interest in our program and exploring ways to support each other (e.g. research).
- Stephen Cornell, Co-founder, Native Nations Institute, University of Arizona has discussed hosting their Indigenous Governance courses in Vancouver.
- Dr. John Borrows, National Centre for Indigenous Law and Reconciliation, University of Victoria, may host study tours at his new Indigenous Law facility.
- *Satsan* (Herb George), Centre for First Nations Governance, has expressed interest in collaborating on research.
- Have held several meetings and discussions with members of the University of Waikato, New Zealand and the University of Technology, Sydney, Australia and the University of Arizona, US exploring opportunities for joint research projects, course collaborations and student exchanges.

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

The added value for graduates includes an increase in salary, promotion at their current place of employment or new career opportunities and an expanded network, both nationally and internationally. Perhaps the greatest value is that an MBA degree gives Indigenous people choices that, historically, have not been available to them. This includes a choice of where they work and what industry they can work in, a choice of lifestyle for their families and ways they will be able to give back to their community or Nation.

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

For Indigenous people seeking employment at a senior management level or wanting to advance within a mainstream organization, government or industry, a graduate degree is almost always required. We are also seeing a growing trend toward degree requirements and completions within Indigenous communities who are setting up Band-owned entities, developing national and

international partnerships, increasing holdings under their economic development corporations and mounting their involvement with national and international resource companies. The role of a manager, director or CEO with an MBA degree is essential.

## **16. Potential areas of employment or opportunities for further study in the field**

Graduates of the IBL program have the opportunity to work in a variety of areas/sectors in which business skills and knowledge are required. The following list provides examples of IBL alumni who have received promotions or new appointments following graduation:

- **Indigenous Engagement and Outreach Lead**, Province of BC
- **Senior Program Officer**, Oceans Protection Plan, Federal Government
- **Business Consultant**, First Nation conifer essential oil company
- **Economic Development Policy Analyst**, National Chiefs organization
- **General Manager**, Coastal First Nation consortium of companies
- **Owner/Operator**, Indigenous law firm
- **Director**, non-profit organization for Aboriginal youth and mental illness
- **Sessional Instructors**, various universities and colleges
- **Director of Operations**, Saskatchewan Chiefs organization
- **CEO**, Haida Economic Development Corporation
- **Director of Development**, Native college
- **President & CEO**, Indigenous Research and Consulting Firm

## **17. Does the proposal lead to a specific occupation?**

This proposal does not lead to any one specific occupation but rather, it opens many pathways of career success for IBL graduates. The program caters to those who work within the Indigenous community and have extensive knowledge of Canada's history of colonization, Indigenous worldviews, protocols and culture.

With the steady increase of Indigenous involvement in resource development across Canada the need and demand for Indigenous people with an MBA has soared. It should be noted that nearly every graduate from the previous IBL cohorts are employed within an Indigenous organization, or with an agency or company that provides services specifically for Indigenous people or the community.

## **18. What labor market needs would the proposed program meet for the province?**

The IBL program fills the primary labor market need to increase employment of Indigenous people at the senior management level. This program will prepare our alumni for careers oriented to directors and leadership positions within the federal and provincial governments, industry or organizations.

Three NOC codes that relate closest to this specific labor market are:

NOC 0012	Senior government managers and officials plan, organize, direct, control and evaluate, through middle managers, the major activities of municipal or regional governments or of provincial, territorial or federal
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departments, boards, agencies or commissions. They establish the direction to be taken by these organizations in accordance with legislation and policies made by elected representatives or legislative bodies.

NOC 0013 Senior managers in this unit group are usually appointed by a board of directors, to which they report. They work either alone or in conjunction with the board of directors to develop and establish objectives for the company, and to develop or approve policies and programs. They plan, organize, direct, control and evaluate, through middle managers, the operations of their organization in relation to established objectives. They work in establishments throughout the telecommunications, finance, insurance, real estate, and data processing, hosting and related services industries as well as other business service industries or they may own and operate their own business.

NOC 0014 Senior managers in this unit group plan, organize, direct, control and evaluate, through middle managers, membership and other organizations or institutions that deliver health, education, social or community services. They formulate policies that establish the direction to be taken by these organizations, either alone or in conjunction with a board of directors. They are employed in health care organizations, educational services, social and community services and membership organizations or they may own and operate their own business.

## **19. Plans for admissions and transfer within the British Columbia post-secondary education system**

Students within the British Columbia post-secondary education system will not be able to transfer directly into the IBL program as several years of previous management and leadership experience within an Indigenous environment is critical for success.

IBL graduates will be accepted at other institutions to continue their studies. To date four alumni have successfully entered doctorate programs at universities in France and Canada.

## **20. Enrollment plan**

Projected enrollment for Fall 2021 ranges from a minimum of 25 students to a maximum of 35 students. This will increase by 10% per year to a maximum of 41 new students per cohort by year three. The following schedule is a summary of the projected full-time student enrollment and credentials projections for three years starting in 2021:

Year		Anticipated Full-time Enrollment	Number of Credentials Awarded	Minimum Viable Enrollment	Number of Credentials Awarded
1	Sept 2021 - Aug 2022	35	1	25	0
2	Sept 2022 - Aug 2023	38	32	25	23
3	Sept 2023 - Aug 2024	41	36	25	25

## **21. Delivery methods**

The over-all delivery method is a cohort study model. The benefits are many: the cohort program reflects the building and sustaining of community amongst the students who themselves come from diverse communities across Canada. It also fosters creative and analytic thinking, enhances leadership skills and promotes learning from one another's experiences. The IBL EMBA includes a combination of intense on-campus classes, self-study with comprehensive materials and group projects. Study groups and project teams are an important aspect of the learning experience.

The program has been designed to accommodate working professionals with full-time work commitments. Classes are held over an average of three weeks per term for a total of five terms at the Beedie School of Business in downtown Vancouver.

The average class time per term is over 100 hours. Classes are normally held from 9:00 am to 5:00 pm. On occasion, classes may extend into the evenings or on weekends. Extra study space is available to support group work sessions outside of the class. The learning environment is respectful and reciprocal, students and instructors learn from each other.

The program concludes with an Applied Project. The project provides an opportunity for the students to actively integrate and apply all they have learned in the program to a topic or real-world situation. They develop the approach and methods needed to address the problem, conduct independent research, produce a substantial paper that reflects a deep understanding of the topic and presents the findings to their classmates.

The broad goal of the Applied Project is to bring improvement to the student's current professional sphere of influence, for example, by addressing a problem or issue encountered within the student's profession, institution, or organization – something that begs for a creative solution. Examples of Applied Projects completed to date include: a business plan for a Healing Centre for Indigenous Women; a business plan for a Band-owned Campground; a strategic plan on Indigenous Partnerships with Industry; a Business Employment and Training proposal; a community film; and, a study on entrepreneurship on Indian Reserves in Canada.

## **22. Eligibility for scholarships, awards, and financial aid**

IBL EMBA students are considered full-time students and may apply for certain forms of external and internal support in the form of scholarships, awards, and financial aid, so long as they meet the other eligibility criteria. IBL EMBA students will not be able to apply for scholarships and awards associated with BASS funding.

## **23. Does the proposed program offer an alternative exit, if appropriate?**

Yes, the program offers two exit opportunities for those students who may choose to put their studies on hold, temporarily or permanently:

- Certificate in Business Management IBL (CBA), and
- Graduate Diploma in Business Management IBL (GDBA).

Students who qualify will be able to apply to re-enter the EMBA IBL program at a later date.

## **24. Resources required and/or available to implement the program**

### Available resources

The IBL program builds on SFU's existing infrastructure, resources and experiences. Because the stream has been operating for almost 10 years, there are no major administrative changes or additional resources planned. This new program does not reduce or eliminate other programs or resources within Beedie School of Business. For SFU faculty teaching in the IBL program every effort will be taken to avoid a conflict or negative impact on their commitments and teaching loads in other programs.

Existing resources at Beedie School that will be utilized include classrooms, study areas and student facilities. The SFU Canvas network will be the platform for all faculty, students and program staff. Because the majority of IBL students are from outside of the Lower Mainland the in-house resources are used minimally (three weeks per term). Administrative support will be provided by IBL program staff, which will include a full-time Director, Manager and Coordinator.

### Resources required

Adequate office space and available classroom space are the main concerns. Additional resources and funding will also be required to Indigenize curricula, program cultural support and enhancement, engage knowledge keepers, ceremony, increase Indigenous instructors and guests, develop and acquire cultural appropriate resources and materials (i.e. development of Indigenous business case studies, Indigenous publications, documentation of stories of traditional leadership and economic practices) and scholarships. The schedule that follows provides further details on the program requirements:

Resources	Details
a Administrative Support	<ul style="list-style-type: none"><li>• A minimum of 3-5 dedicated full-time program staff</li></ul>
b Indigenous and Visiting Faculty	<ul style="list-style-type: none"><li>• Visiting faculty with extensive Indigenous experience and knowledge.</li><li>• Indigenous faculty.</li></ul>
c Sessional Instructors	<ul style="list-style-type: none"><li>• Indigenous sessional and guest instructors.</li></ul>
d Research	<ul style="list-style-type: none"><li>• Develop Indigenous case studies with content relevant to the Indigenous business community in Canada.</li></ul>
e Cultural Enhancement and Support	<ul style="list-style-type: none"><li>• Honoraria for Elders, performers and Indigenous leaders to participate as required.</li><li>• Ceremony and protocol expenses for special events including supplies, giftings, etc.</li><li>• Swag with IBL emblem for students and for the promotion of IBL at events.</li><li>• More Indigenous art, decoration and cultural symbols on display at Beedie School.</li></ul>
F Scholarships and Grants	<ul style="list-style-type: none"><li>• For first- and second-year graduate students.</li><li>• Student emergencies and travel subsidies.</li></ul>

## 25. Program evaluation and academic/administrative oversight

### Policies/procedures planned

Student performance at SFU is measured against each objective at least twice every five years with the goal of 'closing the loop' on any problems identifying and demonstrating SFU's commitment to continuous improvement. The IBLE MBA stream will be included.

To ensure that these high standards are maintained, the IBL EMBA will participate in the following measures:

- Adhere to SFU's policies and procedures that include regular program reviews.
- Collect data on an on-going basis to maintain accreditation.
- Establish a Steering Committee that will play a key role in the over-all governance to ensure that goals are met and evaluation of the program is ongoing. Membership will include representation from local Indigenous communities, Indigenous scholars, industry, alumni, business and organizations. Policies/procedures are planned for ensuring adequate depth and breadth of ongoing review and evaluation.
- Conduct regular assessments to identify the strengths and weakness of the program. Based on the results, improvements will be made to the degree structure, curriculum and the different curricular and co-curricular activities that make up the total student experience

## **26. Faculty member's teaching/supervision**

IBL courses will be instructed by SFU faculty members and adjunct instructors. Every effort will be taken to avoid a conflict or negative impact on their commitments and teaching loads in other programs.

### **Indigenous faculty**

One of goals of the program is to increase the number of Indigenous faculty to bring added credibility and depth. Currently there are two Indigenous instructors. Last year the Beedie School of Business hired its first Indigenous faculty member, Dr. Dara Kelly, Stó:lō. As well, Dr. John Borrows, Anishinaabe, has been a Visiting Professor almost since the IBL program started. Several of the IBL alumni have expressed interest in teaching. Training and teaching preparation courses are being explored.

### **Selection criteria**

SFU's hiring policies, processes and selection criteria will be followed to ensure that additional faculty have the necessary qualifications for the degree level, as well as extensive knowledge of the topics addressed in the IBL program.

## **27. Is the program focused primarily on meeting social benefit(s) or economic benefit(s)?**

The program will provide social and economic benefits but is primarily focused on meeting social benefits developed through education of Indigenous leaders. As noted earlier, the program is intended to provide leaders and managers of Indigenous businesses and organizations with an enhanced set of comprehensive skills and tools to meet the challenges and pace of today's changing global business environment. In embracing Indigenous worldviews as they relate to leadership, management, strategy and decision-making within an economic context we work to create an environment within the program that recognizes, supports and facilitates the interests of Indigenous business disciplines, theories and practices. This program provides a foundation for social benefit that will inevitably lead to increased economic benefit to the individuals and communities engaging with the program.

## **28. How would the proposed program advance social goods or government priorities?**



The program can advance the ongoing commitment to reconciliation through the adoption of SFU's Aboriginal Strategic Plan - 2013. This plan identifies commitments by SFU to recognize the unique educational needs and identities of Aboriginal peoples and addressing the higher education needs and aspirations of Aboriginal communities. This affirms the government's stated commitment to affirming the ongoing institutional commitment to higher education among Aboriginal communities.

In regard to government priorities, the IBL EMBA lends support to the B.C. government Indigenous Justice Plan (<https://www2.gov.bc.ca/assets/gov/law-crime-and-justice/criminal-justice/corrections/reports-publications/2012-2016-aboriginal-strat-plan.pdf>) through directing student and faculty attention to the issues and developing a wide range of Indigenous community leaders who are able to engage with and support the initiative.

The Emerging Economy Task Force for B.C. could also benefit from the Indigenous perspectives that can be provided by individuals engaged with the IBL EMBA. Several of the program learning goals for the program include considerations of resource development, sustainable and resilient economies and technological innovation. These skills are particularly relevant for the emerging 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 education 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. The proposed IBL EMBA is aligned with this purpose. The program provides a social benefit offering programming that recognizes the value of Indigenous knowledge, perspectives and experiences and demonstrates institutional support for developing Indigenous leadership as part of Beedie School and the University's mandate.

The history of success in the IBL EMBA has enabled the hiring of Indigenous researchers and Indigenous staff who not only educate but also build critical knowledge in the Beedie School as they facilitate and engage in education and research. Ultimately, the program empowers students and organizations and offers the potential to bring Indigenous leadership and the communities they live in closer to their goals of economic sustainability.

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

The program will support sustainable economic growth across Canada. by educating a larger number of Indigenous leaders providing them with the skills and connections that enable these leaders to impact their communities and the Canadian economy. In addition, the program extends graduate education to the most experienced individuals in communities to support the development of communities as a whole. More than building skills, the IBL EMBA provides a foundation for leading change and a network of individuals and organizations that support the development of Indigenous peoples.

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

The program provides direct economic, industrial and labor market benefits in better meeting the demand for Indigenous business leadership established through graduate education. As noted earlier, the program supports three National Occupation Codes for senior management. The IBL EMBA program targets the skills essential in these NOC's. The benefit would be to increase the opportunities for Indigenous students to make successful transitions into senior management roles in a wide variety of industries. This should, in turn, create more successful hiring, more rapid progression through the ranks for Indigenous community members and develop more successful and diverse Indigenous community networks that could further contribute to sustainable and socially responsible economic growth in these communities.

## **Indigenous Business Leadership Executive MBA**

Master of Business Administration

### **APPENDIX 1 CALENDAR ENTRY**

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#### **Description of Program**

The Indigenous Business Leadership EMBA is a specialized MBA program that aims to prepare and empower experienced Indigenous leaders, professionals and managers to meet the challenges and pace of today's changing global business environment. The program includes the core concepts and knowledge covered in most MBA programs while recognizing and respecting that traditional knowledge, cultural protocols and history plays a significant role in planning, decision-making and leadership within Indigenous communities and organizations.

#### **Admission Requirements**

Applicants must satisfy the University admission requirements as stated in Graduate General Regulation 1.3 in the SFU Calendar. Applicants must have five to ten years of work experience, with at least four of those years in a managerial or professional position. An undergrad degree in any discipline is required. A two-year diploma and outstanding grades will be considered. Candidates must be computer literate and familiar with the Internet. The program requires a strong command of English language.

#### **Program Requirements**

The program consists of course work (52 units) and an applied project (4 units) for a minimum of 56 graduate units. Special topics courses may be substituted at the discretion of the academic director.

#### **Students must complete all of**

BUS 600 - Orientation (0)  
BUS 608 – Indigenous Business Leadership and Organization (4)  
BUS 614 – Entrepreneurship and Innovation in Indigenous Communities (4)  
BUS 622 – Fundamentals of Project Management in Indigenous Organizations (4)  
BUS 626 – Financial and Managerial Accounting for Indigenous Leaders (4)  
BUS 630 – Data and Decision Making for Indigenous Businesses (4)  
BUS 657 – Marketing Strategies for Indigenous Leadership (4)  
BUS 665 – Indigenous Policy and Governance (4)  
BUS 668 – Financial Management for Indigenous Leaders (4)  
BUS 672 – Special Topics (4)  
BUS 675 – Indigenous Economies (4)  
BUS 679 – Business Strategy for Indigenous Leaders (4)  
BUS 683 – Negotiations for Indigenous Leaders (2)  
BUS 687 – Applied Project Preparation (2)

BUS 692 – Indigenous Sustainability (4)  
BUS 697 – Applied Project (4)

## **Program Length**

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

## **Other Information**

Tuition includes all course materials, orientation and workshops.

### **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.



**Indigenous Business Leadership  
Executive Master of Business Administration**

**APPENDIX 2**

**NEW COURSES**

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## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>608</b>	Units (eg. 4) <b>4.0</b>
Course title (max. 100 characters) <b>Indigenous Business Leadership and Organization</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Leadership and Organization</b>		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) <b>Explores the topics of organization theory and leadership in developing the potential of Indigenous leadership to drive meaningful change. Topics include intergenerational legacies in Indigenous contexts and leadership capabilities necessary to respond to the needs and aspirations of Indigenous communities.</b>		
Rationale for introduction of this course <b>As more and more Indigenous communities are establishing business ventures and partnerships within their traditional territories, strong, responsive leadership is essential. This new course will focus on leadership and teamwork styles and strategies within an Indigenous economic context.</b>		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>7 hrs/day for 5 days</b>	
Frequency of offerings/year <b>Once/year</b>	Estimated enrollment per offering <b>35</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite <b>Prerequisite: Only for students in the IBL EMBA program.</b>		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <u>0</u>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

## RESOURCES

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

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

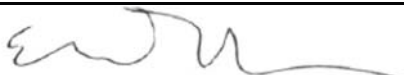
## CONTACT PERSON

Academic Unit / Program <b>Beedie School of Business</b>	Name (typically, Graduate Program Chair) <b>Debra Hoggan, Manager</b>	Email <b>dhoggan@sfu.ca</b>
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## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign


Graduate Program Committee	Signature	Date
Department Chair <b>Eric Werker, A/Academic Director</b>	Signature 	Date <b>April 22, 2020</b>

## FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? ☒ YES

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

Faculty Graduate Studies Committee <b>Andrew Gemino, Assoc. Dean</b>	Signature 	Date <b>April 22, 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>July 3, 2020</b>
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### ADMINISTRATIVE SECTION (for DGS office only)

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

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

## **BUS 608: INDIGENOUS BUSINESS LEADERSHIP**

Instructor: TBA	Semester: Fall 2021
Email:	Classroom #:
Phone:	Office:

### **Course Description**

Leadership theories and styles continue to evolve as the complexity, nature and scope of Indigenous businesses and organizations attempts to keep pace in this era of economic complexity. This course gives insight into the potential of Indigenous leadership to drive meaningful change while responding to the needs and aspirations of Indigenous Nations globally. This course explores leadership in theory and takes into account intergenerational legacies of Indigenous leadership practices and views. We will evaluate the traditional, contemporary and emerging leadership styles and best practices that have resulted in Indigenous organizations attaining optimal performance.

This course is designed for leaders of small to large Indigenous organizations who want to be more effective in the essential skills of creativity, delegation, accountability, communication, problem analysis, decision making, time management, planning and motivation.

### **Objectives**

The primary course objective is to focus on the enhancement of leadership skills and introduce new tools required in leading a team towards managing a successful business venture within an Indigenous environment.

This course will teach you to explore an expanded interdisciplinary, international and culturally appropriate approach to respond to the complex and growing challenges faced by Indigenous business leaders working in a range of fields/industries. Students will be able to apply an Indigenous focus and solutions to common leadership challenges such as decision-making, management of group dynamics, workplace conflict, employee motivation and team building.

### **Course Expectations**

Students can expect at least 35 hours of class time and an average of 10 hours of out-of-class work weekly for the duration of this course. Out-of-class activities will include: participating in online activities, course readings and review of case studies, research and written assignments.

Courses may be scheduled in a compressed format where classes are held in intensive session, but expectations of consistent preparation and participation remain for the length of the semester.

### **Course Structure**

This course will consist of a mixture of lectures, small team exercises, case analysis, and team assignments.



## Book and Materials

1. The textbook and reading list will be distributed one month prior to the course.
2. Other selected readings and articles will be distributed in class or provided on Canvas.

## Learning and Assessments

### Assessment Summary

Evaluation in this course will be based on the following:

Individual Participation	15%
Assignment 1 - Outline	10%
Assignment 2 - Final Paper	40%
Team Presentation	35%
<b>Total</b>	<b>100%</b>

### Participation

**Due: November 2021**

Since this course is essentially a leadership practicum you will be expected to be involved. Participation is critical to your learning and the overall success of the class. In order for you to learn and demonstrate knowledge of the subject, it is essential for you to be present and involved in each class. You need to have read the pre-readings before the class begins. Please be prepared to share your experiences, theories and insights.

### Assignment 1 – Short Essay

**Due: November 2021**

A 250-word essay on one of the following:

- Describe your experience with a leader that you admire and explain what you admired about his or her leadership skills.
- Describe a time that you acted as a leader and what were your lessons learned.

### Assignment 2 – Final Paper

**Two weeks following the last class**

Topic to be determined.

### Team Presentation

**Due: Last day of Class**

Topic to be determined once readings are finalized.

## Other Information – Late Assignments

Every assignment has a firm due date. Students are expected to submit assignments **on or before** the assigned due date. Papers handed in after the due date will receive a one-third grade point deduction (i.e. B to B-). Assignments more than 7 days late will receive a mark of zero '0'.

## Reading and Course Schedule

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All case studies and other readings will be found on Canvas. Your textbook will be distributed at least one month prior to the course and readings will be listed on Canvas.

A detailed course schedule will also be posted on Canvas one month prior to the course.

## Academic Integrity

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SFU's Academic Integrity web site <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. <http://www.sfu.ca/policies/gazette/student/s10-01.html>

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

## About the Course Instructor

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The Instructor's biography will be provided on Canvas.

## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>614</b>	Units (eg. 4) <b>4</b>
Course title (max. 100 characters) <b>Entrepreneurship and Innovation in Indigenous Communities</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Entrepreneurship Innovation</b>		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) <b>Explores the development and assessment of ideas and opportunities and considers the impact that Indigenous entrepreneurship can have on supporting and developing Indigenous communities. Discusses how to attract and develop resources to enact ideas and deliver value from identified opportunities.</b>		
Rationale for introduction of this course <b>Indigenous participation in the economy through entrepreneurship will not only strengthen the country's social fabric but it will lift Indigenous people out of poverty. This new course identifies tools, skills and resources to support those economic aspirations of Indigenous leaders.</b>		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>7 hrs/day for 5 days</b>	
Frequency of offerings/year <b>Once/year</b>	Estimated enrollment per offering <b>35</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite <b>Prerequisite: Only for students in the IBL EMBA program.</b>		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <u>0</u>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

## RESOURCES

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

Faculty member(s) who will normally teach this course <b>Ian McCarthy</b>
Additional faculty members, space, and/or specialized equipment required in order to offer this course


## CONTACT PERSON

Academic Unit / Program <b>Beedie School of Business</b>	Name (typically, Graduate Program Chair) <b>Debra Hoggan, Manager</b>	Email <b>dhoggan@sfu.ca</b>
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## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign


Graduate Program Committee	Signature	Date
Department Chair <b>Eric Werker, A/Academic Director</b>	Signature 	Date <b>April 22, 2020</b>

## FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? ☒ YES

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

Faculty Graduate Studies Committee <b>Andrew Gemino, Assoc. Dean</b>	Signature 	Date <b>April 22, 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>July 3, 2020</b>
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### ADMINISTRATIVE SECTION (for DGS office only)

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

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

## **BUS 614: ENTREPRENEURSHIP AND INNOVATION IN INDIGENOUS COMMUNITIES**

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**Instructor:** Ian McCarthy

**Semester:** Fall 2021

**Email:** ian\_mccarthy@sfu.ca

**Classroom:**

**Phone:** 778.782.5298

**Office:** 3955

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### **Course Description**

*To me, entrepreneurship is a big part of Indigenous heritage. We just called it trade – we have already done so many trades, we are just reawakening to entrepreneurship.*

*Sunshine Tenasco, Founder, Her Braids*

Entrepreneurship is about the process of starting and building a venture, not just a business venture but any new risky, exciting and value adding project that would benefit an Indigenous community. Entrepreneurship is a practice and a way thinking that involves discovering or creating opportunities and then assembling or developing resources to deliver and capture the value related to the opportunity. This course will also assess, explore, critique, and celebrate entrepreneurship as an important aspect of Indigenous and non-Indigenous life. Together we will mix theory with practice and reality, and apply the principles, concepts and frameworks to situations that are important to you. We will explore the enablers and constraints of on reserve and off-reserve entrepreneurship in urban and rural settings. We will explore some of the ways in which Indigenous entrepreneurship may be similar and distinct from non-Indigenous entrepreneurship and explore potential impacts of entrepreneurship on Indigenous communities and cultures.

### **Objectives**

By the end of this course you should be able to:

- Recognize the entrepreneurial potential within yourself and others;
- Appreciate the role of entrepreneurship within society and, Indigenous communities, and in your own personal life; and
- Prepare a Business Model Canvas for a new or expanding business venture.

### **Course Expectations**

You can expect at least 17 in-class hours and 10 hours of out-of-class work weekly for duration of the course.

Courses may be scheduled in a compressed format where classes are held in intensive session, but expectations of consistent preparation and participation remain for the length of the semester.

### **Course Structure**

The course involves lectures, class and case discussions, and a significant amount of group exercise work examining how the theory, methods and tools presented combine and relate to practice and problems in entrepreneurship.

You will be assigned to Entrepreneurship teams to experience and apply concepts and tools covered in the course. During the 'Opportunity Exploration and Discovery' session, each team will undertake an exercise to identify an opportunity. As a team you will engage in a number of activities during different course sessions where your opportunity is assessed, developed, tested, shaped, and further developed.

It is important to note that your learning is not dependent on you identifying and developing an 'amazing' opportunity. What is important is that you face, experience and reflect on the entrepreneurial issues that determine this journey. The individual assignment asks you to report on this journey and your learning.

In this course you are responsible for protecting your own intellectual property (IP). If you are worried about sharing IP in class or your assignments, then do not share it.

## Book and Materials

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This course has two types of reading:

1. **Required readings:** These will be cases and articles that you must carefully read in order to be able to fully participate in a session. These readings will help you to (i) make valuable contributions during class, (ii) participate in the course activities, and (iii) complete assignments effectively.
2. **Optional readings:** These are additional articles to help support your learning and its application beyond the class room. They provide reference information that supplements and builds on what is covered in class.

Readings are available electronically and can be found on Canvas.

## Learning and Assessments

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### Assessment summary

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Evaluation in the course will be based on a combination of in-class participation, an individual assignment and a team presentation. We aim to provide the grades and feedback for both your assignments within 2 weeks after the due date.

#### Summary:

1. Participation	30%
2. Individual Business Model Canvas Assignment	60%
3. Team Rocket Pitches	10%
<b>Total</b>	<b>100%</b>

## Reading and Course Schedule

Wednesday Sept 16	Thursday Sept 17	Friday Sept 18
n/a	<b>Morning</b> Opportunity exploration and discovery	<b>Morning</b> Developing the business model canvas and pitches
<b>Afternoon</b> Entrepreneurial mindsets	<b>Afternoon</b> Business models and the business model canvas	<b>Afternoon</b> Team pitches and wrap up

### Day 1: September 13

#### Afternoon

<b>Session:</b>	<b>Entrepreneurial Mindsets</b>
<b>Learning objectives:</b>	In this session we explore what entrepreneurship is, what entrepreneurs are and their impact on society.
<b>Required Reading</b>	"What Makes Entrepreneurs Entrepreneurial?" by Sara Sarasvathy
<b>Questions</b>	What attributes do entrepreneurs have? How are entrepreneurs portrayed in popular (non-Aboriginal) culture?
<b>Optional Reading:</b>	"Test for the Fainthearted" by Walter Kuemmerle

### Day 2: September 14

#### Morning

<b>Session:</b>	<b>Opportunity Exploration and Discovery</b>
<b>Learning Objectives:</b>	In this session we will apply the initial tenets of design thinking to identify opportunities. Working in teams you will be given a set of photographs that portray various instances of life in a community. From these you will identify problems and needs, and then brainstorm opportunities, one of which you will select and shape throughout the course.
<b>Required Reading:</b>	"Idea Generation" by Heidi Neck and "Good Ideas and How to Generate Them" by B. Nalebuff and I. Ayres
<b>Questions:</b>	How are entrepreneurial opportunities identified? What do you need to do to be more open to identifying ideas?
<b>Optional Reading:</b>	"Design Thinking" by Tim Brown

Afternoon

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**Session:** **The Business Model Canvas**

**Learning Objectives:** Each business has a model whether it is explicitly recognized or not. Business models are the way that a business leverages resources and relationships in order to create value for clients. The Business Canvas is a useful and increasingly popular way to plan and communicate a business model. One of the goals of this session will be to explore the usefulness of the Business Canvas as an alternative or compliment to conventional business models. We will also explore the impact that business models can have on the cash flow of a venture.

**Required Reading:** None

**Questions:** None

**Optional Reading:** "Business Model Generation" by Alexander Osterwalder & Yves Pigneur

**Day 3: September 15**

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Morning

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**Session:** **Developing the Business Model Canvas**

**Learning Objectives:** In your teams use the Business Model Canvas to design the business model for the entrepreneurial opportunity you identified earlier in the week.  
  
Teams will also learn what a pitch is and how to develop one for the opportunity they identified and developed during the course. You will be given guidelines on what the pitch must include.

**Required Reading:** <https://guykawasaki.com/the-only-10-slides-you-need-in-your-pitch/>

**Questions:** What is the purpose of pitch? Why do pitches have a specific format and guidelines?

**Optional Reading:** None

Afternoon

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**Session:** **Finalize Business Models and Pitches**

**Learning Objectives:** In this session you will work in your teams on your business models and the develop the pitches to present them

**Required Reading:** None

**Questions:** None

**Optional Reading:** None

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Afternoon

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**Session:** **The Business Model Canvas**

**Learning Objectives:** Each business has a model whether it is explicitly recognized or not. Business models are the way that a business leverages resources and relationships in order to create value for clients. The Business Canvas is a useful and increasingly popular way to plan and communicate a business model. One of the goals of this session will be to explore the usefulness of the Business Canvas as an alternative or complement to conventional business models. We will also explore the impact that business models can have on the cash flow of a venture.

**Required Reading:** None

**Questions:** None

**Optional Reading:** "Business Model Generation" by Alexander Osterwalder & Yves Pigneur

**Day 3: September 15**

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Morning

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**Session:** **Developing the Business Model Canvas**

**Learning Objectives:** In your teams use the Business Model Canvas to design the business model for the entrepreneurial opportunity you identified earlier in the week.

Teams will also learn what a pitch is and how to develop one for the opportunity they identified and developed during the course. You will be given guidelines on what the pitch must include.

**Required Reading:** <https://guykawasaki.com/the-only-10-slides-you-need-in-your-pitch/>

**Questions:** What is the purpose of pitch? Why do pitches have a specific format and guidelines?

**Optional Reading:** None

Afternoon

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**Session:** **Finalize Business Models and Pitches**

**Learning Objectives:** In this session you will work in your teams on your business models and the develop the pitches to present them

**Required Reading:** None

**Questions:** None

**Optional Reading:** None

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**Session:** Team Pitches and Wrap Up

**Learning Objectives:** During this session each team will present their pitch. Your pitch is a gift to your fellow students and their feedback is a gift to you. You will have 5 minutes and can use up to five PowerPoint slides for each pitch. You will be timed and asked to stop presenting if you exceed your allotted time.

### **Student Evaluation**

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#### ***Participation (30%)***

Your participation grade is based on your preparation, attendance, and contributions to the learning in this course. You are expected to attend all scheduled classes. The criteria used to assess participation are:

- Do you attend classes?
- Do you attend on time?
- Are you a good listener?
- Do you use your electronic devices (e.g., phones and laptops) appropriately in class or do you conduct other work and activities during class time?
- Are your contributions relevant to the class discussion and learning?
- Do you participate in and provide contributions to your group activities?
- Do your contributions use appropriate language and concepts as introduced by the readings?
- Are your contributions insightful and do they enhance learning?
- Do your contributions relate to, connect and apply appropriate theory, methods and examples within the course and between courses?

#### ***Individual Business Model Canvas Assignment (60%)***

Use the nine building blocks of the Business Model Canvas to develop a plan for an entrepreneurial opportunity. The opportunity can be the one that was identified and developed in your teams during the course, or another opportunity that you wish to explore and develop. For each building block, develop a series of questions that remain to be answered. Outline one Lean Start-up experiment for answering that question.

The grading criteria are as follows:

- Quality of the writing, structure and style - 20%
- Credibility of the explanations and predictions - 50%
- Credibility of the experiments - 30%

The maximum length for this paper is 4,000 words including the one-page Business Model Canvas.

**Individual assignments to be submitted to Canvas by 11:59 pm on Sunday, October 2, 2020.**

Please include your full name and student # on the assignment.

#### ***Team Business Model Canvas Presentation (10%) – Friday, September 18, 2020***

For this your team will present their pitch. You will have 5 minutes and can use up to five PowerPoint slides for each pitch. You will be timed and asked to stop presenting if you exceed your allotted time.

The grading criteria are as follows:

- How compelling is the content? Would investors and customers invest in your plan, venture and its products/services? (50%)

- How compelling are you? Would investors and customers be excited by your style, your expertise and passion? Are you a team that captivates investors and customers? (50%)

### Academic Integrity

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SFU's Academic Integrity web site <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. <http://www.sfu.ca/policies/gazette/student/s10-01.html>

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

### About the Course Instructor

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#### Dr. Ian McCarthy



Office: Segal 3955

Office hours: by appointment

Twitter: @Toffeemen68

Office phone: 778 782 5298

Email: [ian\\_mccarthy@sfu.ca](mailto:ian_mccarthy@sfu.ca)

Blog: <http://itdependsblog.blogspot.ca/>

I am the W.J. VanDusen Professor of Innovation & Operations Management, and the Director of the CPA Innovation Centre in the Beedie School of Business. I'm from the U.K. originally, but have now lived and worked in Vancouver, Canada, since 2003. My mother and my father both were from families in County Cork in Ireland. The McCarthy surname is derived from the byname "Carthach" meaning "loving". However, as the medieval McCarthy clan was supposedly infamous for their violent disputes with their neighbors, it is felt that the origins of this surname are deliberately ironic.

My research and teaching focus on how firms should be created, designed and managed so as to succeed in different industries. As an expert in process design, systems thinking concepts, quality management, benchmarking, and change management, I work with professionals and their organizations to understand, re-design, and change their operations.

I like to engage with communities via digital communications platforms, and thus blog actively at [itdepends4.blogspot.com](http://itdepends4.blogspot.com). I also use Twitter (@Toffeemen68) and currently have more than 22,000 followers and was named alongside Arianna Huffington, Deepak Chopra and Sir Richard Branson on Business Insider's prestigious list, "54 Smart Thinkers Everyone Should Follow on Twitter." I do not use the Twitter messaging function to communicate. I use email.

## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>622</b>	Units (eg. 4) <b>4.0</b>
Course title (max. 100 characters) <b>Fundamentals of Project Management in Indigenous Organizations</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Project Management</b>		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) <b>Please see attached</b>		
Rationale for introduction of this course <b>Expertise in project management is constantly in high demand within Indigenous communities. This is a new course that develops the competencies and skills of Indigenous leaders for planning and managing projects and understanding interpersonal issues that drive successful project outcomes.</b>		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>7 hrs/day for 3.0 days</b>	
Frequency of offerings/year <b>Once/year</b>	Estimated enrollment per offering <b>35</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite <b>Prerequisite: Only for students in the IBL EMBA program.</b>		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <u>0</u>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

## RESOURCES

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

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


## CONTACT PERSON

Academic Unit / Program <b>Beedie School of Business</b>	Name (typically, Graduate Program Chair) <b>Debra Hoggan, Manager</b>	Email <b>dhoggan@sfu.ca</b>
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## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign


Graduate Program Committee	Signature	Date
Department Chair <b>Eric Werker, A/Academic Director</b>	Signature 	Date <b>January 3, 2020</b>

## FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? ☒ YES

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

Faculty Graduate Studies Committee <b>Andrew Gemino, Assoc. Dean</b>	Signature 	Date <b>January 3, 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>July 3, 2020</b>
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### ADMINISTRATIVE SECTION (for DGS office only)

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

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

BUS 622

DESCRIPTION:

Fundamentals of project management and the roles in successful project leadership. Explores the project management life cycle, proven tools and techniques, and the role of the project manager. Introduces agile approaches to project management and contrasts with traditional approaches. Balances practice and theory while focusing on developing the skills to help Indigenous leaders become effective project managers.

## **BUS 622: FUNDAMENTALS OF PROJECT MANAGEMENT IN INDIGENOUS ORGANIZATIONS**

<b>Instructor:</b> TBA	<b>Semester:</b> Fall 2021
<b>Email:</b>	<b>Class Room:</b>
<b>Phone:</b>	<b>Office:</b>

### **Course Description**

Good project management is synonymous with good leadership. This course introduces the fundamentals of project management and guides students through the project management tools and skills necessary to successfully launch, lead and realize benefits from Indigenous owned and managed projects.

This course focuses on the project management life cycle, proven tools and techniques, and the role of the project manager. It balances practice and theory while focussing on developing the skills to help Indigenous leaders become effective project managers. Students will gain a solid understanding of current project management methodologies and techniques that are being applied worldwide. They also will learn relevant management skills to ensure success in working with teams and entire organizations. In addition to the core training in the fundamentals of project management, students are introduced to appropriate best practices that are relevant for small size to complex projects.

### **Objectives**

This course focuses on project management methodology that will allow you to initiate and manage projects efficiently and effectively. You will learn key project management skills and strategies and you will have the opportunity to apply this knowledge through a variety of assignments.

Upon completion of the course, you will have:

- A knowledge base of project management tools, techniques and skills
- A broader awareness of all components of a project life cycle: from initial project management design through to project completion
- Resources to develop strategies to address and manage project costs, quality and delivery
- Increased skills and confidence to lead effective project management teams in your organization

### **Course Expectations**

You are expected to be present for all classes, arrive on time and submit all assignments on or before the due date. You can expect at least 21.0 hours of in-class time and an average of 10 hours of out-of-class work weekly to complete readings and assignments.

IBL courses are scheduled in a compressed format where classes are held in intensive session, but expectations of consistent preparation and participation remain for the length of the semester.

### **Course Structure**

This course will consist of a combination of lecture, discussion and dialogue around case studies, with emphasis on active learning.

## Book and Materials

1. The course will include one required textbook, which will be distributed one month prior to the start date.
2. Other course materials will be provided on Canvas or distributed during the class.

## Learning and Assessments

### Assessment Summary

The following schedule shows how course grades will be determined:

<b>Individual</b>	Assignment 1 – Outline for Project	20%
	Assignment 2 – Schedule/gantt chart for Project	40%
	Other – Leadership	5%
<b>Team</b>	Assignment 3 – Scope Statement/Project Charter	35%
	<b>Total</b>	<b>100%</b>

### Assignment 1

**Due: Nov at 10:00 PM**

2 – page Introduction for Final Project (Applied Project)

### Assignment 2

**Due: Nov at 10:00 PM**

Develop a Schedule for completion of Final Project complete with a Gantt chart

### Assignment 3 – Team Project

**Due: Nov**

To select a project and develop a Project Charter

### Other

5% of your mark goes towards demonstration of good leadership qualities including participation, submitting assignments on time, communication and sharing experiences with cohort.

## Other Information – Late Assignments

Every assignment has a firm due date. Students are expected to submit assignments **on or before** the assigned due date. Papers handed in after the due date will receive a one-third grade point deduction (i.e. B to B-). Assignments more than 7 days late will receive a mark of zero '0'.

## Reading and Course Schedule



Readings can be found on Canvas, your textbook and through external links. They are labeled accordingly.

A detailed course schedule will also be available on Canvas.

### **Academic Integrity**

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SFU's Academic Integrity web site <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

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### **About the Course Instructor**

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A biography will be provided when this is ready for posting on Canvas.

## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>626</b>	Units (eg. 4) <b>4.0</b>
Course title (max. 100 characters) <b>Financial and Managerial Accounting for Indigenous Leaders</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Financial Managerial Acct</b>		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) <b>Please see attached</b>		
Rationale for introduction of this course <b>Sound accounting procedures are a significant factor in the economic well-being of Indigenous organizations. This new course introduces tools and techniques that Indigenous leaders can utilize to realize sustainable economic development opportunities for their communities.</b>		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>7 hrs/day for 5 days</b>	
Frequency of offerings/year <b>Once/year</b>	Estimated enrollment per offering <b>35</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite <b>Prerequisite: Only for students in the IBL EMBA program.</b>		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <b>0</b>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

## RESOURCES

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

Faculty member(s) who will normally teach this course <b>Zain Nayani</b>
Additional faculty members, space, and/or specialized equipment required in order to offer this course


## CONTACT PERSON

Academic Unit / Program <b>Beedie School of Business</b>	Name (typically, Graduate Program Chair) <b>Debra Hoggan, Manager</b>	Email <b>dhoggan@sfu.ca</b>
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## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign


Graduate Program Committee	Signature	Date
Department Chair <b>Eric Werker, A/Academic Director</b>	Signature 	Date <b>April 22, 2020</b>

## FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? ☒ YES

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

Faculty Graduate Studies Committee <b>Andrew Gemino, Assoc. Dean</b>	Signature 	Date <b>April 22, 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>July 3, 2020</b>
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### ADMINISTRATIVE SECTION (for DGS office only)

Library Check: Yes

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

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

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

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

If different from regular units:

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

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

BUS 626

DESCRIPTION:

Considers financial governance, financial and managerial accounting and focuses on how decisions are made within an organization and the importance of planning and controlling functions. Designed for mid-career professionals, community and business leaders, and champions who share a concern for sustainable economic development, ethical business practices, nation-building, and self-determination. Prior knowledge of accounting or exposure to accounting courses is not a pre-requisite.

## **BUS 626: FINANCIAL AND MANAGERIAL ACCOUNTING FOR INDIGENOUS LEADERS**

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**Instructor:** Zain Nayani

**Semester:** Fall 2021

**Email:** zain\_nayani@sfu.ca

**Classroom:**

**Phone:**

**Office:**

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### **Course Description**

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Good governance is a significant factor in the health and well-being of any community or organization. Informed business decisions can be made by listening to beneficiaries, being transparent and accountable, and using relevant financial data. Accounting plays a critical role when it comes to such decision-making. It is the language in which an organization communicates its activities with internal and external users.

This course is divided into three components: i) *Financial Governance* will examine the case of a small BC Band to understand why governance is critical for the well-being of an organization; ii) *Financial Accounting* will explore basic accounting principles and the system used to record transactions, summarize and present them as financial statements; and iii) *Managerial Accounting* will focus on how decisions are made within an organization and importance of its planning and controlling functions.

This course is designed for mid-career professionals, community and business leaders, and champions who share a concern for sustainable economic development, ethical business practices, nation-building, and self-determination. Prior knowledge of accounting or exposure to accounting courses is not a pre-requisite.

### **Objectives**

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Our goal is to equip students with tools and techniques to record, prepare, analyze and use financial information to make informed and sound business decisions, both for internal and external purposes. By the end of this course, successful students will be able to:

- Link financial governance with organizational strategy and understand how it complements a vision
- Understand the regulatory environment in which financial statements are prepared
- Use basic accounting equation and recognize assets, liabilities, equity, revenues and expenses
- Interpret and analyze financial statements to guide business decision-making
- Utilize accounting information to make a variety of strategic business and management decisions
- Apply budgeting and forecasting techniques for planning and performance monitoring

### **Course Expectations**

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In addition to 35 hours of class time, you can expect at least 10 hours of out-of-class work weekly to complete readings, conduct research and finish assignments.

As IBL Courses are scheduled in a compressed format where classes are held in intensive sessions, but expectations of consistent preparation and participation remain for the length of the semester.

## Course Structure

The course will commence with an orientation presentation describing the course plan, agenda and activities. This presentation will be uploaded on Canvas in December 2020 and will be followed by a mixture of readings, reflective essay, lectures, discussions, case analysis, quizzes and a group assignment in January and February 2021.

## Book and Materials

1. Accounting for Managers: Interpreting Accounting Information for Decision-making, *Canadian Edition*, Paul Collier, Sandy Kizan and Eckhard Schumann (Wiley, 2013)  
• ISBN # 978-1-118-03796-6
2. Kanaka Bar Indian Band: Towards Self-Sufficiency, Vibrancy, and Sustainability, Stefanie Beninger and Zain Nayani (Ivey, 2018)<sup>[1]</sup> • Case # 9B18M088
3. Copies of class presentations and any additional readings will be provided on Canvas

## Learning and Assessments

### Assessment summary

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

<b>Individual</b>	Reflective essay	10%
	Class Participation	15%
	Quizzes (2 @ 15% each)	30%
<b>Group</b>	Group Assignment	45%
	<b>Total</b>	<b>100%</b>

### Reflective Essay

**Due: Jan, 2022 at 10:00 PM**

Students will write a short reflective essay that discusses: i) their experience of dealing with financial matters during their career; ii) why they chose the EMBA program; and iii) what are their expectations of the BUS 670 course. Your response to these three questions will assist with the design of class discussions and presentations. Please keep your essay between 400-500 words and respond to all three points stated above.

Students will receive feedback on reflective essay by January 30.

### Class Participation

**Due: Jan, 2022 at 5:00 PM**

Students are encouraged to actively participate in class discussions and group assignments. All constructive contributions are welcome and will be recognized accordingly.

## Quizzes

**Due: Jan, 2022 at 5:00 PM**

There will be two quizzes held in class on Jan 22 (between Sessions 5 and 6) and Jan 24 (between Sessions 9 and 10). The quizzes will test financial and managerial accounting knowledge respectively. Both quizzes will consist of short questions designed to test the concepts discussed in sessions prior to each quiz.

## Group Assignment

**Due: Feb, 2022 at 10:00 PM**

By the end of ninth session, students will have acquired a good understanding and knowledge of all three components of BUS 626. Group assignment will test this knowledge and allow students to apply tools and techniques learned during each of the sessions. Students will work in groups assigned by the IBL program.

Each group will select an organization and use its most recent annual report, as well as other publicly available data, to compile a comprehensive report. This organization could be either a public, private or not-for-profit sector entity. The report must be geared towards readers who are interested in the financial affairs and/or want to do business with the selected organization. More details of this assignment will be provided in the orientation presentation as well as the last session of the course as stated below. Please note that the maximum word limit for this assignment is 2,500 words. The word count does not include cover page, index, tables, graphs and citations. You can find more details of this assignment on Canvas.

## Other Information

This section is used for course specific policies and procedures. Examples include in-class self-assessments, team evaluations, make-up class policies etc.

## Reading and Course Schedule

Readings can be found on Canvas, your textbook and through external links. They are labeled accordingly.

## Schedule

Presentations for each session below will be made available electronically on Canvas before the session. We will commence each session with a quick recap of the previous session.

Session	Date	Topic	Learning Outcome	Pre-reading
1	Jan 20 morning	Financial Governance	Establish the link between good governance, strategy, financial management and decision-making	Kanaka Bar's Case Study
2	Jan 20 afternoon	Introduction to Accounting	Gain a basic understanding of the accounting function and the regulatory environment of Canada	Collier Chapters 1-2
3	Jan 21 morning	Recording Financial Transactions	Recognize assets, liabilities, equity, revenues and expenses, and how each one is recorded	Collier Chapter 3

			in accordance with basic accounting principles	
4	Jan 21 afternoon	Preparing Financial Statements	Construct financial statements in accordance with accounting standards and understand management's responsibility during the process	Collier Chapter 4
5	Jan 22 morning	Analyzing and Interpreting financial Statements	Examine annual reports of organizations and use ratio analysis to interpret its profitability, liquidity, leveraging and efficiency	Collier Chapter 5
6	Jan 22 afternoon	Management Control and Inventory Management	Explore management control systems, measurement of non-financial factors and accounting for inventory	Collier Chapters 6-7
7	Jan 23 morning	Using financial Information for Core Business Decisions	Apply accounting techniques for marketing, operating and HR functions and classify different types of organizational costs	Collier Chapters 8-11
8	Jan 24 afternoon	Strategic Investments Decisions	Use various capital investment appraisal techniques for strategic business decisions	Collier Chapter 12
9	Jan 25 morning	Evaluating Performance, Budgeting and Controlling	Understand different types of organizational structures with emphasis on budgeting, forecasting and variance analysis	Collier Chapters 13-15
10	Jan 25 afternoon	Group Assignment	Discuss the deliverables and test knowledge gathered during the course	See Learning & Assessment

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Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. <http://www.sfu.ca/policies/gazette/student/s10-01.html>

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS



### About the Course Instructor

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Zain was born and raised in Karachi in a hard-working Ismaili Kutchi family. Along with his parents and two younger siblings, he spent 23 years of his life at his family's place. During this time, Zain equipped himself with the basic education and skills needed to support his family and himself. By 2010, Zain held a B.Sc. in Applied Accounting and had gained some experience in internal audit, finance and administrative departments of different institutions under the Aga Khan Development Network. In the same year, he became an Affiliate of the ACCA in UK. Eventually, Zain became ACCA's full Member in 2012 and has been a Fellow since 2017.

In 2011, Zain moved to Canada to pursue higher education, learn about himself and advance his career. He chose Canada because of the diversity of its people and culture. By 2013, Zain had completed his MBA at SFU, interned at Kanaka Bar Indian Band and founded his professional practice ZN Advisory. He had also gained membership of CGA (now known as CPA) Canada. As of 2018, Zain has worked with various Indigenous communities, academic institutions and other organizations on issues pertaining (but not limited) to governance, community planning, human and economic development, and financial management. He is very grateful to the life he has, enjoys living in Vancouver with his wife and loves to explore the BC outdoors.

## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>630</b>	Units (eg. 4) <b>4.0</b>
Course title (max. 100 characters) <b>Data and Decision Making for Indigenous Businesses</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Data and Decision Making</b>		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) <b>Please see attached</b>		
Rationale for introduction of this course <b>This is a new course that addresses the concerns of Indigenous communities over access to quality data and their interest to drive their data agenda through practicing Indigenous data sovereignty and governing their information.</b>		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>7 hrs/day for 5 days</b>	
Frequency of offerings/year <b>Once/year</b>	Estimated enrollment per offering <b>35</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite <b>Prerequisite: Only for students in the IBL EMBA program.</b>		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <u>0</u>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

## RESOURCES

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

Faculty member(s) who will normally teach this course tba
Additional faculty members, space, and/or specialized equipment required in order to offer this course


## CONTACT PERSON

Academic Unit / Program Beedie School of Business	Name (typically, Graduate Program Chair) Debra Hoggan, Manager	Email dhoggan@sfu.ca
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## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign


Graduate Program Committee	Signature	Date
Department Chair Eric Werker, A/Academic Director	Signature 	Date April 22, 2020

## 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 Andrew Gemino, Assoc. Dean	Signature 	Date April 22, 2020
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Jeff Derksen	Signature 	Date July 3, 2020
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### ADMINISTRATIVE SECTION (for DGS office only)

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

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

BUS 630

DESCRIPTION:

Considers data analytics including descriptive statistics and the tools and resources for gathering and interpreting data. Provides discussion of data visualization and techniques for communicating effectively using data to support the narrative. Explores methods of decision making and understanding of Indigenous data sovereignty. Indigenous-led initiatives to establish relevant, culturally based indicators and culturally appropriate methods to gather, store and share national-level statistics will also be discussed.

## **BUS 630: DATA AND DECISION MAKING FOR INDIGENOUS BUSINESSES**

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**Instructor:** TBA

**Semester:** Fall 2021

**Email:**

**Classroom:**

**Phone:**

**Office:**

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### **Course Description**

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Data created and gathered by and for Indigenous peoples reflects their goals, priorities, and worldviews and provides a sound foundation on which to make decisions that affect their futures. This course looks at three key areas of data: data analytics; tools and resources for gathering and interpreting data; and Indigenous data sovereignty.

The need and importance of relevant, high quality, accessible data to support the Indigenous business community cannot be ignored. The course will include an overview of the current definition and understanding of Indigenous data sovereignty and an overview of the work that is being done to advance these issues both nationally and internationally. Indigenous led-initiatives to establish relevant, culturally based indicators and culturally appropriate methods to gather, store and share national-level statistics will also be discussed.

### **Objectives**

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The primary objectives of this course are:

- To create an awareness of data on decision making in the Indigenous business community.
- To enhance the skills and capabilities of Indigenous leaders to take today's growing wealth of real-world data and translate it into actionable insights for new and growth businesses.

Students will also acquire the following skills and knowledge:

- An increased awareness of how national and international initiatives to
- Tools and resources available. Exposure to advanced statistical tools to properly analyze complex data and how to prepare and interpret visual representation of data
- To improve the quality of or access to data or statistical information related to
- Sharpen your core data analysis and management skills
- Explore emerging technologies and practices
- Learn how to interpret your findings and use them to uncover valuable business insights
- To gain an understanding of how managers use business analytics to formulate and solve business problems and to support managerial decision making
- To become familiar with the recesses needed to develop report and analyze business data
- To learn how to use and apply Excel to assist with solving business problems

### **Course Expectations**

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The course requires 35 hours of in-class activities. At least 10 hours of out-of-class work weekly to prepare for class and complete assignments is also required.

## Course Structure

The course includes lectures, presentations and demonstrations that emphasize discussion and illustration of methods as well as hands-on practical exercises that provide an opportunity to test and develop skills. The use of software supports the presentation of the material. Students complete assigned readings, team projects and participate in exercises and discussions. Guest speakers with data experience will be invited to visit the class.

## Book and Materials

There is no text for this course. Instead, we will draw heavily on resources available on the Internet and hands-on activities.

## Learning and Assessments

### Assessment Summary

Evaluation in the course will be based on the following:

<b>Individual</b>	Class Participation	15%
	Assignment 1 - Research	40%
<b>Team</b>	Data Gathering Questionnaire	15%
	Data Research Report	30%
	<b>Total</b>	<b>100%</b>

### Assignments – Further details to be provided shortly

#### Assignment 1

**Due: Feb 2022 at 10:00 PM**

4 page research paper on Indigenous data gathering for a new business venture

#### Team Assignment – Data Gathering Questionnaire

**Due: Feb 2022 at 10:00 PM**

Within their teams, students will develop a questionnaire for gathering data

#### Team Assignment – Data Research Report

**Due: Feb 2022 at 10:00 PM**

Teams will compile research into a final report

### Participation

Participation will be assessed based on contributions during class, sharing experiences and views, and leadership.

## Other Information – Late Assignments

Every assignment has a firm due date. Students are expected to submit assignments **on or before** the assigned due date. Papers handed in after the due date will receive a one-third grade point deduction (i.e. B to B-). Assignments more than 7 days late will receive a mark of zero '0'.

## Reading and Course Schedule

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Supplement readings can be found on Canvas or distributed during class. A detailed course schedule will be posted on Canvas.

## Academic Integrity

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SFU's Academic Integrity web site <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. <http://www.sfu.ca/policies/gazette/student/s10-01.html>

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

## About the Course Instructor

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A brief biography on the Instructor will be posted on Canvas.

## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>657</b>	Units (eg. 4) <b>4.0</b>
Course title (max. 100 characters) <b>Marketing Strategies for Indigenous Leadership</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Marketing Strategies</b>		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) <b>Please see attached</b>		
Rationale for introduction of this course <b>Marketing Indigenous brands often must take into consideration cultural protocols, sustainability and Indigenous world views. This course was developed to provide Indigenous leadership with an opportunity to become familiar with marketing concepts while exploring appropriate strategies.</b>		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>7 hrs/day for 5 days</b>	
Frequency of offerings/year <b>Once/year</b>	Estimated enrollment per offering <b>35</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite <b>Prerequisite: Only for students in the IBL EMBA program.</b>		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <u>0</u>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.



## RESOURCES

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

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

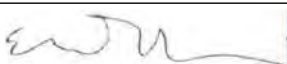
## CONTACT PERSON

Academic Unit / Program <b>Beedie School of Business</b>	Name (typically, Graduate Program Chair) <b>Debra Hoggan, Manager</b>	Email <b>dhoggan@sfu.ca</b>
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## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign


Graduate Program Committee	Signature	Date
Department Chair <b>Eric Werker, A/Academic Director</b>	Signature 	Date <b>January 3, 2020</b>

## FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? ☒ YES

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

Faculty Graduate Studies Committee <b>Andrew Gemino, Assoc. Dean</b>	Signature 	Date <b>January 3, 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>July 3, 2020</b>
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### ADMINISTRATIVE SECTION (for DGS office only)

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

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

BUS 657

DESCRIPTION:

Explores and advances strategic issues facing marketing decision-makers.

Examines marketing approaches in Indigenous and multicultural contexts across a number of industries including government, private sector, entrepreneurial, social enterprise and healthcare. Designed for participants with a range of marketing expertise. A variety of approaches will be employed including seminars, workshops, guest speakers, and teamwork.

## **BUS 657: MARKETING STRATEGIES FOR INDIGENOUS LEADERSHIP**

<b>Instructor:</b> TBA	<b>Semester:</b> Fall 2021
<b>Email:</b>	<b>Classroom:</b>
<b>Phone:</b>	<b>Office:</b>

### **Course Description**

Addressing challenges involved in launching, leveraging and accelerating Indigenous products, services or an Indigenous-owned company is a major marketing challenge. Given that most ideas in marketing have been borne out of Eurocentric ideas and little has been written from diverse perspectives, this course takes a critical approach that seeks to decolonize the field. So, while we will start with the dominant paradigm of ideas, we have a responsibility to critique them, reject them and replace them when appropriate.

The course is designed for managers and executives who may have a range of marketing expertise. The concepts and materials are designed to enlighten those with little marketing experience while challenging those of you who have more extensive marketing backgrounds. Importantly, the course will allow you as managers/executives/entrepreneurs to learn new marketing concepts and then apply these to your specific organizational contexts. The success of the course depends heavily on your willingness to contribute and share your own experiences and insights. A variety of approaches will be employed; including seminars, workshops, guest speakers, and teamwork.

In this course, we explore and advance some of the key strategic issues facing marketing decision makers. I have identified five broad topics that I consider to be interesting, but more importantly, the critical themes that will face marketers in their functions and responsibilities as general managers in formulating, co-operating with, and implementing, corporate marketing strategies and policies. You will find yourself in a managerial role, often that of CEO or CMO, having to determine the overall direction the organization will take regarding its relationships with its customers.

### **Objectives**

Marketing is both a process and a body of knowledge. This course aims to build your decision-making, managerial and critical thinking skills in addition to providing you with the knowledge of marketing you will need as professional managers, leaders, entrepreneurs, executives or social advocates. Through a variety of pedagogical approaches, the course aims to equip you to manage the marketing function yourself or work with those in the marketing function to achieve the organization's overall objectives. Because of the varied sectors in which you work, we will examine marketing in a number of contexts; including government, private sector, entrepreneurial, social enterprise and healthcare among others. Marketing today requires the ability to manage in international and multicultural contexts. Hence, we will examine these concepts in both domestic and international contexts.

Over-all goals are:

- To cultivate the foundation skills needed to address the responsibilities of marketing and leadership of Indigenous ventures

- To sharpen those skills by applying them to situations that Indigenous business leaders may face in their organizations
- To introduce you to marketing tools and concepts that are culturally appropriate and have been developed and proven by businesses and organizations
- To demonstrate the appropriateness of those tools and concepts by applying them to situations like those you will face upon leaving the IBL program
- To reinforce the principles that are essential for a creative, self-disciplined team to lead a high-performance Indigenous company in a fast-changing market place.

## Course Expectations

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You can expect at least 35 hours of class work and approximately 10 hours of out-of-class work to prepare for class, conduct research or to complete assignments.

## Course Structure

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The course consists of a variety of approaches including: lectures, discussions, guest speakers, case studies and teamwork.

Successful marketers need to master a number of skills and a vast body of knowledge. Most importantly successful marketers need to turn analysis into creative ideas that can be implemented. In order to accomplish this, we will use a number of pedagogical approaches as follows:

1. Marketing Research and Marketing Forecasting:  
"There's a world of difference between truth and facts. Facts can obscure truth." Maya Angelou
2. Understanding and Connecting with Customers:  
"The aim of marketing is to know and understand the customer so well the product or service fits him and sells itself." Peter Drucker
3. Market Segmentation and Target Marketing:  
"Choose the customers you want to serve. Don't just go after everyone." Philip Kotler
4. Industry and Competitive Analysis:  
"Poor firms ignore their competitors; average firms copy their competitors; winning firms lead their competitors." Philip Kotler
5. Branding & Product Strategy:  
"Give them quality. That's the best kind of advertising." Milton Hershey, founder of the Hershey Chocolate Company.
6. Service Strategy:  
"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." Maya Angelou
7. Pricing Strategy:  
"Sell Value not Price." Philip Kotler
8. Promotions Strategy: Take Command of the Narrative  
"Right-wing pundits continually framed First Nations issues as a drain on taxpayers when, in

fact, Indigenous communities were presenting a major growth opportunity.” — Charlie Angus, Children of the Broken Treaty: Canada's Lost Promise and One Girl's Dream

9. Distribution Strategy

“Today's leading real-world retailer, Wal-Mart, uses software to power its logistics and distribution capabilities, which it has used to crush its competition”. - Marc Andreessen

10. Ethics, Sustainability and Corporate Social Responsibility: These are topics that will be transversal-related to all other topics and not treated in isolation.

## Cases

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Cases and readings are available on Canvas under Modules. We have selected a number of cases that demonstrate various scenarios that real practitioners and decision-makers have had to face. These cases provide scenarios similar to ones that you may face in real practice. These are invaluable resources to allow us to learn vicariously by other people's successes and failures. We will put ourselves in the situation of the decision-maker and attempt to use the data to derive our own decisions. It is the process of doing this that really matters, not what actually happened in these cases. It is absolutely critical that you prepared these cases prior to class. These cases are very long and require several hours of diligent work in order to fully prepare them. So, leave yourself a lot of time to do this. You will be challenged in class to defend your analysis and decisions. Often this is through a Socratic approach of probing questions. This method has been shown to be highly effective over time, despite the frustrations that are usually experienced initially.

## Guest Lectures

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We will be hosting guest speakers whose experience and insights we hope to draw on. They have been carefully selected and will always be an opportunity for you to dialogue with them.

## Book and Materials

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The textbook provides the most up-to-date tools and state-of-the-art knowledge in marketing thoughts and research from both academic as well as practitioners' point of view. The textbook will be a major resource for you during this course. It contains most of the concepts that you will need to know. It is therefore vital that you prepare the chapters prior to class. This textbook will be a resource that you can refer to long after the course has ended.

- Marketing, 4th ED.
- ISBN-13: 978-1-25-926876-2
- Author(s): Grewal, Dhruv; Levy, Michael; Persaud, Ajax; Lichti, Shirley (2018)

## Learning and Assessments

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### Assessment summary

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

<b>Individual</b>	- Pre-course Assignment	25%
	- A series of Journaling and Learning Reflection and Final Summary	
	Individual Course Participation	25%
<b>Team</b>	Team Assignment: Presentation	20%
	Team Assignment: Written Report	30%
	<b>Total</b>	<b>100%</b>

### Other Information

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This section is used for course specific policies and procedures. Examples include in-class self-assessments, team evaluations, make-up class policies etc.

### Reading and Course Schedule

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A detailed reading list and course schedule will be uploaded on Canvas.

### Academic Integrity

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SFU's Academic Integrity web site <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

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ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

### About the Course Instructor

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## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>665</b>	Units (eg. 4) <b>4.0</b>
Course title (max. 100 characters) <b>Indigenous Policy and Governance</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Indigenous Policy and Gov</b>		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) <b>Please see attached</b>		
Rationale for introduction of this course <b>Please see attached</b>		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>7 hrs/day for 1 week</b>	
Frequency of offerings/year <b>Once/year</b>	Estimated enrollment per offering <b>35</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite <b>Prerequisite: Only for students in the IBL EMBA program.</b>		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <u>0</u>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

## RESOURCES

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

Faculty member(s) who will normally teach this course <b>John Borrows</b>
Additional faculty members, space, and/or specialized equipment required in order to offer this course


## CONTACT PERSON

Academic Unit / Program <b>Beedie School of Business</b>	Name (typically, Graduate Program Chair) <b>Debra Hoggan, Manager</b>	Email <b>dhoggan@sfu.ca</b>
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## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign


Graduate Program Committee	Signature	Date
Department Chair <b>Eric Werker, A/Academic Director</b>	Signature 	Date <b>January 3, 2020</b>

## FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? ☒ YES

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

Faculty Graduate Studies Committee <b>Andrew Gemino, Assoc. Dean</b>	Signature 	Date <b>January 3, 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>July 3, 2020</b>
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### ADMINISTRATIVE SECTION (for DGS office only)

Library Check: Yes

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

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

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

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

If different from regular units:

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

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



## BUS 665

### DESCRIPTION:

Examines Indigenous legal values and considers their application in governance contexts to promote the resurgence of Indigenous social, political, cultural and economic success. Considers Indigenous legal principles and values and shows that they still exist as resources for decision-making in contemporary circumstances. Discusses how Indigenous law and policies can be reinvigorated and reinvented to enhance governance and policy within Indigenous communities. Considers how corporations and other commercial actors can benefit from understanding, applying and incorporating Indigenous law in their agreements with Indigenous peoples.

### RATIONALE:

There is a resurgence in recapturing Indigenous laws to help communities develop economic well-being. This course is being introduced to provide an opportunity for Indigenous leaders to examine Indigenous legal principles and values as resources for decision-making and economic success.

## **BUS 665: INDIGENOUS POLICY AND GOVERNANCE**

<b>Instructor:</b> John Borrows	<b>Semester:</b> Fall 2021
<b>Email:</b> jborrows@sfu.ca	<b>Classroom:</b>
<b>Phone:</b> 250.721.8168	<b>Office:</b>

### **Course Description**

Although Indigenous peoples governed their lands and lives for millennia, the imposition of British and Canadian law disrupted the transmission of Indigenous legal traditions in many communities. This made it difficult to practice Indigenous law. Canadian control of Indigenous governance undermined the ongoing reinvention of Indigenous governing institutions. This made it harder for leaders and families to encourage well-being within Indigenous communities. It also made it much more difficult for Indigenous communities to effectively relate with other communities and develop businesses. Yet all is not lost. Despite these problems Indigenous peoples can still choose to be guided by their own laws and values. Governance can be facilitated through the conscious adoption and creation of Indigenous law in the contemporary context.

This course examines Indigenous legal principles and values and shows that they still exist as resources for decision-making in contemporary circumstances. Indigenous law and policies can be reinvigorated and reinvented to enhance governance and policy within Indigenous communities today. The application of Indigenous law can develop community capacity, foster leadership, develop businesses, and influence policy. Recapturing, revitalizing and newly developing Indigenous law can help communities develop well-being and economic success. Corporations and other commercial actors can also benefit from understanding, applying and (where appropriate) incorporating Indigenous law in their agreements and activities with Indigenous peoples. This course examines Indigenous legal values and considers their application in governance contexts to promote the resurgence of Indigenous social, political, cultural and economic success life.

### **Objectives**

- To develop an understanding that good governance is grounded in Indigenous law;
- To identify resources necessary to learn, transit and apply Indigenous law;
- To show how Indigenous law's application promotes individual and institutional health;
- To consider how Indigenous law can be applied to cultural and commercial undertakings;
- To promote leadership and skills in applying Indigenous law.

### **Course Structure**

This course will consist of a mixture of content presentation and discussion; in-class review questions; in-class case analysis and discussions; small group exercises; and the following which will be marked: in-class quizzes, assignments, and a team assignment. You are encouraged to bring laptops to class if you have them available.

### **Book and Materials**

1. Val Napoleon, Mikomosis and the Wetiko, 9780000103147 0000103144 COMIX

## 2. Course online Readings

### Learning and Assessments

#### Assessment summary

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

<b>Individual</b>	Class Participation	25%
	Indigenous Law Sources: In-Class Quiz	15%
	Indigenous Law Drafting: In-class Quiz	10%
	Indigenous Leadership Principles & Case Study: In-Class Quiz	10%
	Indigenous Law Drafting: In-Class Quiz	10%
<b>Team</b>	Indigenous Law Application: In-Class Exercise	30%
	<b>Total</b>	<b>100%</b>

### Reading and Course Schedule

Readings can be found on Canvas, your textbook and through external links. They are labeled accordingly.

#### Session 1: Indigenous Law Sources

**Monday, June 2022**

**Reading 1** Introduction to the Sources of Indigenous Law (John Borrows, Canada's Indigenous Constitution (Toronto: University of Toronto Press, 2010) at 23-58.

**Reading 2** Daniel Goleman, Leadership That Gets Results (March-April 2000) Harvard Business Review 78-90.

#### Session 2: Indigenous Law Application

**Tuesday, June 2022**

**Reading 1** Mikomosis and the Wetiko <sup>[L]</sup><sub>SEP</sub>

**Reading 2** Indigenous Stories Briefing Casebook [unpublished].

#### Session 3: Indigenous-Canadian Law Interactions (Wednesday, November 27)

#### Session 3: Indigenous-Canadian Law Interactions

**Wednesday, June 2022**

**Reading 1** Seimthlut Michelle Washington, Bringing Traditional Teachings to Leadership (2004) 28 *American Indian Quarterly* at 583-603.

**Reading 2** Sliammon First Nation amended Land Code, 2011 at <http://www.tlaaminnation.com/wp-content/uploads/2014/11/Final-Approved-Amended-LC-Dec-2012.pdf>

**Session 4: Indigenous Law & Leadership**

**Thursday, June 2022**

- Reading 1** Jim Collins, Level 5 Leadership: The Triumph of Humility and Fierce Resolve (July/August 2005)83 *Harvard Business Review* 136-146.
- Reading 2** Steve Stefano and Karol Wasylyshyn, Integrity, Courage, Leadership (ICE): Three Leadership Essentials (2005) 28 *Human Resource Planning* 5-7.
- Reading 3** Jeremy Useem, Power Causes Brain Damage, *Atlantic*, July-August 2017 1-4
- Reading 4** Lindsay Borrows, Dabaadendlziwin: Practices of Humility in a Multi-Juridical Legal Landscape, (2016) 33 *Windsor Yearbook of Access to Justice* 149-165.
- Reading 5** National Observer, Indigenous law banishes a giant B.C. mine By Elizabeth McSheffrey in News, Energy, Politics, April 21st 2017
- Reading 6** Stk'emlupsemc Te Secwepemc Nation Process Video, <http://stkemlups.ca/process/>
- Reading 7** ST'KEMLUPSEMC TE SECWEPEMC Nation Community Information Article, Secwepemc Stsptekwll "The Trout Children" 1-3
- Reading 8** Purdy Crawford Case Study in Aboriginal Business, ST'KEMLUPSEMC TE SECWEPEMC Nation and the New Afton Mine

**Session 5: Indigenous Law & Consultation**

**Friday, June 2022**

**Reading 1:** John Borrows, Aboriginal Title & Private Property" (2015) *Supreme Court Law Review* 91-134.

**Academic Integrity**

SFU's Academic Integrity web site <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. <http://www.sfu.ca/policies/gazette/student/s10-01.html>

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

## About the Course Instructor

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**John Borrows**, B.A., M.A., J.D., LL.M. (Toronto), Ph.D. (Osgoode Hall Law School), LL.D. (Hons.) (Dalhousie, Law Society of Upper Canada, York, Queens), D.H.L. (Hons.) (Toronto), F.R.S.C., is the Canada Research Chair in Indigenous Law at the University of Victoria Law School in British Columbia. His publications include, *Recovering Canada; The Resurgence of Indigenous Law* (Donald Smiley Award for the best book in Canadian Political Science, 2002), *Canada's Indigenous Constitution* (Canadian Law and Society Best Book Award 2011), *Drawing Out Law: A Spirit's Guide* (2010), *Freedom and Indigenous Constitutionalism* ((Donald Smiley Award for the best book in Canadian Political Science, 2016), *The Right Relationship* (with Michael Coyle, ed.), *Resurgence and Reconciliation* (with Michael Asch and James Tully, 2018), *Law's Indigenous Ethics* (2019) all from the University of Toronto Press. Professor Borrows is a recipient an Aboriginal Achievement Award in Law and Justice, a Fellow of the Trudeau Foundation, a Fellow of the Academy of Arts, Humanities and Sciences of Canada (RSC), Canada's highest academic honor, and Killam Foundation Prize winner in Social Sciences, 2017 and Molson Prize winner in 2019. John is Anishinabe/Ojibway and a member of the Chippewa of the Nawash First Nation in Ontario, Canada.

## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>668</b>	Units (eg. 4) <b>4.0</b>
Course title (max. 100 characters) <b>Financial Management for Indigenous Leadership</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Financial Management</b>		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) <b>Please see attached</b>		
Rationale for introduction of this course <b>This new course is essential for Indigenous leaders and managers as it identifies financial tools and techniques that they can utilize to determine the organization's financial history, current situation and future potential. It assists leaders with decisions on next steps and future directions.</b>		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>7 hrs/day for 5 days</b>	
Frequency of offerings/year <b>Once/year</b>	Estimated enrollment per offering <b>35</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite <b>Prerequisite: Only for students in the IBL EMBA program.</b>		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <b>0</b>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

## RESOURCES

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

Faculty member(s) who will normally teach this course <b>Scott Powell</b>
Additional faculty members, space, and/or specialized equipment required in order to offer this course

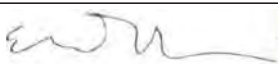
## CONTACT PERSON

Academic Unit / Program <b>Beedie School of Business</b>	Name (typically, Graduate Program Chair) <b>Debra Hoggan, IBL Manager</b>	Email <b>dhoggan@sfu.ca</b>
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## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign


Graduate Program Committee	Signature	Date
Department Chair <b>Eric Werker, A/Academic Director</b>	Signature 	Date <b>January 3, 2020</b>

## FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? ☒ YES

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

Faculty Graduate Studies Committee <b>Andrew Gemino, Assoc. Dean</b>	Signature 	Date <b>January 3, 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>July 3, 2020</b>
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### ADMINISTRATIVE SECTION (for DGS office only)

Library Check: Yes

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

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

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

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

If different from regular units:

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

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

BUS 668

DESCRIPTION:

Equips participants with knowledge of financial principles, tools to assess value and strategies to communicate decisions to financial stakeholders. Modules focus on specific financial skills, including interpreting financial statements, analyzing corporate financial performance and evaluating an organization's capital structure. Provides a conceptual toolkit to assist Indigenous leaders in making financial decisions and the confidence to clearly articulate those decisions to Indigenous and non-Indigenous stakeholders.



## **BUS 668: FINANCIAL MANAGEMENT FOR INDIGEOUS LEADERSHIP**

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**Instructor:** Scott Powell

**Semester:** Fall 2021

**E-mail:** spowell@sfu.ca

**Class Room:** tba

**Phone:** 1.866.632.0686 #701

**Office:**

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### **Course Description**

The focus of this course is the management of financial resources in an organization or business. It addresses the applied techniques that Indigenous leaders and managers need in order to make informed financial decisions and also addresses the critical and theoretical knowledge and skills that leaders need in a financial role. Accountability is increasingly the fundamental motivation for First Nation governments and Indigenous organizations to establish sound financial management practices and procedures. This course supports those initiatives. It offers a conceptual toolkit to assist leaders to make smart financial decisions and the confidence to clearly articulate those decisions to key stakeholders.

This Financial Management course will equip IBL students with an intuitive knowledge of financial principles, tools to assess value and strategies to communicate decisions to financial stakeholders. The course is broken down into 8 modules; each module focusing on a specific financial skill set thereby introducing participants important financial tools and techniques and gain an over-all appreciation of how business decisions impact financial performance. Please refer to each module for detailed learning objectives and course content.

### **Objectives**

By the end of the course you will be able to:

- Interpret financial statements and analyze corporate financial performance
- Set appropriate internal financial targets and evaluate a company's capital structure
- Assess projects using a rigorous investment decision making framework and various corporate finance math tools
- Value a business using a range of business valuation techniques

### **Course Structure**

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

### **Book and Materials**

Required Text:

Higgins, R. C. (2015). *Analysis for Financial Management*. McGraw-Hill/Irwin

Supplementary Reference Texts (Optional):

Brealey, R. Myers S., Marcus, A., Maynes, E., & Mitra, d. (2012). *Fundamentals of Corporate Finance*. McGraw-Hill/Ryerson.

Ross, S. Westerfield, R., Jordan, B & Roberts, G. (2013). Fundamentals of Corporate Finance. McGraw-Hill/Ryerson.

## Learning and Assessments

### Assessment summary

You will be assessed through a series of individual and group assignments. Each assignment focuses on the application of a specific financial skill set to an organization you are interested in. There are no mid-term or final exams for this course.

<b>Individual</b>	Assignment 1	15%
	Assignment 2	15%
<b>Team</b>	Assignment 1	20%
	Assignment 2	20%
<b>Total</b>		<b>100%</b>

### Individual Assignment 1

**Due: June 2022 at 10:00 PM**

Calculate and analyze at least 10 financial ratios for an organization for 5 years (50 ratios in total). What conclusions do you draw?

### Team Assignment 1

**Due: June 2022 at 10:00 PM**

Calculate and analyze a range of financial ratios for a group of organizations in the same industry for a maximum of 5 years. If there are 5 members in your team, you must analyze 5 organizations. What conclusions do you draw?

### Individual Assignment 2

**Due: July 2022 at 10:00 PM**

Calculate and analyze the cost of funding for an organization. Determine whether the organization has created or destroyed value for a financial analysis perspective.

### Team Assignment 2

**Due: July 2021 at 10:00 PM**

Choose one option for your team assignment:

- Option 1: Undertake a financial evaluation of a project using a combination of financial decision making tools such as a payback period, DCF (net present value analysis) and internal rate of return. What conclusions do you draw?
- Option 2: Value a company/business using a DCF approach and valuation multiples. What conclusions do you draw?

## Reading and Course Schedule

Readings can be found on Canvas, your textbook and through external links. They are labeled accordingly.

Module	Date	Topic	Module Objectives	Readings
1	Monday morning	Interpreting Financial Statements	Read financial statements with confidence	Higgins Chapter 1
2	Monday afternoon	Analyzing financial Performance	Undertake financial analysis to uncover the drivers of organization performance	Higgins Chapter 2
3	Tuesday morning	Managing Growth	Assess an organization's ability to generate sustainable growth	Higgins Chapter 4
4	Tuesday Afternoon	Corporate finance Math Tools	Utilize corporate finance math tools to assess investment opportunities	Higgins Chapter 7
5	Wednesday Morning	Risk, Return and the Cost of Capital	Set organization targets to meet stakeholder expectations	Higgins Chapters 6 & 8
6	Wednesday Afternoon	Capital Market Fundamentals	Identify sources of capital for organizations	Higgins Chapter 5
7	Thursday	Making Effective Investment Decisions	Apply a rigorous process for making effective investment decisions	Higgins Chapters 7 & 8
8	Friday	Business Valuations	Value a business using best practice valuation techniques	Higgins Chapter 9

## Academic Integrity

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ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

## About the Course Instructor

**Scott Powell** is an Adjunct Professor with SFU Business School and is a Managing Director of Learning Strategies Group. Scott has written and delivered finance workshops around the world for many major organizations including Coast Capital Savings, JP Morgan, Bank of America, British Airways, BC Ferries, Ballard Power, Accenture, Deutsche Bank and many others in equity valuation,

advanced business and financial analysis, investment appraisal, and shareholder value creation. Prior to joining LSG, Scott worked at Ernst & Young where he was heavily involved in the development and delivery of financial training internally and to Ernst & Young clients. Scott is a Canadian Chartered Professional Accountant (CPA, CA) and a UK Chartered Accountant (FCA) who holds an honours degree in Politics/Economics from Trent University, Canada and a master's degree in Economics from Cambridge University.

## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>672</b>	Units (eg. 4) <b>4.0</b>
Course title (max. 100 characters) <b>Special Topics</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Special Topics</b>		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) <b>Special topics related to sustainable Indigenous economic development initiatives and governance.</b>		
Rationale for introduction of this course <b>This course will be added to the IBL EMBA to provide more flexibility.</b>		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>7 hrs/day for 5 days</b>	
Frequency of offerings/year <b>Once/year</b>	Estimated enrollment per offering <b>35</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite <b>Prerequisite: Only for students in the IBL EMBA program.</b>		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Total repeats allowed? <b>1</b>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

## RESOURCES

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

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


## CONTACT PERSON

Academic Unit / Program <b>Beedie School of Business</b>	Name (typically, Graduate Program Chair) <b>D. Hoggan, IBL Manager</b>	Email <b>dhoggan@sfu.ca</b>
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## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign


Graduate Program Committee	Signature	Date
Department Chair <b>Eric Werker, A/Academic Director</b>	Signature 	Date <b>April 22, 2020</b>

## FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? ☒ YES

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

Faculty Graduate Studies Committee <b>Andrew Gemino, Assoc. Dean</b>	Signature 	Date <b>April 22, 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>July 3, 2020</b>
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### ADMINISTRATIVE SECTION (for DGS office only)

Library Check: Yes

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

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

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

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

If different from regular units:

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

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

## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>679</b>	Units (eg. 4) <b>4</b>
Course title (max. 100 characters) <b>Business Strategy for Indigenous Leaders</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Business Strategy</b>		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description) <b>Business Strategy provides students with the knowledge and tools to become a purpose-driven business leader. This course explores the tools and concepts of strategy, from internal and external analysis and competitive advantage to corporate strategy. We will examine how Indigenous business strategic practices and views can transform firms into catalysts for change.</b>		
Rationale for introduction of this course <b>To explore Indigenous perspectives and views so as to work towards a deeper understanding of strategy when developing ventures and managing relationships with non-Indigenous corporations or partners.</b>		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>7 hrs/day for 5 days</b>	
Frequency of offerings/year <b>Once/year</b>	Estimated enrollment per offering <b>35</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite <b>Prerequisite: Only for students in the IBL EMBA program</b>		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <u>0</u>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

## RESOURCES

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

Faculty member(s) who will normally teach this course <b>Eric Werker</b>
Additional faculty members, space, and/or specialized equipment required in order to offer this course

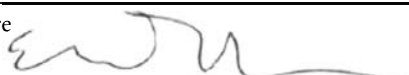
## CONTACT PERSON

Academic Unit / Program <b>Beedie School of Business</b>	Name (typically, Graduate Program Chair) <b>Debra Hoggan, Manager</b>	Email <b>dhoggan@sfu.ca</b>
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## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign


Graduate Program Committee	Signature	Date
Department Chair <b>Eric Werker, A/Academic Director</b>	Signature 	Date <b>April 22, 2020</b>

## FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? ☒ YES

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

Faculty Graduate Studies Committee <b>Andrew Gemino, Associ. Dean</b>	Signature 	Date <b>April 22, 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>July 3, 2020</b>
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### ADMINISTRATIVE SECTION (for DGS office only)

Library Check: Yes

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

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

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

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

If different from regular units:

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

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



## **BUS 679: BUSINESS STRATEGY FOR INDIGENOUS LEADERS**

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Instructor: Eric Werker

Semester: Fall 2021

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

Phone: 778.782.7725

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### **Course Description**

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This course integrates business strategy into the wider backdrop of Indigenous economies and business-government relations. We will work with the basic tools and concepts of strategy, from internal and external analysis and competitive advantage to corporate strategy, and seek to explore and integrate Indigenous perspectives into business and Indigenous strategy. In addition, we will examine Indigenous economies and development strategies and relate them back to business interests and strategy concepts. The goals are to understand a firm's choices at the level of the industry and the level of the corporation as well as the situation of the industry in the wider economic environment, and to gain an appreciation for the policy choices that enable private and collective enterprise to succeed and promote citizen wellbeing to further Nation strategic goals.

### **Objectives**

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The learning objectives for this course are to understand how to think about building and sustaining a competitive advantage for a firm in an industry, to understand the logic of multi-product firms, and to be able to understand a general picture of Indigenous economies and economic trajectories. We will pay special attention to the sorts of industries that Indigenous businesses or economic development corporations might compete in. We will also discuss Indigenous perspectives and viewpoints along with cases on firms and industries, so as to work towards a deeper understanding of strategy for Indigenous leaders.

The specific learning objectives are to gain sufficient exposure in the following areas to inform self-directed learning:

- Internal analysis to determine how firms can build and sustain competitive advantage
- External analysis to evaluate the potential of an industry
- Macroeconomic and political economic concepts like economic measurement, institutions for economic development, resource-led development, and development models, applied to Canadian Indigenous communities
- Investor agreements between a First Nation and a company
- Non-market strategy
- Corporate strategy, specifically vertical integration, diversification, mergers/acquisitions/alliances, and global strategy

## Course Structure

This course will consist of a mixture of case study discussions, small group presentations, mini-lectures, and discussion of the additional material. Our typical day will be roughly as follows:

9:00-9:15	study group debrief
9:15-10:40	case study discussion
10:40-11:00	coffee break
11:00-11:45	group presentation and discussion
11:45-12:00	discussion of reading
12:00-12:30	small group discussion of mini assignment
12:30-1:30	lunch
1:30-1:45	study group debrief
1:45-3:10	case study discussion
3:10-3:30	coffee break
3:30-4:15	discussion of reading
4:15-4:45	group discussion of mini assignments
4:45-5:00	strategic plan preparation

## Book and Materials

There is a significant amount of reading that needs to be done up front as there will not be time once the week starts. You will need to prepare nine cases, including making notes for your preliminary thoughts on the discussion questions. You will also need to read approximately 6 textbook chapters and some additional readings with further Indigenous perspective.

1. Rothaermel, Frank. Strategic Management 4e. (2019). New York: McGraw Hill.
2. Nine Harvard, Stanford, Ivey, or Indigenous Business and Investment Council Case Studies, as described in the reading schedule.
3. Selected readings, as described in the reading schedule

## 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. If I do accept a late assignment in a special circumstance, it will be for a reduced grade. I will provide fairly extensive feedback at the end of the course with individual grades for all of the facets described in this syllabus. This is meant in the spirit of being able to enable reflection and further self-assessment. I recognize that the process of grading participation, presentations, and even written assignments is imperfect, and students should expect to get "lucky" in some subscores and "unlucky" in others, and

I hope that these balance out. When reviewing your feedback after the course, please take each individual sub-score with a grain of salt and focus on the big picture.

<b>Individual</b>	Participation	25%
	Case Journal	15%
	Individual Component of Group Presentation	15%
<b>Group</b>	Collection of Mini-Assignments	10%
	Strategic Plan	35%
	<b>Total</b>	<b>100%</b>

### Participation

Since the course relies heavily on case studies, the class will not succeed without strong preparation and participation by everyone. You are learning more from one another than you will from me, but for that to happen you must have read the case (and prepared the mini-assignment) in advance, considered the discussion questions, and be prepared to raise your opinions in class. A good comment concisely and respectfully engages the material, the conversation, and brings insight to the class. Of course, not every comment must be profound, and questions are encouraged!

### Case Journal

**Due: October 2022 at 9:00 AM**

A key component of learning from case discussions is preparing in advance for the cases, especially with long, complex situations like those that are featured in the cases. The case journal assignment simply formalizes that. For all of the 9 cases, please prepare your answers to the discussion questions (as described in the Modules section) in advance of the week. **Submit your journals to Canvas in advance of the first day of class.** The suggested length for each case is 0.5 pages. Don't worry about paragraphs or grammar (bullet points are fine), just try to engage with the material. You will be graded according to the following metric: 0 = incomplete, 1 = below expectations or partially complete; 2 = meets expectations; 3 = above expectations.

Students will receive feedback by 6:00 pm on 13 March 2020

### Group Presentation

**Due: in class, on specified days**

Each day, a different group will explore an industry of general interest to Indigenous business, sharing it with the cohort through a short presentation to provide new material for information and discussion. Groups will need to sign up for a presentation in advance, and come to the week in Vancouver with a prepared slide deck.

The goal for the presentation is to conduct an industry analysis and evaluate how promising or perilous the industry is for Indigenous-owned businesses. In addition, the group is encouraged to identify a couple of Indigenous businesses competing in that industry: ideally, one of them will be collectively-owned (like by an Economic Development Corporation) and one of them will be privately owned. The firms may be in joint ventures or other partnerships with non-Indigenous firms.

Students should prepare the readings and case discussions for at least Day 1 of the week before undertaking the group presentation, as the conceptual material will mostly cover external analysis and internal analysis, but additional class preparation will help.

A strong presentation will build on the concepts in the Day 1 readings and bring new facts and data to the class in an exciting and understandable way. The presentation will allow all group members time to share their research. The group can also come up with discussion questions for the rest of the class to consider. The presentation should be about 15 minutes without interruption, but we will allow for questions and comments so they should take longer in practice. The goal here isn't a perfect and comprehensive presentation but rather some new facts and data framed in a way that will enable further conversation and educate the rest of the class on a topic that many will be interested in as businesspeople and policymakers.

Each of the groups may choose their own industry, but ideally it will be of general interest. I will try to schedule the presentations so that they align with the topics discussed during the day, and I will make sure that no two groups choose the same, or an overlapping, industry. Please email me at [ewerker@sfu.ca](mailto:ewerker@sfu.ca) with your industry choice, and note the members in the group. Here are some suggested industries:

- Cannabis
- Commercial real estate
- Fishing
- Forestry
- High-end Indigenous ecotourism
- Hotel/Conference Centre
- Mining/oil and gas services
- Renewable energy
- Wineries

Each group is welcome to organize their presentation however they wish, but for a little guidance, here is a possible breakdown of material for a 5-person group. Try to make each person's contribution of equal time.

1. Description of industry, and I-PESTEL analysis (PESTEL analysis, Rothaermel 3.1, with particular consideration to Indigenous factors).
2. Description of main competitors in the industry, different parts of the vertical or value chain (e.g. in the African safari case, this corresponds to the tour operators, destination management companies, and camps/lodges), and any strategic groups (Rothaermel 3.4)
3. 5 forces analysis for industry (Rothaermel 3.2); is it an attractive industry to enter? What about to be an incumbent? Is it any more or less attractive for an Indigenous business to enter?
4. Brief description of an Indigenous entrepreneur-owned business competing in this industry. What are its resources, capabilities, and core competencies (Rothaermel 4.1-4.2)? Does it have any competitive advantage (Rothaermel 5.1 section on "Economic Value Creation") – and if so, what is the source of that? How does being Indigenous affect its strategy, if at all?
5. Brief description of an Indigenous collectively-owned business competing in this industry. What are its resources, capabilities, and core competencies? Does it have any competitive advantage – and if so, what is the source of that? How does collective ownership factor in? How does being Indigenous affect its strategy, if at all?

The slide deck for the group presentation should be uploaded to Canvas on the same day as the presentation. We will share the deck with all members of the class. While the aim of the group

presentation is to educate one another and stimulate further discussion, you will be graded for your individual component of the presentation according to the following rubric:

	Score	One great thing	One thing to improve
Content	/6		
Analysis/insight	/6		
Presentation	/3		

### Mini Assignments

**Due: November 2022 at 6:00 PM**

**Each table group must choose one First Nations-owned business to analyze as well as one First Nation itself (or similar Inuit or Métis organization) in which to explore economic development prospects.** The discussion behind this analysis will take place in class. The only work before the week of class is to decide on the business and Nation to analyze and to gather as much raw data as possible (i.e. statistics, financial statements, partnerships, etc.) to facilitate the work in class. **The business cannot be the business that you work on for your strategic plan (but it can be covered in the group presentation, if you like).** Write at most one page for each of the mini-assignments, which are to be done after the class session in which the assignment is discussed. (The responsibility for the first draft of these exercises can be divided across group members so that each group member will be responsible for drafting two.) A complete single document with all the mini-assignments must be uploaded to Canvas by the date specified. The specific mini-assignments are described in the Course Schedule section below. They are not meant to be comprehensive treatments of the subject, but rather an opportunity to try out the new tools you are being exposed to, as well as to prepare you for the strategic plan assignment.

### Strategic Plan

**Due: November 2022 at 6:00 PM**

Students may do the strategic plan individually or in a pair. Each strategic plan team must choose a real organization, ideally with which a team member has some linkage. My hope is that you will share these with the organization and they will have some practical use. It does not need to be a big company, it could be a start-up, or a group within an organization (like a profit centre within a company, or a division of an Ec Dev Corp). It can be a firm, a non-profit, an Ec Dev Corp, or even a First Nation itself (though this will be more complicated). It cannot be a business *idea* or a completely new business as the idea is to write a strategic plan to help an existing organization, rather than a business plan.

The final product is a 6-page *informative* Power point-style “deck” that gives the organization a strategic plan. An “informative” deck is different from one used for presentations – it should contain fairly dense information in the form of words and visuals that can be read by a busy leader in the client organization; in contrast, a deck used for presentation is meant to be sparse so as to enable the presenter to verbally fill in the missing information. An informative slide deck is often used by consultancies and inside businesses in order to concisely relay information using both visuals and text. Remember, consultancies have full-time graphics teams and I am not expecting you to meet the same level of polish – focus on the content and communicate it in a clean way. Some examples can be found here: <https://www.konsus.com/blog/25-powerpoint-presentation-examples-from-consulting-firms-and-what-you-can-learn-from-them>

The deck should have the following 6 slides. I have given suggestions for content but each group should decide what they want to include. *Be sure to indicate what you are recommending versus what the firm is already doing.*

1. Overview of the organization.

*Suggested content:* Where is it, what does it do? What are some recent performance figures, successes, and challenges?

2. Mission/vision. What should be the mission/vision for the organization? (If it already has one: what is the mission/vision and is it appropriate?)

*Suggested content:* Why is it important? How can it organize the organization? How can it be measured? When do we know it is succeeding?

3. External analysis. What is the industry and is it an attractive industry?

*Suggested content:* Which of the 5 forces are relevant? Who are the competitors? Are there strategic groups that matter? Are there non-market forces that are important?

4. Internal analysis. Resources/capabilities and core competencies.

*Suggested content:* What are the tangible and intangible resources/capabilities? Are they VRIO? Do the core competencies and resources/capabilities lead to plausible competitive advantage? How can it be made sustainable? If there is not yet a (sustainable) competitive advantage, how can it get there?

5. Business model. What should be the organization's business model?

*Suggested content:* How does/should the organization generate revenue/value/profits? What products/services should it provide and how should it monetize them? Will it be a cost leader or a differentiator or something else? What expenses and profit margins are associated with that, and how should the profits be reinvested?

6. Corporate strategy. Where should the firm compete?

*Suggested content:* How diversified/focused should the organization be? How is that related to the earlier slides? Should it (eventually) expand to other parts of the value chain? Where in the world should it compete and why?

The final deck must be uploaded to Canvas. There will be no presentation, just slides, so make them informative enough to be read by the client, but still clean enough that they are clear and to the point. The goal here is to put together a working strategic plan that can be used by the organization you are examining! You will be graded according to the following rubric:

	Score	One great thing	One thing to improve
Depth of content	/12		
Accuracy/insight	/12		
Coherence	/10		
Presentation	/6		



## Other Information

Given the intensity of the week, I will not be able to hold meaningful office hours during the week. I am happy to make myself available before and after the week of class – please just email me to set up a time to meet or talk by phone.

I welcome feedback on the syllabus, readings, and assignments. I designed the first iteration of this syllabus two years ago and this is version 2.0. With a goal to further Indigenize the curriculum I have overhauled approximately 60% of the readings to bring in more Indigenous relevance, content, and perspective. I hoped to put something together that fuses these different areas of study and makes them as useful as possible for IBL careers. I have also changed and tweaked the assignments based on feedback, and when I felt that a given assignment wasn't working well or might be improved. Each session, of course, is just an introduction to much more vast areas of knowledge. Please do not hesitate to reach out to me for further reading or to suggest areas that would be more relevant for your careers and learning ambitions (as well as which parts can be cut).

## Reading and Course Schedule

Readings can be found on Canvas, your textbook and through external links. They are labeled accordingly.

### Session 1: Internal Analysis and Mission/Vision/Values

October 2022 AM

#### Readings:

- AIME High: A Social Entrepreneur's Moon Shot. HBS case 9-919-411.
- Rothaermel chapters 1.2 (Vision, mission, values), 4 (Internal)
- Pages 62-72 in: Spiller, C. "Wayfinding in Strategy Research," In C.L. Wang, D.J. Ketchen, Jr., D.D. Bergh (Eds.) *Research Methodology in Strategy and Management*; Vol 8; West meets East., available at [https://www.researchgate.net/profile/Chellie\\_Spiller/publication/265086882\\_Wayfinding\\_in\\_Strategy\\_Research/links/53fe1b040cf21edafd14a45a/Wayfinding-in-Strategy-Research.pdf](https://www.researchgate.net/profile/Chellie_Spiller/publication/265086882_Wayfinding_in_Strategy_Research/links/53fe1b040cf21edafd14a45a/Wayfinding-in-Strategy-Research.pdf)

**Mini-assignment #1 (Internal):** Describe the resources and capabilities of your firm. What are the firm's core competencies? Are its resources valuable, rare, costly to imitate, and is the firm organized to capture the value of the resources?

### Session 2: External Analysis

October 2022 PM

#### Readings:

- Extraordinary Journeys: Wild Times in the Safari Industry. IVEY case W18670.
- Rothaermel, Chapter 3
- Skim: Buntzen, Alexis Celeste. "More like Ourselves: Indigenous Capitalism through Tourism," *American Indian Quarterly*, Vol. 34, No. 3 (Summer 2010): 285-311. Available through SFU Library.

Please come prepared to discuss the following questions:

1. Analyze the 5 forces for the safari tour operator industry in Africa. Is this an attractive industry to enter? Is it attractive for Elizabeth Gordon?

2. Compare the tour operator industry with the other parts of the safari value chain: destination management companies and safari camps and lodges. Which one is most attractive and which one is least attractive?
3. Conduct a quick SWOT analysis (Rothaermel 4.5) of Extraordinary Journeys.
4. Which strategy should Gordon pursue: marketing, public relations, or optimization?
5. Think about insights from this case study for Indigenous ecotourism in Canada, particularly with respect to the Bunten reading (and what you already read and prepared for marketing). No need to prepare anything in advance, we can discuss this in class; a group may also choose this as their Group Presentation.

**Mini-assignment #2 (External):** Conduct a 5-forces analysis of the main industry in which your firm is operating. Define the industry and list a few competitors. How attractive is the industry? Identify any strategic groups in the industry. Is the nature of competition the same across the different strategic groups?

### **Session 3: Economic Growth without Natural Resources**

**October 2022 AM**

#### Readings:

- Singapore's Mid-Life Crisis. HBS case 714039.

Please come prepared to discuss the following questions:

1. How did Singapore pull off such rapid economic growth for so long? What was the most important element in the strategy?
2. Why does Singapore want FDI?
3. Has Singapore been innovating?

**Mini-assignment #3 (Growth and development strategy):** Describe the “non-natural resource” resources and capabilities of the First Nation you are analyzing. How has the First Nation utilized those attributes in order to generate meaningful prosperity for its members? Are there any opportunities to better utilize them, or to invest in “Dynamic capabilities” (Rothaermel 4.3)? Utilize statistics whenever available.

### **Session 4: Resource-led Development**

**October 2022 PM**

#### Readings:

- Lac Seul First Nation: Development in a Changing Landscape. IVEY case W17285.
- Draft reading: “Modeling Indigenous Economies and Private Sector Development,”.
- Skim: Slade Shantz, Angelique. “Aboriginal Communities and Mining.” In: *Indigenous Business in Canada: Principles and Practices*. K.G. Brown, M.B. Doucette, J.E. Tulk (Eds.) Cape Breton University Press, 2016.

Please come prepared to discuss the following questions:

1. Describe the economic activity (including government and social sector spending) in the Lac Seul First Nation (LSFN) reserve as well as on its traditional territory. How much economic activity is from each of government, collectively-owned enterprise, and privately-owned enterprise?



2. What accounts for LSFN's economic activity, both in terms of successes and missed opportunities?
3. What effect does LSFN's wealth in natural resource have on its economic model? What economic model is Chief Clifford Bull trying to pursue?
4. Where should Chief Bull focus his efforts going forward?

**Mini-assignment #4 (Political economy and resource-led development):** Following the handout you will get in class, describe the economic activity across the different markets in the First Nation you are analyzing. Write down some key values driving economic decisions, or the vision of the First Nation for its economy. What activities drive the Indigenous economy on reserve and in its traditional territory? Are natural resources being effectively harnessed in line with the vision? What are the lowest-hanging fruits in terms of developing new economic activity?

## Session 5: Investor Agreement and Stakeholder Relations

October 2022 AM

### Readings:

- Rio Tinto and Ömnögov: A Community Cooperation Agreement. IVEY case *forthcoming*.
- Skim: David Baron, "Integrated Strategy: Market and Nonmarket Components," *California Management Review* (1995), CMR105.
- Rothaermel Ch 2.3 (Stakeholders), 3.1 (PESTEL)

Please come prepared to discuss the following questions:

1. Who are the relevant stakeholders in this case? Create a stakeholder map with the relative power of the stakeholder on the vertical axis and the relative interest of the stakeholder on the horizontal axis; indicate the position of each stakeholder on the matrix.
2. What domains should the agreement cover, from the perspective of the company? Conduct a PESTEL (political, economic, social, technological, environmental, and legal) analysis of the situation.
3. How much of a financial contribution should Rio Tinto offer in the agreement, and which type of payment structure should be used? How should the contribution be managed? Weigh the pros and cons of the different methods mentioned in the case.

**Mini-assignment #5 (Non-market strategy):** For the firm you are analyzing, list the three most important non-market factors that impact firm competitiveness and profitability, and are able to be influenced through some form of firm or industry-level actions. Outline a strategy for influencing each. Does your firm have the requisite capabilities to be effective at this?

## Session 6: Impact Benefit Agreements

October 2022 PM

### Readings:

- Tk'emlups Indian Band, the Skeetchestn Band and New Gold's New Afton Mine Project. Indigenous Business and Investment Council case, available at: <http://www.bcabc.ca/content/tkemlups-indian-band-skeetchestn-band-and-new-golds-new-afton-mine-project>
- Skim: SSN management document including discussion of business opportunities: <http://www.skeetchestn.ca/files/documents/Governance/ssnxd-report.pdf>

- Skim: Revenue sharing agreement with BC:  
[http://www2.gov.bc.ca/assets/gov/environment/natural-resource-stewardship/consulting-with-first-nations/agreements/ecda\\_secwepemc.pdf](http://www2.gov.bc.ca/assets/gov/environment/natural-resource-stewardship/consulting-with-first-nations/agreements/ecda_secwepemc.pdf)
- Manuel, Arthur, and Grand Chief Ronald Derrickson. "Reconciliation Framework Agreements," in *The Reconciliation Manifesto: Recovering the Land, Rebuilding the Economy*. James Lorimer & Co. 2017. PP. 204-209.

Please come prepared to discuss the following questions:

1. Why did the Tk'emlups te Secwepemc and the Skeetchestn Band seek to sign an Impact Benefit Agreement with New Gold? What were their alternatives?
2. How can the IBA further the broader goals of the two Nations?
3. What has been the most important part of the agreement and its implementation?

**Mini-assignment #6 (IBAs):** For the First Nation you are analyzing, describe one of the most important impact benefit agreements or similar community-investor agreements that the Nation has—or could potentially have (or have had)—with an outside corporate entity. What level of transparency is there around this agreement, and is that optimal? What opportunities does it present, and did the First Nation seem to capture those opportunities? Does the agreement give the Nation a good deal, and leave the corporate with a fair financial return from its investment?

## Session 7: Diversification and Vertical Integration

October 2022 AM

### Readings:

- Fortis Inc. and the \$11.8 Billion ITC Decision. IVEY case W18072
- Rothaermel, Ch. 8.1, 8.3-8.4, 9.3 (M&A), 11.2 (structure)

Please come prepared to discuss the following questions:

1. How is Fortis doing before the potential acquisition? How diversified and vertically integrated is it?
2. How does Fortis, as a corporation, create value for its shareholders above and beyond what its individual business units do?
3. Should Fortis proceed with the deal to acquire ITC?

**Mini-assignment #7 (corporate strategy):** Describe your firm's main product. Now list the three key inputs (besides employee time). Does the firm already make any of these inputs, or if not, where does it get them from? Sketch an analysis to see whether it would make sense to have the firm make or do one of the inputs. Now list the buyers of the firm's main product. If the buyers are not final customers, sketch an analysis to see whether it would make sense for the firm to move downstream and become its own "buyer" and to take on the activity of that buyer (e.g. if the firm is a coffee bean roaster, should it also open up a coffee shop?). Finally, come up with another product (diversification) that could plausibly leverage the firm's core competency and describe, without doing any industry analysis, why it might make sense to take on.

## Session 8: Corporate Strategy and Economic Development Corps

October 2022 PM

### Readings:

- Heiltsuk Economic Development Corporation: Balancing Politics, Business, and Culture. Ivey/Beedie case W16679.

Please come prepared to discuss the following questions:

1. What are the goals of the HEDC?
2. From a corporate strategy perspective, is the HEDC engaged in diversification and/or vertical integration? What is the logic behind the mix of businesses it is invested in?
3. What would you recommend to the HEDC to further maximize profits and build a sustainable competitive advantage?
4. From an economic development perspective, is the HEDC pursuing the right business opportunities while leaving space for privately-owned Indigenous firms?
5. What are the problems faced by the HEDC? Why? What should be done?

**Mini-assignment #8 (Ec Dev Corps):** For the First Nation you are analyzing, does it have an economic development corporation or any other collectively-owned businesses? What does it do? Does it have good corporate strategic logic (read Ch 8 of Rothaermel)? Does it best contribute to broader opportunities for prosperity for citizens of the First Nation?

## **Session 9: Partnerships/ Alliances**

**October 2022 AM**

### Readings:

- White Square: A Perfect Storm in Moscow. Stanford GSB case RE-140.
- Rothaermel, Ch. 5.2 (business model), 9.1-9.2
- Read pages 5-6, 9. "Relationships and Reciprocity: Exploring Aboriginal Business." Canadian Council for Aboriginal Business. 2015. Available here: <https://www.ccab.com/research/ccab-research-series/relationships-and-reciprocity/relationships-and-reciprocity-2016/>

Please come prepared to discuss the following questions:

1. Describe the various partnerships that BIG/Lincoln entered into in order to put a successful project together (on paper) with White Square. For the partnership with Kremlin Co, what is BIG/Lincoln's "strategic resource gap"? Following the build-borrow-or-buy framework (Rothaermel Exhibit 9.1), what type of partnership would you recommend that BIG/Lincoln pursue?
2. What is BIG/Lincoln's "business model"? How does it get revenue from real estate development? (Be sure to look at Exhibit 8.)
3. Now that the global financial crisis has hit, what should Patterson do? Should he sell or try to finish developing White Square?
4. How can Patterson manage the various counterparty risks that he is facing?

**Mini-assignment #9 (Alliances, M&A):** For the firm you are analyzing, pick the most promising of the three products/activities that you identified in mini-assignment #7 (e.g. the upstream, downstream, or diversification idea) and do the build-borrow-buy framework in Rothaermel Exhibit 9.1. Then come up with a potential firm to "borrow" or "buy" and say why/how. If you end up at "build," then describe how you might build it, and then come up with a firm for which you would be an attractive target for that firm to buy.

**Session 10: Special Topics: Real Estate Development  
and Global Strategy**

**October 2022 PM**

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Readings:

- Real estate light readings will be sent out via email on a live case TBD.
- Reread AIME High case from Day 1.
- Rothaermel, ch. 10.2, 10.3

Please come prepared to discuss the following question:

1. Should Jack Manning Bancroft take AIME global?

### **Academic Integrity**

SFU's Academic Integrity web site <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. <http://www.sfu.ca/policies/gazette/student/s10-01.html>

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

### **About the Course Instructor**

**Eric Werker** is the William Saywell Professor at Simon Fraser University's Beedie School of Business. Eric teaches about emerging markets, strategy, policy, and global economics to MBAs and executives and has authored numerous case studies on companies and countries around the world. He has served as economic advisor to the President of Liberia and was on the faculty of Harvard Business School before returning home to Vancouver.

## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>683</b>	Units (eg. 4) <b>2.0</b>
Course title (max. 100 characters) <b>Negotiations for Indigenous Leaders</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Negotiations</b>		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) <b>Provides opportunities to analyze negotiating style, develop a practical understanding of effective negotiating behaviours and improve abilities to plan and conduct successful day-to-day negotiations in a variety of situations. Emphasis will be on skill development through simulated negotiations situations and case studies. Explores the role that cultural protocols, history and indigenous views play in successful negotiated solutions.</b>		
Rationale for introduction of this course <b>In the past, negotiation styles used with Indigenous people, especially by governments, promoted competitive tactics and resulted in unsatisfactory outcomes or feelings of mistrust. This new course provides Indigenous leadership with skills to navigate difficult negotiations towards win-win results.</b>		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>7 hrs/day for 2.5 days</b>	
Frequency of offerings/year <b>Once/year</b>	Estimated enrollment per offering <b>35</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite <b>Prerequisite: Only for students in the IBL EMBA program.</b>		
Criminal record check required? <input type="checkbox"/> Yes <input type="checkbox"/> No if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <b>0</b>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

## RESOURCES

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

Faculty member(s) who will normally teach this course <b>TBA</b>
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) <b>Debra Hoggan, IBL Manager</b>	Email <b>dhoggan@sfu.ca</b>
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## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign


Graduate Program Committee	Signature	Date
Department Chair <b>Eric Werker, A/Academic Director</b>	Signature 	Date <b>April 22, 2020</b>

## FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? ☒ YES

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

Faculty Graduate Studies Committee <b>Andrew Gemino, Assoc. Dean</b>	Signature 	Date <b>April 22, 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>July 3, 2020</b>
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### ADMINISTRATIVE SECTION (for DGS office only)

Library Check: Yes

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

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

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

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

If different from regular units:

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

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



## **BUS 683: NEGOTIATIONS FOR INDIGENOUS LEADERS**

**Instructor:** TBA

**Semester:** Fall 2021

**E-mail:**

**Class Room:**

**Office Phone:**

**Office:**

### **Course Description**

Whether dealing with a supplier who can't deliver your order on time, a customer who is behind on their payments or a staff member who is habitually late, negotiation skills are essential in daily interactions. This course will provide students with opportunities to analyze their own negotiating style, develop a practical understanding of effective negotiating behaviours and improve their ability to plan and conduct successful day-to-day negotiations in a variety of situations. Emphasis will be on skill development through simulated negotiations situations and case studies. Designed to accelerate leaders and managers negotiation capabilities, the course examines core decision-making challenges and analyzes complex negotiation scenarios.

In the past, negotiation styles used with Indigenous people, especially by governments, promotes competitive tactics, often resulting in unsatisfactory outcomes or feelings of mistrust within the Indigenous community. The course will also provide opportunities for students to determine what role, if any, that cultural protocols, history and Indigenous approaches to negotiation play in successful negotiation situations.

### **Objectives**

Whether you are a seasoned negotiator looking for a formal refresher or a manager looking to broaden your knowledge, the course objectives are:

- To accelerate your negotiation skillset and capabilities
- Practice and evaluate different negotiation strategies
- Analyze real cases for insights
- Sharpen your negotiating style and strategies
- Deepen your awareness of the value of culture during negotiation

### **Course Expectations**

You can expect at least 17.5 in-class hours and approximately 10 hours weekly of out-of-class work to complete this course. These out-of-class activities may include, participating in online discussions, preparing notes from readings and cases, library or internet research, conducting interviews, and writing.

Courses may be scheduled in a compressed format where classes are held in intensive session, but expectations of consistent preparation and participation remain for the length of the semester.

### **Course Structure**

The course is based on: pre-readings, simulations and class discussions, two self-assessments, your analysis of the negotiations of others (known as Separate Pages), writing each day in your journal, and writing One Little Paper.

## Book and Materials

- Lax, D. A., and Sebenius, J. K. (2006). 3-D Negotiation: Powerful Tools to Change the Game in Your Most Important Deals. Harvard Business Press.  
Online access: <http://proxylibrary.hse.ru:2099/toc.aspx?bookid=40523>
- Lewis, R. D. (2006). When Cultures Collide: Leading Across Cultures. Boston: Nicholas Brealey International. Online access:  
<http://proxylibrary.hse.ru:2099/toc.aspx?bookid=13710>
- Other selected readings and reference materials will be provided on Canvas

## Learning and Assessments

### Assessment summary

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

<b>Individual</b>	In-class participation, contribution to discussions and leadership	10%
	Daily Journal	40%
	One Little Paper	10%
<b>Team</b>	In-class Assignment	15%
	In-class Presentation	25%
<b>Total</b>		<b>100%</b>

### Individual Written Assignment

Daily Journal, maximum 10 pages, double-spaced

### One Little Paper

Observations, maximum 2 pages, double-spaced

### Team In-class Assignment

Separate Pages, in-class analysis paper, 4 pages, double-spaced

### Team In-class Presentation

Students will present an analysis of a negotiation situation

### Participation

Participation will be assessed based on in-class contributions to discussions and demonstration of leadership.



### Other Information

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Late assignments will not be accepted and a mark of zero '0' will be applied.

### Reading and Course Schedule

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Readings can be found on Canvas, your textbook and through external links. They are labeled accordingly.

A detailed course schedule will be provided and posted on Canvas.

### Academic Integrity

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SFU's Academic Integrity web site <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly integrity is required of all members of the University. <http://www.sfu.ca/policies/gazette/student/s10-01.html>

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

### About the Course Instructor

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A biography on the Instructor will be posted on Canvas.

## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>687</b>	Units (eg. 4) <b>2.0</b>
Course title (max. 100 characters) <b>Applied Project Preparation</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Applied Project Preparation</b>		
<p>Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description)</p> <p><b>Offers the opportunity for students to begin the preparation and planning of their individual Applied Projects. Includes discussion of the principles and fundamental elements of planning and preparation for applied project. Students will decide on a topic, develop their project concept, prepare a work plan and create an outline, and identify reasonable milestones and deliverables.</b></p>		
<p>Rationale for introduction of this course</p> <p><b>This new course is to give students a guided head-start on their Applied Projects by learning and applying projection planning and preparation tools and techniques.</b></p>		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>7 hrs/2.5 days</b>	
Frequency of offerings/year <b>Once/year</b>	Estimated enrollment per offering <b>35</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite <b>Prerequisite: Only for students in the IBL EMBA program.</b>		
Criminal record check required? <input type="checkbox"/> Yes    if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input checked="" type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <u>0</u>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

## RESOURCES

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

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

## CONTACT PERSON

Academic Unit / Program <b>Beedie School of Business</b>	Name (typically, Graduate Program Chair) <b>Debra Hoggan, IBL Manager</b>	Email <b>dhoggan@sfu.ca</b>
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## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign


Graduate Program Committee	Signature	Date
Department Chair <b>Eric Werker, A/Academic Director</b>	Signature 	Date <b>April 22, 2020</b>

## FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? ☒ YES

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

Faculty Graduate Studies Committee <b>Andrew Gemino, Assoc. Dean</b>	Signature 	Date <b>April 22, 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>July 3, 2020</b>
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### ADMINISTRATIVE SECTION (for DGS office only)

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

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



## **BUS 687: Applied Project Preparation**

**Instructor:** TBA

**Semester:** Fall 2021

**Email:**

**Class Room:**

**Phone:**

**Office:**

### **Course Description**

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*"Before anything else, preparation is the key to success".* In keeping with these wise words by Alexander Graham Bell, this course offers an opportunity for students to begin the preparation and planning of their individual Applied Projects. The course will include the principles and fundamental elements of planning and preparation. Students will decide on a topic, develop their project concept, prepare a work plan and create an outline, and identify reasonable milestones and deliverables.

### **Objectives**

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The main objective of this course is to provide students with an opportunity to begin focusing on and preparing for their Applied Projects. Specifically, the students will acquire the following skills:

- To frame and define their project topic
- Identify the methods to be used to complete the work and the preparation
- Develop a detailed project work plan with realistic timelines and deliverables
- Monitor their progress against the work plan

### **Course Expectations**

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Students must be in their final semester as MBA candidates. You must have completed all course work for the program with a satisfactory CGPA of 3.0.

Students must have the Applied Project topics pre-approved by submitting the approval form to the instructor or supervisor.

During this time you can expect at least 17.5 hours of in-class work and at least a minimum of 17.5 hours of out-of-class work for this course. These out-of-class activities will include participating in online activities, preparing readings, research, teamwork and completing assignments.

Courses may be scheduled in a compressed format where classes are held in intensive session, but expectations of consistent preparation and participation remain for the length of the semester.

### **Course Structure**

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This course will consist of a mixture of presentations, discussions, working together and assignments. Individual meetings with the course instructor or supervisor will occur. Subsequent meetings to make sure that both research and writing is on track will be organized,

Presentations on topics such as time management, writing techniques, format of information such as statistics, etc. will be offered.

## Book and Materials

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Selected readings may be provided on Canvas or through external links

## Learning and Assessments

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### Assessment summary

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

<b>Individual</b>	1. Topic Pre-approval Form	10%
	2. Work Plan	25%
	3. Table of Contents	15%
	4. Video Presentation	25%
<b>Team</b>	Leadership	25%
	<b>Total</b>	<b>100%</b>

### Assignment 1 -

**Due:**

Completion of Topic Pre-Approval Form

### Assignment 2

**Due:**

Detailed work plan that identifies the steps and stages to complete your Applied Project.

### Assignment 3

**Due:**

Complete a Table of Contents for your Applied Project

### Assignment 4

**Due:**

Working in pairs, produce a 1-2-minute video using a cell phone or laptop that describes the title of your project and the objective/s.

### Team Leadership

Demonstration of leadership: respect, support of peers through the learning process, sharing of knowledge, humility, and other innate strengths

## Other Information - Late Assignments

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Students are expected to submit the assignment **on or before** the assigned due date. Students who hand in assignments after the due date will receive a one-third grade point deduction (i.e. B to B-).

## Reading and Course Schedule

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Readings can be found on Canvas, your textbook and through external links. They are labeled accordingly.



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### **Academic Integrity**

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SFU's Academic Integrity web site <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

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### **About the Course Instructor**

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A biography for the Instructor and the Supervisor/s will be posted on Canvas.

## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>692</b>	Units (eg. 4) <b>4.0</b>
Course title (max. 100 characters) <b>Indigenous Sustainability</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Indigenous Sustainability</b>		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) <b>Please see attached</b>		
Rationale for introduction of this course <b>This new course addresses the interests and concerns of Indigenous leaders to build a sustainable future despite that they make up 30% (says the UN) of the world's poorest people and in dire need for economic self-reliance and reconciliation.</b>		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>7 hrs/day for 5.0 days</b>	
Frequency of offerings/year <b>Once/year</b>	Estimated enrollment per offering <b>35</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite <b>Prerequisite: Only for students in the IBL EMBA program.</b>		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <b>0</b>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.



## RESOURCES

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

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

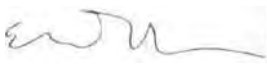
## CONTACT PERSON

Academic Unit / Program <b>Beedie School of Business</b>	Name (typically, Graduate Program Chair) <b>D. Hoggan, IBL Manager</b>	Email <b>dhoggan@sfu.ca</b>
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## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign


Graduate Program Committee	Signature	Date
Department Chair <b>Eric Werker, A/Academic Director</b>	Signature 	Date <b>April 22, 2020</b>

## FACULTY APPROVAL

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Faculty Graduate Studies Committee <b>Andrew Gemino, Assoc. Dean</b>	Signature 	Date <b>April 22, 2020</b>
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## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>July 3, 2020</b>
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### ADMINISTRATIVE SECTION (for DGS office only)

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

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



BUS 692

DESCRIPTION:

Explores strategies as to how Indigenous businesses and organizations can create and foster sustainable economic opportunities. Identifies Indigenous sustainable practices and encompasses the ecological, social, and economic responsibilities of organizations. Alternative philosophies and theories are considered along with corporate responsibility. Explores how modern businesses are re-aligning and re-inventing corporate strategies toward more sustainable business models

## **BUS 692: INDIGENOUS SUSTAINABILITY**

<b>Instructor:</b> TBA	<b>Semester:</b> Fall 2021
<b>E-mail:</b>	<b>Class Room:</b>
<b>Phone:</b>	<b>Office:</b>

### **Course Description**

Indigenous peoples are powerful advocates for sustainability and environmental awareness and play an integral role in the future of a strong, viable and sustainable economy in BC. They are redefining the nature of their participation on economic development opportunities that occur on or near their traditional territories.

This course will explore strategies as to how to create and foster economic opportunities for their citizens. We will also take a holistic view of sustainability that encompasses the ecological, social, and economic responsibilities of organizations. We will consider alternative philosophies and theories concerned with corporate responsibility through to how modern businesses are re-aligning and in some cases, re-inventing corporate strategies toward more sustainable business models.

### **Objectives**

Course objectives include:

- Increased awareness about the sustainable world views, challenges and initiatives of Indigenous people.
- Enhanced knowledge about sustainability concepts, issues, and developments in business and society.
- Develop integrative strategies to enhance the environmental, social, and economic performance of organizations.

### **Course Expectations**

You can expect at least 35 hour of class time and an additional 35 hours of out-of-class work to complete the readings, the research and the writing requirements for the course.

Courses may be scheduled in a compressed format where classes are held in intensive session, but expectations of consistent preparation and participation remain for the length of the semester.

### **Course Structure**

A variety of learning methods will be used to encourage both an intellectual understanding and a personal sense of sustainability. Through case discussions and assigned readings, we will explore the practical difficulties and dilemmas that complicate efforts to implement sustainability ideas, techniques and technologies. Brief lectures will be complemented by experiential learning techniques (e.g., exercises, videos, self-assessments) to facilitate understanding of course concepts and their application.

## Books and Materials

1. Sirolli, Ernesto. *Ripples from the Zambezi: Passion, Entrepreneurship and the Rebirth of Local Economies*. (1998). Gabriola Island: New Society Publishers. ISBN: 9780865713970
2. Suzanne Benn, Dexter Dunphy, & Andrew Griffiths (2014). *Organizational Change for Corporate Sustainability* (3<sup>rd</sup> edition). New York: Routledge.
3. Other selected readings and materials will be provided on Canvas or handed out in class.

## Learning and Assessments

### Assessment Summary

Evaluation in the course will be based on a combination of:

<b>Individual</b>	Class Participation and Leadership	10%
	Case Analyses (2 @ 15% each)	30%
	Learning Reflections Paper	30%
<b>Teams</b>	Group Project	30%
<b>Total</b>		<b>100%</b>

### Other Information

This section is used for course specific policies and procedures. Examples include in-class self-assessments, team evaluations, make-up class policies etc.

### Reading and Course Schedule

Further information regarding readings from the textbook can be found on Canvas. A detailed course schedule will be available on Canvas prior to the start of the course.

### Academic Integrity

SFU's Academic Integrity web site <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

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### About the Course Instructor

A biography on the instructor will be posted on Canvas one month prior to the course.

## New Graduate Course Proposal

Course Subject (eg. PSYC) <b>BUS</b>	Number (eg. 810) <b>697</b>	Units (eg. 4) <b>4</b>
Course title (max. 100 characters) <b>Applied Project</b>		
Short title (for enrollment/transcript - max. 30 characters) <b>Applied Project</b>		
<p>Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description)</p> <p><b>The Applied Project is the final course of the IBL EMBA program. Students are required to prepare an extensive academic research assignment. The process involves a review of the literature and application of frameworks, models, concepts and theories from the courses to a specific business problem or situation, for which students develop practical recommendations. Graded on a satisfactory/unsatisfactory basis.</b></p>		
<p>Rationale for introduction of this course</p> <p><b>This is a new course for the IBL EMBA program that encapsulates teachings, stories and theories.</b></p>		
Term of initial offering (eg. Fall 2019) <b>Fall 2021</b>	Course delivery (eg. 3 hrs/week for 13 weeks) <b>7 hrs/days for 5.0 days</b>	
Frequency of offerings/year <b>Once/year</b>	Estimated enrollment per offering <b>35</b>	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses)		
Prerequisite and/or Corequisite <b>Prerequisite: Only for students in the IBL EMBA program.</b>		
Criminal record check required? <input type="checkbox"/> Yes    if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input checked="" type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input type="checkbox"/> Letter grades <input checked="" type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? <b>0</b>	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    If yes, identify which undergraduate course and the additional course requirements for graduate students:		

\* See important definitions on the curriculum website.

## RESOURCES

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

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


## CONTACT PERSON

Academic Unit / Program <b>Beedie School of Business</b>	Name (typically, Graduate Program Chair) <b>Debra Hoggan, IBL Manager</b>	Email <b>dhoggan@sfu.ca</b>
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## ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign


Graduate Program Committee	Signature	Date
Department Chair <b>Eric Werker, A/Academic Director</b>	Signature 	Date <b>April 22, 2020</b>

## FACULTY APPROVAL

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Overlap check done? ☒ YES

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Faculty Graduate Studies Committee <b>Andrew Gemino, Assoc. Dean</b>	Signature 	Date <b>April 22, 2020</b>
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

## SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee <b>Jeff Derksen</b>	Signature 	Date <b>July 3, 2020</b>
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### ADMINISTRATIVE SECTION (for DGS office only)

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

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

## **BUS 697: APPLIED PROJECT**

<b>Instructor:</b> TBA	<b>Semester:</b> Fall 2021
<b>E-mail:</b>	<b>Class Room:</b>
<b>Phone:</b>	<b>Office:</b>

### **Course Description**

The Applied Project is the final course of the IBL EMBA program. The focus is an academic research paper designed for students to further their learning and career goals. Students will undertake a strategic business analysis and write an extended essay jointly supervised by SFU faculty members and/or an industry partner.

The Applied Project involves a review of the literature and the systematic application of frameworks, models, concepts and theories applied to a specific business problem or situation, for which students develop practical recommendations. Research typically involves an exploration of a managerial topic, issue, or problem. Many students have used the project to develop a business plan for the purpose of launching a new venture.

This course is an opportunity for students, alone or in groups, to make use of knowledge related to major topics of courses throughout the program to address a specific, practical issue, problem or opportunity. The topic should be one that is related to the program but need not be specifically focused on a business organization. It could relate to an organizational challenge for a community, government, or service organization or business. Topics will be reviewed and approved by the course instructor/s.

### **Objectives**

The primary objective of this course is to provide an opportunity for the IBL students to actively integrate and apply all they have learned to the development, implementation and analysis of a practical, hands-on project that has an educational and/or an administrative focus. The broad goal of the Applied Project is to bring improvement to the student's current professional sphere of influence, for example, by addressing a problem or issue encountered with in the student's profession, institution, or organization – something that begs for a creative solution.

The final product will also help to assess whether overall program goals are being met. Responses to the guide questions provided will be used in evaluating whether the program is meeting its learning objectives in enhancing understanding and capacity in these key areas.

### **Course Expectations**

You can expect at least 52.5 hours of class time and an additional 8 to 10 hours of out-of-class work weekly to complete this course. The out-of-class activities will include: internet/library research, reviewing course materials, conducting interviews, project planning and writing, writing and more writing.

The completed final version of your paper will be due around the last day of March 2022. Drafts and rewrites of the various sections should be shared with your assigned supervisor leading up to that date for review and feedback.

The total length will average 15,000 words or 50 to 60 pages, not including attachments, references and appendices. You should follow the APA format and style as proper academic writing format is an absolute must, from providing a title page to proper text citations and referencing.

## Course Structure

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Students are assigned to an advisor, SFU faculty or staff member. Before they leave class in November 2021 they must confirm their topic and submit a work plan, which identifies milestones. Over the next 4 months students are expected to check in regularly with their advisor to make sure that things are on track and to provide advice or feedback. Drafts are submitted for evaluation and constructive feedback along the way. Students can work individually or in small teams (maximum four).

During the final class, students will present their findings to their cohort. Papers submitted for this course will belong to the students who submitted them and will not be published or shared without the permission of the students.

## Applied Project Questions

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The following is a list of questions that could be used as a guide:

1. How would leadership issues be considered in addressing this challenge?
2. What role might traditional knowledge or Aboriginal law play in making good decisions about this project?
3. What principles from existing research on Indigenous economic development might be useful to consider in relation to this project and what do they suggest some key decisions might be?
4. How will your knowledge of marketing be incorporated into the project?
5. How could your understanding of best practices in entrepreneurship and growth shape the project?
6. What important considerations regarding sustainability should be considered and how will they be implemented in the project?
7. Please demonstrate a grasp of the financial issues involved in the project by laying expected costs and revenues in the form of a financial plan.
8. How would you go about developing a shared commitment to the project on the part of stakeholders and rights holders?
9. What is your core strategy and how will you be prepared to revise it if real life shows that it isn't working as you expected?

Not every question will be relevant to every project so it might be that you would negotiate to answer between 6 and 8 of the questions for any given project. If you are working in groups, you can collaborate on your thinking but each individual will need to take responsibility as the primary author on at least one-quarter of the project writing with perhaps up to ¼ of the paper being shared authorship. The response to each question should be between 4 and 10 pages depending on the size of the group doing the project, the number of questions you are responding to and the emphasis you are putting on each question given the nature of the project.

## Book and Materials

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**Citations:** Please use APA Citation, please see link for a tutorial. Add a citation and create a bibliography - Word - Office Support (Links to an external site.)

**Schedule Template:** (Download a sample template [here](#))

**Writing Successfully Workbook:** (Download a sample writing presentation)

**Referencing Traditional Knowledge Keepers:**

[http://learn.library.ryerson.ca/four-teachings-writing-guide/citing\\_traditional](http://learn.library.ryerson.ca/four-teachings-writing-guide/citing_traditional) (Links to an external site.)

## Learning and Assessments

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### Assessment Summary

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The Applied Project paper is a master's level academic paper. The paper is marked on a pass/fail basis and a satisfactory grade is a requirement for graduation from the program.

The course is worth 6 credits and must be completed within the deadline in order to graduate with your peers.

### Other Information

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**Prerequisites:** Students must have successfully completed all other IBL EMBA courses before taking this course.

**Late Assignments:** Students are expected to submit the assignment **on or before** the assigned due date. Students who hand in their Applied Project after the due date may not be able to graduate with their peers in June 2022.

### Course Schedule

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#### Project Initiation: November 2022

- Decide on topic and develop concept.
- Prepare work plan.
- Develop an outline and submit

#### Development: December 2022 to March 2023

- Conduct research, compile data, complete interviews, and gather materials (maps, charts, diagrams, photos, etc.)
- Contact advisor regularly to report on progress
- Draft sections, submit for feedback
- Submit final report

#### April 2023

- Time during the final week of classes will be allocated primarily for presentations.

### Academic Integrity

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SFU's Academic Integrity web site <http://www.sfu.ca/students/academicintegrity.html> is filled with information on what is meant by academic dishonesty, where you can find resources to help with your studies and the consequences of cheating. Check out the site for more information and videos that help explain the issues in plain English.

Each student is responsible for his or her conduct as it affects the University community. Academic dishonesty, in whatever form, is ultimately destructive of the values of the University. Furthermore, it is unfair and discouraging to the majority of students who pursue their studies honestly. Scholarly



integrity is required of all members of the University. <http://www.sfu.ca/policies/gazette/student/s10-01.html>

ACADEMIC INTEGRITY: YOUR WORK, YOUR SUCCESS

### **About the Course Instructor**

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A biography will be posted on Canvas.



**Indigenous Business Leadership  
Executive Master of Business Administration**

**APPENDIX 3**

**LETTERS OF SUPPORT**

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May 12, 2020

To: Ali Dastmalchian, Dean of the Beedie School of Business

Dear Ali,

I write to voice my support for the Indigenous Business Leadership (IBL) Executive MBA program at the Beedie School. It is a unique program serving a vital social need. Moreover, it is the cornerstone activity in our Indigenous strategy, where Beedie endeavors to be the top university in North America when it comes to Indigenous business teaching and research.

In addition to my role as a professor in the IBL program, where I have taught since I arrived at Beedie in the 2015-16 academic year, I am currently serving as the Acting Academic Director of the IBL program. I can say from experience that the IBL classroom is unique and powerful. It is a safe space where Indigenous business can be studied through a combination of professor expertise, Indigenous and non-Indigenous content, and most importantly, the experiences of members of the MBA cohort. Over time, we intend to improve on past efforts and work to increasingly bring more Indigenous content and methodology into the classroom (and beyond).

As I am sure you know, income and other socioeconomic indicators are lower in Canada's Indigenous population than the country at large. The program was founded to help close that gap, by bringing business expertise to promising leaders in the community, who can create successful organizations and serve as role models. Students who have come through the program are genuinely interested in helping their communities and contributing to economic reconciliation.

As the proposal details, Beedie is a first mover in what is an extremely important space for any Canadian university interested in being part of reconciliation. We as a school are attempting to build on this success by a series of investments in Indigenous research, case-writing, and programming and course offering beyond the IBL program. Whereas in many areas of scholarship, SFU is playing catch-up, this is one area in which we are ahead. "Engaging the world" and achieving research and teaching excellence come hand in hand.

I ask your support in approving this proposal and continuing to bring the University's resources and attention to ensure the new IBL program's success.

Yours sincerely,



Eric Werker

May 12, 2020

Ali Dastmalchian, Dean  
Beedie School of Business  
Simon Fraser University

Dear Ali,

This letter is to communicate my strong support for the EMBA IBL proposal.

I was on the Steering Committee that developed the original EMBA, IBL program and I have instructed in the program since its inception. It has been a pleasure to see the evolution of this program to being an outstanding example of what the Beedie School of Business and SFU can achieve in Indigenous Education, a high priority area. I also believe the time is appropriate to further develop and accommodate the changing needs, interests, capacity and aspirations of future cohorts and that of Indigenous Peoples. The EMBA IBL proposal accomplishes these goals.

The EMBA IBL has been able to attract outstanding cohorts of Indigenous leaders from government, private sector and civil Society. The new program will further strengthen this offering by centering Indigenous pedagogy, scholarship, and worldview, making for a groundbreaking program. This new program is necessary to revitalize and further Indigenize the curriculum as it pertains to Indigenous economic reconciliation.

The proposed program can also rely on and support a growing participation of Indigenous scholars, instructors and administrators, truly allowing for the program to reflect the worldviews and aspirations of Indigenous Peoples.

In summary, I urge you to support this proposal that goes to the heart of our mandate at SFU to ensure Indigenous Truth and Reconciliation for Indigenous Peoples are supported by appropriate world class pedagogy, scholarship and programs.

Sincerely,



**June N. P. Francis LLB; PhD**  
Co-Founder, The Co-Laboratorio Project  
Director, Institute for Diaspora Research and Engagement  
Associate Professor | Beedie School of Business

May 12, 2020

To: Ali Dastmalchian, Dean of the Beedie School of Business

Re: EMBA in Indigenous Business Leadership

I am pleased to support the application submitted by the Beedie School of Business for an EMBA in Indigenous Business Leadership program. A highly unique program, the IBL EMBA remains the only degree of its kind in North America. With five cohorts and 71 graduates to date, the program has been highly successful in bringing together experienced Indigenous managers and leaders from First Nation, Inuit, and Metis communities across Canada and beyond. This program is an important differentiator for Beedie, and for SFU, and plays an important role in helping to deliver on the University's ARCs commitments.

I have had the privilege of teaching in this program and from my perspective, the single most important determinant of its future success will be the degree to which it is able to adapt its core curriculum and methods of delivery to be more in alignment with an Indigenous worldview. Functioning as a separate program will allow for a more tailored curriculum that is responsive to the needs of its students including additional incorporation of Indigenous content and more attention to the skills and knowledge that will support Indigenous economic reconciliation. It is my hope that you will approve this proposal so that the program can continue to adapt and meet the needs of future cohorts and the Indigenous communities that they serve.

From a personal standpoint, teaching in the program has been both an honour and a highlight in my career. It has provided a welcome opportunity to reflect on my own worldview and biases and to explore how environmental and social sustainability is conceptualized from a variety of different perspectives. I look forward to the opportunity to continue to contribute to this world-leading program.

Sincerely,

A handwritten signature in black ink, appearing to be "S. Bertels".

Dr. Stephanie Bertels

May 12, 2020

Ali Dastmalchian, Dean of the Beedie School of Business  
Simon Fraser University  
Burnaby/Vancouver/Surrey, BC

Re: EMBA in Indigenous Business Leadership

Dear Ali and the Beedie School of Business,

It is with great pleasure that I write a letter of support for the Indigenous EMBA program.

I had the privilege of teaching in the first Indigenous EMBA cohort and three subsequent cohorts. I also facilitated the orientations for each cohort. I can state unequivocally that students were engaged, enthusiastic, interesting, thoughtful, curious, and a joy to work with in every cohort. There are numerous success stories of students who completed the program and went on to receive promotions, start businesses, or matriculate into doctoral programs.

This unique, truly one of a kind, program has proven it successfully serves the business education needs for First Nations communities in BC and across Canada. Accordingly, the Indigenous EMBA deserves the opportunity to be a program to continue to serve those education needs.

I have had the good fortune to teach in EMBA programs around the world for various universities, and I would rate this program as exemplary in terms of teaching and being responsive in making appropriate changes to accommodate students' needs. I feel confident with your support the program will continue to prosper.

Please let me know if there is additional information I can provide that will be helpful in your decision.

Respectfully submitted,

Gary Wagenheim  
Adjunct Professor  
Simon Fraser University

Dean Ali Dastmalchian,  
SFU Beedie School of Business,  
500 Granville Street  
Vancouver, B.C. V6C 1W6

7 May 2020

Sxwpilemaat Siyám, Chief Leanne Joe  
Transformative Storyteller for Economic Reconciliation  
Simon Fraser University  
Faculty of Environment, Community Economic Development  
Sxwpilemaat\_Siyam@sfu.ca  
604-802-4280

Re: Support for the Indigenous Business Leadership Executive MBA proposal

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Dear Mr. Dastmalchian,

I have prepared this letter to support the Indigenous Business Leadership Executive MBA proposal.

The proposal outlines a specialized MBA program for seasoned Indigenous leaders and managers who are seeking graduate education in the field of business management. The program enables a focus point for encouragement and support of community-based research and learning on topics that are of interest and importance to the Indigenous business community, whilst promoting protocols and acknowledges Indigenous traditional knowledge and worldviews.

In addition, the program expands opportunities for Indigenous peoples from communities and organizations across Canada to share their expertise with each other. From it, they emerge as intellectual leaders on topics related to global economic issues and mobilizes awareness and respect for Indigenous peoples' cultures, epistemologies, histories, languages and traditions and the relevance of these to business management. I am so proud as a Coast Salish citizen and leader that SFU has recognized this need and is prepared to offer such a unique program.

I wholeheartedly support this proposal and am confident that this new program will continue to support the Indigenous business community and remove barriers that have long prevented communities from reaching their economic goals. It will allow Indigenous business graduates to return to their communities and business circles with pride and strength as they apply new tools and drive change.

This proposal ensures that the Indigenous Business Leadership Executive Masters of Business Administration program will be responsive, culturally appropriate and accommodates the needs of future Indigenous business leaders as they meander their way through the changing, competitive world of business today.

I urge your support of this proposal and its overall goals to address Indigenous business, economic development and governance through higher education.

Wa chexw yuu (Take care),

Sxwpilemaát Siyám, Chief Leanne Joe (Hereditary Chief from Squamish Nation),  
Transformative Storyteller for Economic Reconciliation  
Simon Fraser University, Faculty of Environment, Community Economic Development &  
Squamish Nation Trustee



May 12<sup>th</sup> 2020

Dear Ali Dastmalchian, Dean of the Beedie School of Business

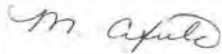
Re: EMBA in Indigenous Business Leadership

This letter is to support the EMBA IBL proposal. I am Michelle Corfield and I have been involved with the IBL program since it was an idea. I collaborated with Mark Selman to initially develop the program and have acted as the Executive in Residence to the program since 2012. This program is unique not only in British Columbia but North America; we are developing Indigenous leaders across the country, we have our graduates in some of the highest levels of both Indigenous government and federal government and overseeing billion-dollar corporations. We also can proudly state that 5 of our graduates are working on their doctorate degrees. This program matters to Indigenous people and Canada.

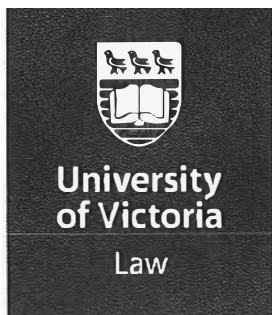
Now it is time for the program to evolve and become a standalone. The new program will revitalize (or Indigenize) the curriculum to better emphasize (or support) Indigenous content, new research and reflect issues as it pertains to Indigenous economic reconciliation. These changes could make the IBL program more responsive, appropriate, to meet the changing needs of future cohorts and Indigenous communities.

When people talk about building capacity and creating meaningful change, they usually don't have a way to validate or measure the capacity or change. I get to see the change in community, in government, in Indigenous business, every day. The proudest moment as an Aboriginal leader was when the first cohort walked across the stage. It meant I have done something lasting and meaningful for our people.

It is an honor and pleasure to write to you in support of this next step for EMBA IBL.



Michelle Corfield, BA, MA, DM  
IBL EMBA Executive in Residence



**Faculty of Law**  
University of Victoria  
Murray & Anne Fraser  
Building

PO Box 1700 STN CSC  
Victoria British Columbia  
V8W 2Y2 Canada

Tel 250.721.8150  
Fax 250.721.8146  
Web [www.uvic.ca/law](http://www.uvic.ca/law)

May 12, 2020

Ali Dastmalchian,  
Dean of the Beedie School of Business  
Re: EMBA in Indigenous Business Leadership

The letter is to support the EMBA IBL proposal.

I have been teaching about Indigenous economic issues in universities around the world since 1992. I have been an enthusiastic teacher and supporter of the EMBA in Indigenous Business since its inauguration in 2012. This is the leading program in the world for transmitting, reshaping, challenging and applying best practices in Indigenous business. I have met and taught most every student in the program and I can affirm that they are a very impressive group who are changing their fields as a result of their work at SFU.

The new program will revitalize (or Indigenize) the curriculum to better emphasize and support Indigenous content, new research and reflect issues as it pertains to Indigenous economic reconciliation. As a co-founder of Canada's first Indigenous Law Degree at UVic I can attest to the importance of tailoring education to the emerging Indigenous fields and addressing broader needs related to truth and reconciliation.

These changes will make the IBL program even more responsive to students, communities and client needs and more fully accommodate the changing needs of future cohorts.

Being a Visiting Professor in this program and supporting students, organizations, corporations and communities through teaching and research in the Program is an honour and privilege. It significantly enhances my scholarship and greatly adds to the research growth in the field. I have been thrilled to see so many students go on to pursue doctoral work after their successful completion of this program. I recommend the proposed change in the Program in the highest possible terms.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Borrows", written over a horizontal line.

Professor John Borrows  
B.A., M.A., J.D., LL.M., Ph.D., LL.D., F.R.S.C.,  
Canada Research Chair in Indigenous Law



**BCAAFC | BC Association of  
Aboriginal Friendship Centres**

May 12, 2020

Ali Dastmalchian, Dean of the Beedie School of Business  
Simon Fraser University  
Burnaby/Vancouver/Surrey, BC

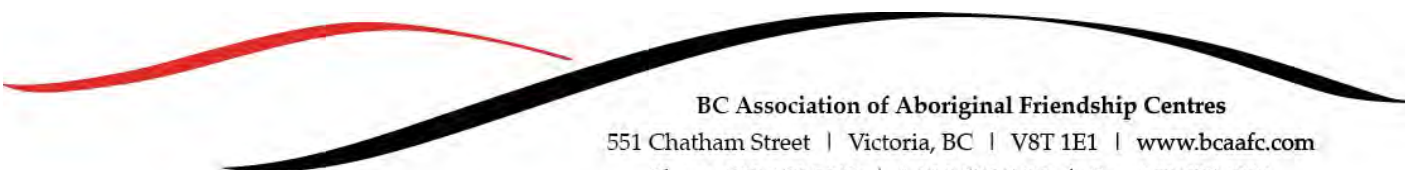
**Re: EMBA in Indigenous Business Leadership**

Dear Ali Dastmalchian:

I am writing to express my support of this proposal and the revision of the program of the Executive Master of Business Administration – Indigenous Business Leadership program. I am confident that the new program will revitalize the curriculum to better support Indigenous content, new research and reflect issues as it pertains to Indigenous economic reconciliation. The program revamp will further enhance Indigenous student's learning and teach business in a culturally appropriate way that integrates Indigenous cultural elements into the curriculum to communicate business from an Indigenous perspective. In particular, these changes will better address the interplay between embracing western economic development and business practices and restoring traditional economies and ways of life. When Indigenous leaders make economic, legal or governance decisions they have lasting impacts on our communities and nations. By improving the program's curriculum to include Indigenous perspectives to business and building local, sustainable economies, the program will ensure there is a cultural match between the community and economic decisions.

These changes could make the IBL program more responsive, appropriate, and useful so that it can meet the changing needs of future cohorts.

As a past student of the MBA – Indigenous Business Leadership program, I can attest to the gaps this program is filling by addressing Indigenous business, economic development and governance.



**BC Association of Aboriginal Friendship Centres**

551 Chatham Street | Victoria, BC | V8T 1E1 | [www.bcaafc.com](http://www.bcaafc.com)

Phone: 250-388-5522 | 1-800-990-2432 | Fax: 250-388-5502



**BCAAFC** | BC Association of  
Aboriginal Friendship Centres

This letter supports the new Indigenous Business Leadership Executive MBA program. If you any questions or require further clarification, please do not hesitate to reach out to me by email or phone at [lvarley@bcaafc.com](mailto:lvarley@bcaafc.com) or 250-388-5522.

Always in Friendship,

Leslie Varley  
Executive Director, BCAAFC



*Community. Leadership. Pride.*

May 6, 2020

**Electronic Delivery**

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

Dear Mr. Dastmalchian,

**RE: Support Letter for Indigenous Business Leadership Executive Master of Business Administration degree**

I have prepared this letter to express my enthusiastic endorsement for this proposal. The Indigenous Business Leadership Executive Master of Business Administration degree is an innovative program that is urgently needed to address and resolve long-standing economic deficiencies within Indigenous communities. It is designed to prepare and enhance the skills of Indigenous leaders at this critical time of growth, change and opportunity within the world of business. It is the first time that a program like this at the graduate level anywhere in Canada. As one student stated, "I have waited 30 years for a program like this".

The attached proposal illuminates the dynamic integration in the breadth, depth and diversity of Indigenous knowledge and experience that is captured and expressed through an economic lens with long-lasting impact on community as well as students, faculty and staff. The need for this integration within the education system is greater than ever. It offers tools and resources that can be utilized in a variety of settings, both Indigenous and non-Indigenous. Indigenous communities, businesses and organizations across Canada will embrace this program which offers hope, strength and pride.

As an alumni of the previous program who also teaches within the program, I have witnessed firsthand the interest and the support for this program. The potential impact of this program goes beyond the Indigenous community. I am confident that Indigenous people with MBA's will directly effect change to the overall economic health of Canada, which I am already seeing within our Nation.

Thank you for this opportunity to express my support for this unique program.

Sincerely,

**Westbank First Nation**

RE: Support Letter for Indigenous Business Leadership Executive Master of Business Administration degree

Per:

A handwritten signature in black ink, consisting of several overlapping loops and a horizontal line at the end, positioned above the printed name.

yilmix<sup>wəm</sup> Christopher Derickson



May 6<sup>th</sup>, 2020

Dr. Ali Dastmalchian  
Dean, Beedie School of Business  
Simon Fraser University

Dear Ali;

Thank you for sharing your proposal for Indigenous Business Leadership Executive Masters of Business Administration (IBL EMBA) program in the Beedie School of Business at Simon Fraser University. The program is unique in Canada and I congratulate the Beedie School on developing this program and successfully delivering 5 cohorts since 2012. I believe this program provides an important professional program and educational opportunity available for indigenous and non-indigenous students and I support the program as proposed.

From the perspective of Coast Mountain College, the IBL EMBA serves as an important part of post-secondary ecosystem of programs available in British Columbia. I expect that some students beginning their post-secondary education at Coast Mountain College will be interested in participating in the SFU/Beedie IBL EMBA during their careers. Coast Mountain College provides programs that serve as a strong platform for students to build towards graduate degrees, such as the IBL EMBA, and we support the cooperation among post-secondary institutions to ensure there are traditional and non-traditional pathways to programs with a strong indigenous focus available for students.

I am very familiar with the challenges of indigenous programs and understand the significant impact that programs like the IBL EMBA can have on indigenous people and communities. Coast Mountain serves communities that have traditionally be underserved with post-secondary education and we support the further development of graduate opportunities throughout the province.

Congratulations on your success to date with the IBL EMBA program and all the best with the proposal and program redesign efforts in the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Justin Kohlman", with a stylized flourish at the end.

Justin Kohlman  
CMTN President & CEO





# NEW RELATIONSHIP TRUST

*Investing in First Nations in B.C.*

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May 8, 2020

Dean Ali Dastmalchian,  
SFU Beedie School of Business,  
500 Granville Street  
Vancouver, B.C. V6C 1W6

Dear Mr. Dastmalchian,

**RE: Indigenous Business Leadership Executive Master of Business Administration (IBL EMBA)**

I am writing to express my full support of the Indigenous Business Leadership Executive MBA proposal which outlines an innovative approach at the graduate level, that is culturally relevant and which reflects the real markets within which Indigenous business leaders operate.

This proposal outlines an approach to business learning that no other MBA program in North American has dared to offer. It balances essential indulgent and vital knowledge of business management and strategic leadership with Indigenous worldview and practices. It also helps to understand the opportunities, fundamental requirements and particular skills needed to lead and manage the process of innovation, growth and rapid changes. Most importantly, it provides a broad base of business concepts, tools and best practices that are adaptable within an Indigenous context and framework. This is exactly what Indigenous change makers and leaders need to break out of the shackles of poverty and to achieve a more self-reliant economic base within their communities.

As an Indigenous leader and MBA candidate in the current Indigenous Business Leadership program, I can attest to both the need and the importance of such a program. I am confident that the changes that this new program outlines will make the IBL program more responsive, appropriate and better able to meet the changing needs of future cohorts of Indigenous leaders and managers. SFU was a visionary leader in starting the IBL program and I hope that you continue that visionary path and embrace this new program.

If you would like to discuss further, I can be reached anytime at 604.506.5765 or email [wschneider@nrtf.ca](mailto:wschneider@nrtf.ca).

Respectfully,

Walter Schneider, CPA, CA, CAFM  
Chief Executive Officer



May 7, 2020

Ali Dastmalchian  
Dean  
Simon Fraser University | Beedie School of Business

To Whom it May Concern:

Vancity is happy to express our continued support for Simon Fraser University's Executive MBA in Indigenous Business Leadership Program. The program plays an important role in British Columbia's reconciliation efforts, helping to close a critical gap in business leadership in the province and to make BC's economy more resilient, inclusive and successful.

Vancity has a long track record of working with many Indigenous community partners to develop scalable, community-centred solutions that help achieve BC's commitment to full and meaningful reconciliation in a province defined by the strength and resilience of its First Peoples. We believe in a BC where Indigenous knowledge and ways-of-being model how we treat our land and resources and how we build an economy that ensures everyone has access to healthy foods, safe and affordable housing, quality education and employment without barriers, and full participation within just, thriving and inclusive communities.

As a supporter and investor in the EMBA-ILB program since its inception, we know that the program makes a crucial contribution to realizing this vision. It helps close barriers Indigenous students still face in accessing funding for higher education. And its graduates fill a critical gap in business leadership in the province, helping build thriving indigenous businesses and communities while also incorporating Indigenous knowledge, lived experience, history and values into the business decision-making of BC companies. These outcomes make our economy stronger and more resilient while helping strengthen relationships and build bridges to understanding and move BC closer to full reconciliation.

Vancity has seen this contribution firsthand through the impact of program graduates within our own organization and our many partnerships with indigenous communities. Our partnership with the EMBA-ILB program has helped to facilitate learning for the students and the organization. As we've worked more together with students and graduates, the deeper understanding of each other has helped us grow stronger as an organization. In this way, the program is making a valuable contribution to building a solid foundation in BC for our Indigenous communities and the provincial economy to prosper together.

I would be happy to discuss the above with you in more detail.

Sincerely,



Sheryl Ries  
Director, Diversity and Inclusion



**Indigenous Business Leadership  
Executive Master of Business Administration**

**APPENDIX 4**

**BUDGET**

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## **Budget for the Proposed Program (financial and personnel)**

### **Resource Requirements**

The IBL EMBA requires instructional and administrative resources, all of which are available at or through SFU. With respect to instructional resources, each cohort of approximately 30-35 students will require instructors for 15 courses. As the capstone experience for the program is an applied project (and not a graduate thesis), graduate supervision will be provided by the Academic Director for the IBL EMBA Program. As discussed previously (see response to Question 26 above), instruction will be provided by continuing faculty at SFU from various academic units, by new faculty (continuing, visiting, limited term) hired specifically to teach in IBL EMBA as the program grows, and by sessional instructors hired to teach specific IBL EMBA courses.

With respect to administrative resources, IBL EMBA 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 IBL EMBA will be borne by the program.

A detailed budget for IBL EMBA 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 has been developed in consultation with Jeff Derksen, Dean of Graduate Studies. As a consequence, we are confident that the detailed budget is robust in its consideration of program costs and tuition revenue and that the IBL EMBA will be a sustainable 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. Third, students registered in programs that charge fees on a per-term basis are recognized to be full-time by SFU. This has the additional benefit of making international students eligible for student visas. The proposed tuition fees in 2021 for students are \$ 11,130.80 per term with annual increases of 2% thereafter.

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

### **Total Program Fees**

The total program fees for domestic students who begin IBL EMBA in Fall 2021 will be \$ 57,212.31 for domestic students.

### **Projected Program Surplus**

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



**Indigenous Business Leadership  
Executive Master of Business Administration**

**APPENDIX 5**

**VITAE FOR FACULTY**

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# Dr. John Borrows (Anishinaabe)

## Biography

Professor Borrows, B.A., M.A., J.D., LL.M. (Toronto), Ph.D. (Osgoode Hall Law School), LL.D. (Hons.) (Dalhousie) F.R.S.C., is Canada Research Chair in Indigenous Law at the University of Victoria Law School. Prior to joining the Faculty, he was Professor and Robina Chair in Law and Society at the University of Minnesota Law School and Professor; Law Foundation Professor of Aboriginal Law and Justice at the University of Victoria Law School; Professor in the Faculty of Law at the University of Toronto; Associate Professor and First Nations Legal Studies Director, Faculty of Law at the University of British Columbia; Associate Professor and Director of the Intensive Programme in Lands, Resources and First Nations Governments at Osgoode Hall Law School.

Professor Borrows has served as a Visiting Professor and Acting Executive Director of the Indian Legal Program at Arizona State University College of Law in Phoenix, Arizona; Visiting Professor at the Faculty of Law of the University of New South Wales, Australia; New Zealand Law Foundation Distinguished Visitor at Waikato University in New Zealand; Visiting Professor at J. Rueben Clark Law School at BYU; Vine Deloria Distinguished Visitor at the University of Arizona James E. Rogers School of Law; LG Pathy Professor in Canadian Studies at Princeton University.

He teaches in the area of Constitutional Law, Indigenous Law, and Environmental Law. His publications include, *Recovering Canada*; *The Resurgence of Indigenous Law* (Donald Smiley Award for the best book in Canadian Political Science, 2002). *Canada's Indigenous Constitution* (Canadian Law and Society Best Book Award 2011), *Drawing Out Law: A Spirit's Guide*, all from the University of Toronto Press. Professor Borrows is a recipient an Aboriginal Achievement Award in Law and Justice, a Fellow of the Trudeau Foundation, and a Fellow of the Academy of Arts, Humanities and Sciences of Canada (RSC), Canada's highest academic honor, and a 2012 recipient of the Indigenous Peoples Counsel (I.P.C.) from the Indigenous Bar Association, for honor and integrity in service to Indigenous communities. John is Anishinabe/Ojibway and a member of the Chippewa of the Nawash First Nation in Ontario, Canada.

<https://beedie.sfu.ca/profiles/JohnBorrows>

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# Carolyn Egri

## Biography

Dr. Carolyn Egri is the William J.A. Rowe EMBA Alumni Professor, and professor of management and organization studies. Carolyn is a pioneer in research related to corporate environmental and social responsibility - she has been publishing on this topic for more than 20 years, long before it became trendy. "It's meaningful work," she says. "Since it's a relatively new field, it's very exciting - there's the opportunity to develop new standards and ideas."

## Vitae for Faculty

Carolyn makes leadership and environmental sustainability the focus of her teaching, both for the Beedie School of Business and for other organizations. She is a recipient of the David L. Bradford Outstanding Educator Award (Organizational Behavior Teaching Society for Management Educators) and TD Canada Trust Distinguished Teaching award.

A prolific researcher, she has been examining corporate environmental social responsibility practices as well as cross-cultural differences in managerial values and influence tactics around the world. Carolyn devotes much of her time to service in her academic community; she has been an Associate Editor for the Academy of Management Learning & Education journal, and a chair of the Academy of Management's Organizations and the Natural Environment interest group. She has also been a director of the Organizational Behavior Teaching Society and serves on a variety of academic journal editorial boards.

<https://beedie.sfu.ca/profiles/CarolynEgri>

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## June Francis Biography

June Francis is an Associate Professor of Marketing and is the Director of the Sustainable Development Program in the Faculty of Environment. In 2014, June won the Canada Trust Teaching Award for teaching excellence at the Beedie School of Business. She is also Director of the Institute for Diaspora Research and Engagement and is the Co-Lead for the CIRDI funded Co-Laboratorio Perú that supports inclusive sustainable development from natural resources through advancing cross-sector and inter-agency learning, planning, governance and practices. The project accomplishes this by working collaboratively with stakeholders, and embedding our activities in local universities.

Her research interests lie at the intersection of development, poverty alleviation and business. Specific research has focused on non-traditional intellectual property law such as geographical indicators and traditional knowledge; and poverty alleviation strategies in the extractive sectors. She also has research interests in scientific research collaboration. Previous research includes evaluating the determinants of export success for information technology and high technology firms, issues affecting the role of cultural values stereotyping and inter-group relations in business activities.

Originally from Jamaica, June moved to Canada to earn her MBA and to the United States to earn a PhD. Later she earned a LLB from the UK. Previously she worked for Clorox Co. of Canada as a new products manager and as an assistant product manager for Procter and Gamble Ltd. June adores travel, basketball and music. In 1986 she co-wrote a best-selling guidebook to Expo '86, then co-wrote others for Australia's '88 Olympics and for Spain in '92. She and her husband have also written a series of guidebooks to national parks in the USA. A former player with the Jamaican netball squad, June has coached the BC netball team to the Canadian tournament. She is also active in the non-profit sector is a member of SFU's board of governors and has previously served for several years on the board of directors of MOSAIC, a key immigrant and refugee settlement society.

<https://beedie.sfu.ca/profiles/JuneFrancis>

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# Dara Kelly (Stó:lō)

## Biography

Dr Dara Kelly is from the Leq'á:mel First Nation, part of the Stó:lō Coast Salish. Her doctoral research at the University of Auckland Business School was entitled, "Feed the people and you will never go hungry: Illuminating Coast Salish economy of affection," and explored Coast Salish philosophy of freedom, unfreedom, wealth and reciprocity, and how that shapes Coast Salish philosophy of economy. She conducted the research using research methodology emerging from Coast Salish philosophy, protocols and worldview. A paper stemming from her thesis won the Best Paper in Sustainability Award at the Sustainability, Ethics and Entrepreneurship (SEE) Conference in Puerto Rico in February 2017.

Currently Dr Kelly is working on the Coastal First Nations (CFN) Legacy Project. CFN is an alliance of First Nations communities on Haida Gwaii and the North and Central coasts of British Columbia. She will conduct oral history interviews to capture the core values of the CFN and develop case studies that will highlight key organizational challenges and successes from the perspective of those communities. In addition to her studies, Dara was a Researcher with the Mira Szászy Research Centre for Māori and Pacific Economic Development at The University of Auckland Business School. Dara also has experience in leadership development programming, and maintains collaborative research ties with Aotearoa-New Zealand in the area of Indigenous economic development.

<https://beedie.sfu.ca/profiles/DaraKelly>

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# Zain Nayani

## Biography

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# Michael Parent

## Biography

Michael Parent is Professor of Management Information Systems and Marketing at the Beedie School of Business. He received his MBA and PhD degrees from Queen's University, Kingston, Canada and qualified for the Institute of Corporate Directors ICD.D designation. Before becoming an academic, he spent over a decade in the high technology industry. Before joining Beedie, he was an assistant professor at the Richard Ivey School of Business from 1996-2002.

An award-winning teacher, he has also received several research grants and awards. His current research interests center on governance practices at the Board level, e-business and social media, and luxury brands. Michael sits on the editorial review board for Journal of Advertising Research. He has published in practitioner-oriented journals like California Management Review and Business Horizons, as well as both MIS and Marketing academic journals like JMIS, JA, JSIS, I&M, IEEE and JAR. Michael has also written over 40 teaching case studies and co-authored three case teaching books.

Michael is an active executive educator, and has taught programs for the federal and many provincial governments in Canada, as well as companies like McCain Foods, SASOL, Bosch Industries, and the BC Transmission Corporation amongst others. He is the Academic Director for the Vancouver Directors' Education Program for Canada's Institute of Corporate Directors. He is affiliated with the University of Queensland in Brisbane, Australia.

<https://beedie.sfu.ca/profiles/MichaelParent>

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# Scott Powell

## Biography

Scott Powell, ACA, MSc is an Adjunct Professor, Finance. Scott is both a Canadian and UK Chartered Accountant who holds an honours degree in politics/economics from Trent University and a master's degree in economics from Cambridge University. He has written and delivered workshops around the world for major organizations including Bank of America, Merrill Lynch, Credit Suisse, Deutsche Bank, ING, JP Morgan, Standard Chartered, and many others, on topics such as financial forecasting, business valuation, advanced business and financial analysis, investment appraisal, and shareholder value creation. Scott has extensive experience designing and delivering creative training solutions using a variety of innovative approaches—business simulations, courses with fully-integrated case studies, instructor workshops, distance learning materials and lecture-based programs.

<https://beedie.sfu.ca/graduate/executive-mba/emba-ibl/faculty>



# Gary Wagenheim

## Biography

Gary Wagenheim is an adjunct professor in management and organization studies. Gary's expertise is in the areas of leadership, facilitation, strategic planning, training programs and organizational development. He has extensive experience teaching international courses in organizational behaviour, leadership, and interpersonal skills. He has taught throughout the US, Canada, Singapore, Brazil, China, Germany, Taiwan, India, and Finland.

In addition to teaching at SFU Beedie, Dr. Gary Wagenheim is adjunct management professor at Aalto University Executive Education. Dr. Wagenheim received a PhD and an MA in Human and Organizational Systems (Fielding Graduate University), an MBA in Organizational Behavior/ Organizational Change and Development (Syracuse University), and a BS in Business and Management (University of Maryland).

<https://beedie.sfu.ca/profiles/GaryWagenheim>

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# Eric Werker

## Biography

Eric Werker is the William Saywell Professor and academic director of the PhD program at the Beedie School of Business at Simon Fraser University. He earned his A.B. and Ph.D in economics at Harvard, and then spent nearly a decade on the faculty of Harvard Business School before returning to Vancouver. Eric researches how less developed countries can build more thriving and inclusive private sectors, particularly when they are rich in natural resources, and how international actors can play a positive role in creating successful societies. He has written on foreign aid, private sector development, natural resource governance, non-governmental organizations, inter-governmental organizations, refugees, and Ebola. Eric teaches about strategy, policy, and global economics to MBAs and executives and has authored numerous case studies on companies and countries around the world.

Eric's recent publications include a 2018 Oxford University Press book, *Deals and Development*, 2018 article in *World Development*, 2019 article in *Review of International Organizations* and a 2019 article in *Economic Development and Cultural Change*. Eric's cover article (joint with Aldo Musacchio) in the December 2016 *Harvard Business Review* offers a framework to understand frontier economies.

Outside of academia, Eric serves on the Emerging Economy Task Force of the Province of British Columbia and the academic directorate of the Canadian International Resources and Development Institute, and is a nonresident fellow at the Center for Global Development in Washington and an advisor to the Liberia program of the International Growth Centre in London. He has set up and directed the International Growth Centre's Liberia program, served as economic advisor to the President of

### **Vitae for Faculty**

Liberia, supported host government teams negotiating concession agreements, was a member of the Centre for International Policy Studies study group on Canada's sustainable development policy, consulted to the NGO Conservation International on low-carbon development and to the US Government's Millennium Challenge Corporation on foreign aid projects, and worked with the Refugee Law Project in Uganda.

<https://beedie.sfu.ca/profiles/EricWerker>

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**Indigenous Business Leadership  
Executive Master of Business Administration**

**APPENDIX 3**

**LETTERS OF SUPPORT**

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May 12, 2020

To: Ali Dastmalchian, Dean of the Beedie School of Business

Dear Ali,

I write to voice my support for the Indigenous Business Leadership (IBL) Executive MBA program at the Beedie School. It is a unique program serving a vital social need. Moreover, it is the cornerstone activity in our Indigenous strategy, where Beedie endeavors to be the top university in North America when it comes to Indigenous business teaching and research.

In addition to my role as a professor in the IBL program, where I have taught since I arrived at Beedie in the 2015-16 academic year, I am currently serving as the Acting Academic Director of the IBL program. I can say from experience that the IBL classroom is unique and powerful. It is a safe space where Indigenous business can be studied through a combination of professor expertise, Indigenous and non-Indigenous content, and most importantly, the experiences of members of the MBA cohort. Over time, we intend to improve on past efforts and work to increasingly bring more Indigenous content and methodology into the classroom (and beyond).

As I am sure you know, income and other socioeconomic indicators are lower in Canada's Indigenous population than the country at large. The program was founded to help close that gap, by bringing business expertise to promising leaders in the community, who can create successful organizations and serve as role models. Students who have come through the program are genuinely interested in helping their communities and contributing to economic reconciliation.

As the proposal details, Beedie is a first mover in what is an extremely important space for any Canadian university interested in being part of reconciliation. We as a school are attempting to build on this success by a series of investments in Indigenous research, case-writing, and programming and course offering beyond the IBL program. Whereas in many areas of scholarship, SFU is playing catch-up, this is one area in which we are ahead. "Engaging the world" and achieving research and teaching excellence come hand in hand.

I ask your support in approving this proposal and continuing to bring the University's resources and attention to ensure the new IBL program's success.

Yours sincerely,



Eric Werker

May 12, 2020

Ali Dastmalchian, Dean  
Beedie School of Business  
Simon Fraser University

Dear Ali,

This letter is to communicate my strong support for the EMBA IBL proposal.

I was on the Steering Committee that developed the original EMBA, IBL program and I have instructed in the program since its inception. It has been a pleasure to see the evolution of this program to being an outstanding example of what the Beedie School of Business and SFU can achieve in Indigenous Education, a high priority area. I also believe the time is appropriate to further develop and accommodate the changing needs, interests, capacity and aspirations of future cohorts and that of Indigenous Peoples. The EMBA IBL proposal accomplishes these goals.

The EMBA IBL has been able to attract outstanding cohorts of Indigenous leaders from government, private sector and civil Society. The new program will further strengthen this offering by centering Indigenous pedagogy, scholarship, and worldview, making for a groundbreaking program. This new program is necessary to revitalize and further Indigenize the curriculum as it pertains to Indigenous economic reconciliation.

The proposed program can also rely on and support a growing participation of Indigenous scholars, instructors and administrators, truly allowing for the program to reflect the worldviews and aspirations of Indigenous Peoples.

In summary, I urge you to support this proposal that goes to the heart of our mandate at SFU to ensure Indigenous Truth and Reconciliation for Indigenous Peoples are supported by appropriate world class pedagogy, scholarship and programs.

Sincerely,



**June N. P. Francis LLB; PhD**  
Co-Founder, The Co-Laboratorio Project  
Director, Institute for Diaspora Research and Engagement  
Associate Professor | Beedie School of Business

May 12, 2020

To: Ali Dastmalchian, Dean of the Beedie School of Business

Re: EMBA in Indigenous Business Leadership

I am pleased to support the application submitted by the Beedie School of Business for an EMBA in Indigenous Business Leadership program. A highly unique program, the IBL EMBA remains the only degree of its kind in North America. With five cohorts and 71 graduates to date, the program has been highly successful in bringing together experienced Indigenous managers and leaders from First Nation, Inuit, and Metis communities across Canada and beyond. This program is an important differentiator for Beedie, and for SFU, and plays an important role in helping to deliver on the University's ARCs commitments.

I have had the privilege of teaching in this program and from my perspective, the single most important determinant of its future success will be the degree to which it is able to adapt its core curriculum and methods of delivery to be more in alignment with an Indigenous worldview. Functioning as a separate program will allow for a more tailored curriculum that is responsive to the needs of its students including additional incorporation of Indigenous content and more attention to the skills and knowledge that will support Indigenous economic reconciliation. It is my hope that you will approve this proposal so that the program can continue to adapt and meet the needs of future cohorts and the Indigenous communities that they serve.

From a personal standpoint, teaching in the program has been both an honour and a highlight in my career. It has provided a welcome opportunity to reflect on my own worldview and biases and to explore how environmental and social sustainability is conceptualized from a variety of different perspectives. I look forward to the opportunity to continue to contribute to this world-leading program.

Sincerely,

A handwritten signature in black ink, appearing to be "S. Bertels".

Dr. Stephanie Bertels

May 12, 2020

Ali Dastmalchian, Dean of the Beedie School of Business  
Simon Fraser University  
Burnaby/Vancouver/Surrey, BC

Re: EMBA in Indigenous Business Leadership

Dear Ali and the Beedie School of Business,

It is with great pleasure that I write a letter of support for the Indigenous EMBA program.

I had the privilege of teaching in the first Indigenous EMBA cohort and three subsequent cohorts. I also facilitated the orientations for each cohort. I can state unequivocally that students were engaged, enthusiastic, interesting, thoughtful, curious, and a joy to work with in every cohort. There are numerous success stories of students who completed the program and went on to receive promotions, start businesses, or matriculate into doctoral programs.

This unique, truly one of a kind, program has proven it successfully serves the business education needs for First Nations communities in BC and across Canada. Accordingly, the Indigenous EMBA deserves the opportunity to be a program to continue to serve those education needs.

I have had the good fortune to teach in EMBA programs around the world for various universities, and I would rate this program as exemplary in terms of teaching and being responsive in making appropriate changes to accommodate students' needs. I feel confident with your support the program will continue to prosper.

Please let me know if there is additional information I can provide that will be helpful in your decision.

Respectfully submitted,

Gary Wagenheim  
Adjunct Professor  
Simon Fraser University



**University  
of Victoria**

Law

**Faculty of Law**

University of Victoria  
Murray & Anne Fraser  
Building

PO Box 1700 STN CSC  
Victoria British Columbia  
V8W 2Y2 Canada

Tel 250.721.8150  
Fax 250.721.8146  
Web [www.uvic.ca/law](http://www.uvic.ca/law)

May 12, 2020

Ali Dastmalchian,  
Dean of the Beedie School of Business  
Re: EMBA in Indigenous Business Leadership

The letter is to support the EMBA IBL proposal.

I have been teaching about Indigenous economic issues in universities around the world since 1992. I have been an enthusiastic teacher and supporter of the EMBA in Indigenous Business since its inauguration in 2012. This is the leading program in the world for transmitting, reshaping, challenging and applying best practices in Indigenous business. I have met and taught most every student in the program and I can affirm that they are a very impressive group who are changing their fields as a result of their work at SFU.

The new program will revitalize (or Indigenize) the curriculum to better emphasize and support Indigenous content, new research and reflect issues as it pertains to Indigenous economic reconciliation. As a co-founder of Canada's first Indigenous Law Degree at UVic I can attest to the importance of tailoring education to the emerging Indigenous fields and addressing broader needs related to truth and reconciliation.

These changes will make the IBL program even more responsive to students, communities and client needs and more fully accommodate the changing needs of future cohorts.

Being a Visiting Professor in this program and supporting students, organizations, corporations and communities through teaching and research in the Program is an honour and privilege. It significantly enhances my scholarship and greatly adds to the research growth in the field. I have been thrilled to see so many students go on to pursue doctoral work after their successful completion of this program. I recommend the proposed change in the Program in the highest possible terms.

Sincerely,

Professor John Borrows  
B.A., M.A., J.D., LL.M., Ph.D., LL.D., F.R.S.C.,  
Canada Research Chair in Indigenous Law



May 12<sup>th</sup> 2020

Dear Ali Dastmalchian, Dean of the Beedie School of Business

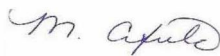
Re: EMBA in Indigenous Business Leadership

This letter is to support the EMBA IBL proposal. I am Michelle Corfield and I have been involved with the IBL program since it was an idea. I collaborated with Mark Selman to initially develop the program and have acted as the Executive in Residence to the program since 2012. This program is unique not only in British Columbia but North America; we are developing Indigenous leaders across the country, we have our graduates in some of the highest levels of both Indigenous government and federal government and overseeing billion-dollar corporations. We also can proudly state that 5 of our graduates are working on their doctorate degrees. This program matters to Indigenous people and Canada.

Now it is time for the program to evolve and become a standalone. The new program will revitalize (or Indigenize) the curriculum to better emphasize (or support) Indigenous content, new research and reflect issues as it pertains to Indigenous economic reconciliation. These changes could make the IBL program more responsive, appropriate, to meet the changing needs of future cohorts and Indigenous communities.

When people talk about building capacity and creating meaningful change, they usually don't have a way to validate or measure the capacity or change. I get to see the change in community, in government, in Indigenous business, every day. The proudest moment as an Aboriginal leader was when the first cohort walked across the stage. It meant I have done something lasting and meaningful for our people.

It is an honor and pleasure to write to you in support of this next step for EMBA IBL.



Michelle Corfield, BA, MA, DM  
IBL EMBA Executive in Residence



**BCAAFC** | BC Association of  
Aboriginal Friendship Centres

May 12, 2020

Ali Dastmalchian, Dean of the Beedie School of Business  
Simon Fraser University  
Burnaby/Vancouver/Surrey, BC

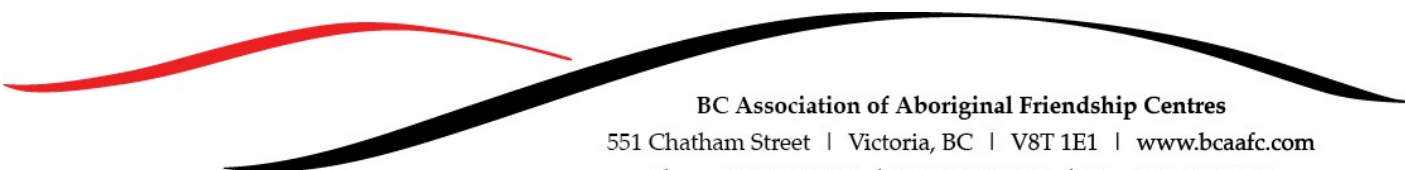
**Re: EMBA in Indigenous Business Leadership**

Dear Ali Dastmalchian:

I am writing to express my support of this proposal and the revision of the program of the Executive Master of Business Administration – Indigenous Business Leadership program. I am confident that the new program will revitalize the curriculum to better support Indigenous content, new research and reflect issues as it pertains to Indigenous economic reconciliation. The program revamp will further enhance Indigenous student's learning and teach business in a culturally appropriate way that integrates Indigenous cultural elements into the curriculum to communicate business from an Indigenous perspective. In particular, these changes will better address the interplay between embracing western economic development and business practices and restoring traditional economies and ways of life. When Indigenous leaders make economic, legal or governance decisions they have lasting impacts on our communities and nations. By improving the program's curriculum to include Indigenous perspectives to business and building local, sustainable economies, the program will ensure there is a cultural match between the community and economic decisions.

These changes could make the IBL program more responsive, appropriate, and useful so that it can meet the changing needs of future cohorts.

As a past student of the MBA – Indigenous Business Leadership program, I can attest to the gaps this program is filling by addressing Indigenous business, economic development and governance.



BC Association of Aboriginal Friendship Centres

551 Chatham Street | Victoria, BC | V8T 1E1 | [www.bcaafc.com](http://www.bcaafc.com)

Phone: 250-388-5522 | 1-800-990-2432 | Fax: 250-388-5502



**BCAAFC** | BC Association of  
Aboriginal Friendship Centres

This letter supports the new Indigenous Business Leadership Executive MBA program. If you any questions or require further clarification, please do not hesitate to reach out to me by email or phone at [lvarley@bcaafc.com](mailto:lvarley@bcaafc.com) or 250-388-5522.

Always in Friendship,

Leslie Varley  
Executive Director, BCAAFC



*Community. Leadership. Pride.*

May 6, 2020

**Electronic Delivery**

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

Dear Mr. Dastmalchian,

**RE: Support Letter for Indigenous Business Leadership Executive Master of Business Administration degree**

I have prepared this letter to express my enthusiastic endorsement for this proposal. The Indigenous Business Leadership Executive Master of Business Administration degree is an innovative program that is urgently needed to address and resolve long-standing economic deficiencies within Indigenous communities. It is designed to prepare and enhance the skills of Indigenous leaders at this critical time of growth, change and opportunity within the world of business. It is the first time that a program like this at the graduate level anywhere in Canada. As one student stated, "I have waited 30 years for a program like this".

The attached proposal illuminates the dynamic integration in the breadth, depth and diversity of Indigenous knowledge and experience that is captured and expressed through an economic lens with long-lasting impact on community as well as students, faculty and staff. The need for this integration within the education system is greater than ever. It offers tools and resources that can be utilized in a variety of settings, both Indigenous and non-Indigenous. Indigenous communities, businesses and organizations across Canada will embrace this program which offers hope, strength and pride.

As an alumni of the previous program who also teaches within the program, I have witnessed firsthand the interest and the support for this program. The potential impact of this program goes beyond the Indigenous community. I am confident that Indigenous people with MBA's will directly effect change to the overall economic health of Canada, which I am already seeing within our Nation.

Thank you for this opportunity to express my support for this unique program.

Sincerely,

**Westbank First Nation**

RE: Support Letter for Indigenous Business Leadership Executive Master of Business Administration degree

Per:

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke at the end, positioned above a solid horizontal line.

yilmix<sup>wəm</sup> Christopher Derickson



May 6<sup>th</sup>, 2020

Dr. Ali Dastmalchian  
Dean, Beedie School of Business  
Simon Fraser University

Dear Ali;

Thank you for sharing your proposal for Indigenous Business Leadership Executive Masters of Business Administration (IBL EMBA) program in the Beedie School of Business at Simon Fraser University. The program is unique in Canada and I congratulate the Beedie School on developing this program and successfully delivering 5 cohorts since 2012. I believe this program provides an important professional program and educational opportunity available for indigenous and non-indigenous students and I support the program as proposed.

From the perspective of Coast Mountain College, the IBL EMBA serves as an important part of post-secondary ecosystem of programs available in British Columbia. I expect that some students beginning their post-secondary education at Coast Mountain College will be interested in participating in the SFU/Beedie IBL EMBA during their careers. Coast Mountain College provides programs that serve as a strong platform for students to build towards graduate degrees, such as the IBL EMBA, and we support the cooperation among post-secondary institutions to ensure there are traditional and non-traditional pathways to programs with a strong indigenous focus available for students.

I am very familiar with the challenges of indigenous programs and understand the significant impact that programs like the IBL EMBA can have on indigenous people and communities. Coast Mountain serves communities that have traditionally be underserved with post-secondary education and we support the further development of graduate opportunities throughout the province.

Congratulations on your success to date with the IBL EMBA program and all the best with the proposal and program redesign efforts in the future.

Sincerely,

Justin Kohlman  
CMTN President & CEO

Dean Ali Dastmalchian,  
SFU Beedie School of Business,  
500 Granville Street  
Vancouver, B.C. V6C 1W6

7 May 2020

Sxwpilemaat Siyám, Chief Leanne Joe  
Transformative Storyteller for Economic Reconciliation  
Simon Fraser University  
Faculty of Environment, Community Economic Development  
Sxwpilemaat\_Siyam@sfu.ca  
604-802-4280

Re: Support for the Indigenous Business Leadership Executive MBA proposal

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Dear Mr. Dastmalchian,

I have prepared this letter to support the Indigenous Business Leadership Executive MBA proposal.

The proposal outlines a specialized MBA program for seasoned Indigenous leaders and managers who are seeking graduate education in the field of business management. The program enables a focus point for encouragement and support of community-based research and learning on topics that are of interest and importance to the Indigenous business community, whilst promoting protocols and acknowledges Indigenous traditional knowledge and worldviews.

In addition, the program expands opportunities for Indigenous peoples from communities and organizations across Canada to share their expertise with each other. From it, they emerge as intellectual leaders on topics related to global economic issues and mobilizes awareness and respect for Indigenous peoples' cultures, epistemologies, histories, languages and traditions and the relevance of these to business management. I am so proud as a Coast Salish citizen and leader that SFU has recognized this need and is prepared to offer such a unique program.

I wholeheartedly support this proposal and am confident that this new program will continue to support the Indigenous business community and remove barriers that have long prevented communities from reaching their economic goals. It will allow Indigenous business graduates to return to their communities and business circles with pride and strength as they apply new tools and drive change.

This proposal ensures that the Indigenous Business Leadership Executive Masters of Business Administration program will be responsive, culturally appropriate and accommodates the needs of future Indigenous business leaders as they meander their way through the changing, competitive world of business today.

I urge your support of this proposal and its overall goals to address Indigenous business, economic development and governance through higher education.

Wa chexw yuu (Take care),

Sxwpilemaát Siyám, Chief Leanne Joe (Hereditary Chief from Squamish Nation),  
Transformative Storyteller for Economic Reconciliation  
Simon Fraser University, Faculty of Environment, Community Economic Development &  
Squamish Nation Trustee





# NEW RELATIONSHIP TRUST

*Investing in First Nations in B.C.*

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May 8, 2020

Dean Ali Dastmalchian,  
SFU Beedie School of Business,  
500 Granville Street  
Vancouver, B.C. V6C 1W6

Dear Mr. Dastmalchian,

**RE: Indigenous Business Leadership Executive Master of Business Administration (IBL EMBA)**

I am writing to express my full support of the Indigenous Business Leadership Executive MBA proposal which outlines an innovative approach at the graduate level, that is culturally relevant and which reflects the real markets within which Indigenous business leaders operate.

This proposal outlines an approach to business learning that no other MBA program in North American has dared to offer. It balances essential indulgent and vital knowledge of business management and strategic leadership with Indigenous worldview and practices. It also helps to understand the opportunities, fundamental requirements and particular skills needed to lead and manage the process of innovation, growth and rapid changes. Most importantly, it provides a broad base of business concepts, tools and best practices that are adaptable within an Indigenous context and framework. This is exactly what Indigenous change makers and leaders need to break out of the shackles of poverty and to achieve a more self-reliant economic base within their communities.

As an Indigenous leader and MBA candidate in the current Indigenous Business Leadership program, I can attest to both the need and the importance of such a program. I am confident that the changes that this new program outlines will make the IBL program more responsive, appropriate and better able to meet the changing needs of future cohorts of Indigenous leaders and managers. SFU was a visionary leader in starting the IBL program and I hope that you continue that visionary path and embrace this new program.

If you would like to discuss further, I can be reached anytime at 604.506.5765 or email [wschneider@nrtf.ca](mailto:wschneider@nrtf.ca).

Respectfully,

Walter Schneider, CPA, CA, CAFM  
Chief Executive Officer



Vancity Centre  
183 Terminal Avenue  
Vancouver BC V6A 4G2  
T 604.877.7000  
vancity.com

May 7, 2020

Ali Dastmalchian  
Dean  
Simon Fraser University | Beedie School of Business

To Whom it May Concern:

Vancity is happy to express our continued support for Simon Fraser University's Executive MBA in Indigenous Business Leadership Program. The program plays an important role in British Columbia's reconciliation efforts, helping to close a critical gap in business leadership in the province and to make BC's economy more resilient, inclusive and successful.

Vancity has a long track record of working with many Indigenous community partners to develop scalable, community-centred solutions that help achieve BC's commitment to full and meaningful reconciliation in a province defined by the strength and resilience of its First Peoples. We believe in a BC where Indigenous knowledge and ways-of-being model how we treat our land and resources and how we build an economy that ensures everyone has access to healthy foods, safe and affordable housing, quality education and employment without barriers, and full participation within just, thriving and inclusive communities.

As a supporter and investor in the EMBA-ILB program since its inception, we know that the program makes a crucial contribution to realizing this vision. It helps close barriers Indigenous students still face in accessing funding for higher education. And its graduates fill a critical gap in business leadership in the province, helping build thriving indigenous businesses and communities while also incorporating Indigenous knowledge, lived experience, history and values into the business decision-making of BC companies. These outcomes make our economy stronger and more resilient while helping strengthen relationships and build bridges to understanding and move BC closer to full reconciliation.

Vancity has seen this contribution firsthand through the impact of program graduates within our own organization and our many partnerships with indigenous communities. Our partnership with the EMBA-ILB program has helped to facilitate learning for the students and the organization. As we've worked more together with students and graduates, the deeper understanding of each other has helped us grow stronger as an organization. In this way, the program is making a valuable contribution to building a solid foundation in BC for our Indigenous communities and the provincial economy to prosper together.

I would be happy to discuss the above with you in more detail.

Sincerely,

  
Sheryl Ries  
Director, Diversity and Inclusion

## **Budget for the Proposed Program (financial and personnel)**

### **Resource Requirements**

The IBL EMBA requires instructional and administrative resources, all of which are available at or through SFU. With respect to instructional resources, each cohort of approximately 30-35 students will require instructors for 15 courses. As the capstone experience for the program is an applied project (and not a graduate thesis), graduate supervision will be provided by the Academic Director for the IBL EMBA Program. As discussed previously (see response to Question 26 above), instruction will be provided by continuing faculty at SFU from various academic units, by new faculty (continuing, visiting, limited term) hired specifically to teach in IBL EMBA as the program grows, and by sessional instructors hired to teach specific IBL EMBA courses.

With respect to administrative resources, IBL EMBA 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 IBL EMBA will be borne by the program.

A detailed budget for IBL EMBA 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 has been developed in consultation with Jeff Derksen, Dean of Graduate Studies. As a consequence, we are confident that the detailed budget is robust in its consideration of program costs and tuition revenue and that the IBL EMBA will be a sustainable 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. Third, students registered in programs that charge fees on a per-term basis are recognized to be full-time by SFU. This has the additional benefit of making international students eligible for student visas. The proposed tuition fees in 2021 for students are \$ 11,130.80 per term with annual increases of 2% thereafter.

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

### **Total Program Fees**

The total program fees for domestic students who begin IBL EMBA in Fall 2021 will be \$ 57,212.31 for domestic students.

### **Projected Program Surplus**

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



**Indigenous Business Leadership  
Executive Master of Business Administration**

**APPENDIX 5**

**Vitae for Faculty**

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# Dr. John Borrows (Anishinaabe)

## Biography

Professor Borrows, B.A., M.A., J.D., LL.M. (Toronto), Ph.D. (Osgoode Hall Law School), LL.D. (Hons.) (Dalhousie) F.R.S.C., is Canada Research Chair in Indigenous Law at the University of Victoria Law School. Prior to joining the Faculty, he was Professor and Robina Chair in Law and Society at the University of Minnesota Law School and Professor; Law Foundation Professor of Aboriginal Law and Justice at the University of Victoria Law School; Professor in the Faculty of Law at the University of Toronto; Associate Professor and First Nations Legal Studies Director, Faculty of Law at the University of British Columbia; Associate Professor and Director of the Intensive Programme in Lands, Resources and First Nations Governments at Osgoode Hall Law School.

Professor Borrows has served as a Visiting Professor and Acting Executive Director of the Indian Legal Program at Arizona State University College of Law in Phoenix, Arizona; Visiting Professor at the Faculty of Law of the University of New South Wales, Australia; New Zealand Law Foundation Distinguished Visitor at Waikato University in New Zealand; Visiting Professor at J. Rueben Clark Law School at BYU; Vine Deloria Distinguished Visitor at the University of Arizona James E. Rogers School of Law; LG Pathy Professor in Canadian Studies at Princeton University.

He teaches in the area of Constitutional Law, Indigenous Law, and Environmental Law. His publications include, *Recovering Canada: The Resurgence of Indigenous Law* (Donald Smiley Award for the best book in Canadian Political Science, 2002). *Canada's Indigenous Constitution* (Canadian Law and Society Best Book Award 2011), *Drawing Out Law: A Spirit's Guide*, all from the University of Toronto Press. Professor Borrows is a recipient an Aboriginal Achievement Award in Law and Justice, a Fellow of the Trudeau Foundation, and a Fellow of the Academy of Arts, Humanities and Sciences of Canada (RSC), Canada's highest academic honor, and a 2012 recipient of the Indigenous Peoples Counsel (I.P.C.) from the Indigenous Bar Association, for honor and integrity in service to Indigenous communities. John is Anishinabe/Ojibway and a member of the Chippewa of the Nawash First Nation in Ontario, Canada.

<https://beedie.sfu.ca/profiles/JohnBorrows>

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# Carolyn Egri

## Biography

Dr. Carolyn Egri is the William J.A. Rowe EMBA Alumni Professor, and professor of management and organization studies. Carolyn is a pioneer in research related to corporate environmental and social responsibility - she has been publishing on this topic for more than 20 years, long before it became trendy. "It's meaningful work," she says. "Since it's a relatively new field, it's very exciting - there's the opportunity to develop new standards and ideas."

## **Appendix 5**

### **Vitae for Faculty**

Carolyn makes leadership and environmental sustainability the focus of her teaching, both for the Beedie School of Business and for other organizations. She is a recipient of the David L. Bradford Outstanding Educator Award (Organizational Behavior Teaching Society for Management Educators) and TD Canada Trust Distinguished Teaching award.

A prolific researcher, she has been examining corporate environmental social responsibility practices as well as cross-cultural differences in managerial values and influence tactics around the world. Carolyn devotes much of her time to service in her academic community; she has been an Associate Editor for the Academy of Management Learning & Education journal, and a chair of the Academy of Management's Organizations and the Natural Environment interest group. She has also been a director of the Organizational Behavior Teaching Society and serves on a variety of academic journal editorial boards.

<https://beedie.sfu.ca/profiles/CarolynEgri>

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## June Francis

### Biography

June Francis is an Associate Professor of Marketing and is the Director of the Sustainable Development Program in the Faculty of Environment. In 2014, June won the Canada Trust Teaching Award for teaching excellence at the Beedie School of Business. She is also Director of the Institute for Diaspora Research and Engagement and is the Co-Lead for the CIRDI funded Co-Laboratorio Perú that supports inclusive sustainable development from natural resources through advancing cross-sector and inter-agency learning, planning, governance and practices. The project accomplishes this by working collaboratively with stakeholders, and embedding our activities in local universities.

Her research interests lie at the intersection of development, poverty alleviation and business. Specific research has focused on non-traditional intellectual property law such as geographical indicators and traditional knowledge; and poverty alleviation strategies in the extractive sectors. She also has research interests in scientific research collaboration. Previous research includes evaluating the determinants of export success for information technology and high technology firms, issues affecting the role of cultural values stereotyping and inter-group relations in business activities.

Originally from Jamaica, June moved to Canada to earn her MBA and to the United States to earn a PhD. Later she earned a LLB from the UK. Previously she worked for Clorox Co. of Canada as a new products manager and as an assistant product manager for Procter and Gamble Ltd. June adores travel, basketball and music. In 1986 she co-wrote a best-selling guidebook to Expo '86, then co-wrote others for Australia's '88 Olympics and for Spain in '92. She and her husband have also written a series of guidebooks to national parks in the USA. A former player with the Jamaican netball squad, June has coached the BC netball team to the Canadian tournament. She is also active in the non-profit sector is a member of SFU's board of governors and has previously served for several years on the board of directors of MOSAIC, a key immigrant and refugee settlement society.

<https://beedie.sfu.ca/profiles/JuneFrancis>

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## Dara Kelly (Stó:lō)

### Biography

Dr Dara Kelly is from the Leq'á:mel First Nation, part of the Stó:lō Coast Salish. Her doctoral research at the University of Auckland Business School was entitled, "Feed the people and you will never go hungry: Illuminating Coast Salish economy of affection," and explored Coast Salish philosophy of freedom, unfreedom, wealth and reciprocity, and how that shapes Coast Salish philosophy of economy. She conducted the research using research methodology emerging from Coast Salish philosophy, protocols and worldview. A paper stemming from her thesis won the Best Paper in Sustainability Award at the Sustainability, Ethics and Entrepreneurship (SEE) Conference in Puerto Rico in February 2017.

Currently Dr Kelly is working on the Coastal First Nations (CFN) Legacy Project. CFN is an alliance of First Nations communities on Haida Gwaii and the North and Central coasts of British Columbia. She will conduct oral history interviews to capture the core values of the CFN and develop case studies that will highlight key organizational challenges and successes from the perspective of those communities. In addition to her studies, Dara was a Researcher with the Mira Szászy Research Centre for Māori and Pacific Economic Development at The University of Auckland Business School. Dara also has experience in leadership development programming, and maintains collaborative research ties with Aotearoa-New Zealand in the area of Indigenous economic development.

<https://beedie.sfu.ca/profiles/DaraKelly>

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## Zain Nayani

### Biography

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## Michael Parent

### Biography

Michael Parent is Professor of Management Information Systems and Marketing at the Beedie School of Business. He received his MBA and PhD degrees from Queen's University, Kingston, Canada and qualified for the Institute of Corporate Directors ICD.D designation. Before becoming an academic, he spent over a decade in the high technology industry. Before joining Beedie, he was an assistant professor at the Richard Ivey School of Business from 1996-2002.

An award-winning teacher, he has also received several research grants and awards. His current research interests center on governance practices at the Board level, e-business and social media, and luxury brands. Michael sits on the editorial review board for Journal of Advertising Research. He has published in practitioner-oriented journals like California Management Review and Business Horizons, as well as both MIS and Marketing academic journals like JMIS, JA, JSIS, I&M, IEEE and JAR. Michael has also written over 40 teaching case studies and co-authored three case teaching books.

Michael is an active executive educator, and has taught programs for the federal and many provincial governments in Canada, as well as companies like McCain Foods, SASOL, Bosch Industries, and the BC Transmission Corporation amongst others. He is the Academic Director for the Vancouver Directors' Education Program for Canada's Institute of Corporate Directors. He is affiliated with the University of Queensland in Brisbane, Australia.

<https://beedie.sfu.ca/profiles/MichaelParent>

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## Scott Powell

### Biography

Scott Powell, ACA, MSc is an Adjunct Professor, Finance. Scott is both a Canadian and UK Chartered Accountant who holds an honours degree in politics/economics from Trent University and a master's degree in economics from Cambridge University. He has written and delivered workshops around the world for major organizations including Bank of America, Merrill Lynch, Credit Suisse, Deutsche Bank, ING, JP Morgan, Standard Chartered, and many others, on topics such as financial forecasting, business valuation, advanced business and financial analysis, investment appraisal, and shareholder value creation. Scott has extensive experience designing and delivering creative training solutions using a variety of innovative approaches—business simulations, courses with fully-integrated case studies, instructor workshops, distance learning materials and lecture-based programs.

<https://beedie.sfu.ca/graduate/executive-mba/emba-ibl/faculty>



## Gary Wagenheim Biography

Gary Wagenheim is an adjunct professor in management and organization studies. Gary's expertise is in the areas of leadership, facilitation, strategic planning, training programs and organizational development. He has extensive experience teaching international courses in organizational behaviour, leadership, and interpersonal skills. He has taught throughout the US, Canada, Singapore, Brazil, China, Germany, Taiwan, India, and Finland.

In addition to teaching at SFU Beedie, Dr. Gary Wagenheim is adjunct management professor at Aalto University Executive Education. Dr. Wagenheim received a PhD and an MA in Human and Organizational Systems (Fielding Graduate University), an MBA in Organizational Behavior/ Organizational Change and Development (Syracuse University), and a BS in Business and Management (University of Maryland).

<https://beedie.sfu.ca/profiles/GaryWagenheim>

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## Eric Werker Biography

Eric Werker is the William Saywell Professor and academic director of the PhD program at the Beedie School of Business at Simon Fraser University. He earned his A.B. and Ph.D in economics at Harvard, and then spent nearly a decade on the faculty of Harvard Business School before returning to Vancouver. Eric researches how less developed countries can build more thriving and inclusive private sectors, particularly when they are rich in natural resources, and how international actors can play a positive role in creating successful societies. He has written on foreign aid, private sector development, natural resource governance, non-governmental organizations, inter-governmental organizations, refugees, and Ebola. Eric teaches about strategy, policy, and global economics to MBAs and executives and has authored numerous case studies on companies and countries around the world.

Eric's recent publications include a 2018 Oxford University Press book, *Deals and Development*, 2018 article in *World Development*, 2019 article in *Review of International Organizations* and a 2019 article in *Economic Development and Cultural Change*. Eric's cover article (joint with Aldo Musacchio) in the December 2016 *Harvard Business Review* offers a framework to understand frontier economies.

Outside of academia, Eric serves on the Emerging Economy Task Force of the Province of British Columbia and the academic directorate of the Canadian International Resources and Development Institute, and is a nonresident fellow at the Center for Global Development in Washington and an advisor to the Liberia program of the International Growth Centre in London. He has set up and directed the International Growth Centre's Liberia program, served as economic advisor to the President of

## **Appendix 5**

### **Vitae for Faculty**

Liberia, supported host government teams negotiating concession agreements, was a member of the Centre for International Policy Studies study group on Canada's sustainable development policy, consulted to the NGO Conservation International on low-carbon development and to the US Government's Millennium Challenge Corporation on foreign aid projects, and worked with the Refugee Law Project in Uganda.

<https://beedie.sfu.ca/profiles/EricWerker>

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