Schulich School of Business Memorandum

To: Faculty Council
From: Theodore Peridis, Professor of Strategic Management, Schulich School of Business.
Date: March 14, 2018
Re: Proposal for a Graduate Diploma in Culture, Communication and Leadership in Canada (CCLC)

Motions:

Motion 1:
That the Faculty Council approve the proposal for a new Graduate Diploma in Culture, Communication and Leadership in Canada (CCLC).

Rationale:

The proposed concurrent Graduate Diploma in Culture, Communication and Leadership in Canada (CCLC) is designed to address an unfilled need in post-graduate management education, especially for students arriving in Canada from overseas that might lack the exposure to and appreciation of cultural differences, business practice norms, conventions and vocabulary to effectively interact with and contribute to the businesses they will be engaged with post-graduation. The diploma addresses a pronounced need articulated by our increasing contingent of graduate students, who might have extensive business and practical experience in their home countries but little exposure to norms and conventions elsewhere and find a transition to North America challenging or unconventional. To better enable this transition, the learning outcomes of the Graduate Diploma emphasize the development of communication, negotiation and presentation skills, as well as provide an understanding of hiring practices and job search strategies in North America.

Motion 2:
That the Faculty Council approve the new course proposal SB/MGMT 5000 Professional Development in the Canadian Context accompanying the CCLC Diploma.

Rationale:

SB/MGMT 5000 0.00 Professional Development in the Canadian Context, will be part of the CCLC diploma. It will be a required course in the diploma and offered to students in the MBA India cohort who pursue to opt into the diploma. This course is designed to help international students acquire skills and knowledge that will facilitate their professional development in a Canadian context. Students will (1) engage in self-assessment, (2) develop an awareness of their new professional environment, (3) learn how to interact with other professionals in the North American cultural setting, and (4) promote themselves in an effective manner.

Motion 3:
That the Faculty Council approve the new course proposal SB/MGMT 6850 Graduate Placement accompanying the CCLC Diploma.

Rationale:

Schulich has several diplomas, all of which have an internship requirement. Many organizations do not pay students while they collect work-based experiences relevant to their education. SB/MGMT 6850 Graduate Placement, allows students to complete their internship requirement through a placement instead. The course may also be run outside of a diploma or program requirement, with permission of individual instructors. The course provides MBA and IMBA students an opportunity to gain relevant work experience.
The work experience must be structured to satisfy the requirements of the relevant program / diploma / project. It must be approved by the program / diploma / course director. This course may be configured as a 0.00 credit, 1.50 credit or 3.00 credit course, depending on the program’s / diploma’s / course director’s requirements.
Proposal for a Graduate Diploma in Culture, Communication and Leadership in Canada

*Type 2 – concurrent with the MBA program*

March 16, 2018

Task Force Members:

- Theo Peridis (Chair; Director at large)
- Ashwin Joshi (Director, MBA Program)
- Melissa Judd (Assistant Dean, Students)
1. Introduction

1.1. Brief Statement of the Program

The proposed concurrent Graduate Diploma in Culture, Communication and Leadership in Canada (CCLC) is designed to address an unfilled need in post-graduate management education, especially for students arriving in Canada from overseas that might lack the exposure to and appreciation of cultural differences, business practice norms, conventions and vocabulary to effectively interact with and contribute to the businesses they will be engaged with post graduation. The diploma addresses a pronounced need articulated by our increasing contingent of graduate students, who might have extensive business and practical experience in their home countries but little exposure to norms and conventions elsewhere and find a transition to North America challenging or unconventional.

The proposed diploma specifically addresses an unfilled need in the Schulich MBA in India (SBI) program. Students in this cohort complete the first half of their MBA at our Hyderabad campus and year two of the program in Toronto. A consistent theme that has emerged from SBI students is a need for greater acclimatization to the Canadian business landscape during their studies to support a career transition across geographies. To better enable this transition, the learning outcomes of the Graduate Diploma emphasize the development of communication, negotiation and presentation skills, as well as provide an understanding of hiring practices and job search strategies in North America through the professional development course taught in the first year in India. In addition, the Diploma helps to anchor participants’ understanding of the Canadian business landscape with an industry specific course in a chosen area of focus in the second year of the program. A required placement enables students to both apply and reflect upon their learnings and acquire Canadian experience prior to transitioning to full-time employment post-degree.

International students completing Schulich’s MBA program have expressed strong desire for enhanced and guided exposure to such skills as communications, interpersonal relations, presentations, engaging constructively and leading teams and have articulated a desire for such exposure to be more systematic and coordinated in order to serve more effectively in their personal and professional development. Those expressions of need have been the impetus for the proposed diploma.

The proposed CCLC is distinct from our IMBA program, which aims to develop managers of international businesses and international operations. Moreover, the diploma is distinct from our International Business specialization in the MBA program which aims to expose students to the peculiarities and dynamism of international business.

1.2. Endorsed Fields of Study

N/A
1.3. Method Used to Develop the Program

The Graduate Diploma has been designed by a Schulich-based task force that obtained input from a range of current and past students and recruiters of Schulich and especially students in the SBI program to ameliorate their integration into the Canadian market. The task force also considered comments from prospective students and feedback received during open houses and interview events with applicants. As well, the task force conducted interviews with program directors within Schulich and the senior executives of our Students Services and International Relations department and the Career Development Center.

In a survey conducted of three recent cohorts of students in the program, 66% of respondents rated placement opportunities in their MBA as very to extremely important and 78.3% rated the ability to work outside of India post-degree as very to extremely important. Over half of those surveyed post-degree, however, stated that they were not able to complete a placement during their MBA, even though they had hoped to. Moreover, close to 65% of the class was not satisfied with the type of professional development support they received in India.

The importance of professional development in the Canadian context is understored by results of the GMAC Corporate Recruiters Survey (2016): “Among 12 traits that survey respondents were asked to rank as most important, a candidate’s ability to fit within an organizational culture was ranked highest overall among all categories, followed by the ability to work in teams, and the ability to make an impact.”

The SBI provides an exceptional learning environment and cohort experience in Hyderabad and exposes students to Indian and North American business contexts. This is an important strength of the program. Yet, one area of opportunity moving forward is to minimize the uneven footing students experience as it relates professional development preparation and cultural acclimatization to support securing Canadian placements or, later on, employment by addressing areas in which students in the cohort exhibit deficits.

Taken together, the proposed diploma needs to resolve these issues by:

1. Further developing students’ communication skills
2. Further improving students’ leadership skills
3. Improving students’ comprehension of and familiarity with the North American social and business cultures.

These three learning goals were translated into competence-based learning objectives, and the resulting academic requirements structured to achieve those objectives. In designing the diploma, the task force aligned the structure of this concurrent diploma with the existing suite of concurrent diplomas offered in the MBA program.

The resulting curriculum was shared with colleagues and students for feedback and subsequently discussed at Schulich’s Master Programs Committee and recommended for approval to FGS APPC, FGS Council and Schulich Council.
1.4. Faculty in which the Program is housed
The program will be housed in the Schulich School of Business and delivered partially on our Hyderabad and Toronto campuses.

2. General Objectives of the Program

2.1. Brief Overview
The diploma’s objective is to better educate international students on the North American social and business cultures and provide the skills necessary for successfully managing in North America. The diploma’s goals are to:

1. Further develop students’ communication skills
2. Further improve students’ leadership skills
3. Improve students’ comprehension of and familiarity with the North American social and business cultures.

This is achieved by providing a year-long professional development course, requiring a set of courses focused on communication, leadership and culture, and requiring students take part in a placement in North America in order to experience communication patterns, culture and leadership first-hand.

2.2. Alignment with University and Faculty Missions

University Goals

This program will support the University’s goals as outlined in the 2015-2020 AP as follows:

- **Academic Quality and Student Success.** The proposed CCLC is specifically designed to enhance the professional managerial education of students in the SBI cohort. It aligns with York’s culture of excellence; its development was motivated by enhancing student success and harnessing student feedback to enable greater professional development and deepen career support. This aligns precisely with Priority 4 of the UAP which focuses on enhancing a student centered approach at the institution. The program’s design is based on expected learning outcomes. Paired with teaching facilitated by a highly capable Faculty, the aims of academic quality and student success are being addressed.

- **Enhanced Quality in Teaching and Learning and Internationalization.** Much of the curriculum in the program is delivered through courses that contain experiential learning. The diploma also relies on partnerships with industry to provide workplace-based learning opportunities through placements. The Graduate Diploma also supports
internationalization by making the MBA program more attractive to students entering our SBI campus by enhancing student mobility, specifically for students interested in employment in Canada.

- **Enhanced Community Engagement.** The placement component of the diploma, coupled with the guest lectures in the professional development course, provide relevant opportunities for students to ground their learning in applied contexts. The experiential components of the program also address the strategic priority of Enhanced Community Engagement.

York University’s Strategic Mandate Agreement identifies business as an area of both strength and growth. This Diploma strengthens the curriculum for a key cohort within the flagship MBA program at the Schulich School of Business.

**Faculty Goals**

The Schulich School’s academic plan calls for the School to be global, innovative, and diverse. The CCLC exhibits all these attributes. It introduces and enhances the appreciation of cultural differences, diversity in communication styles and leadership imperatives to individuals who are academically highly qualified but lack context specific insights and the tools to navigate inter-contextual settings. At the same time, the program furthers the Faculty’s shared goals of pedagogical innovation in terms of optimized, outcome-oriented curriculum design and the use of experiential community-involved high impact teaching practices. It helps the Faculty enhance its program offerings to international students and further strengthen the appeal of the SBI option within the MBA program.

**3. Need and Demand**

The CCLC aligns with the express needs of students in the SBI cohort in the following ways:

- it facilitates greater professional development in the first year of the program,
- it provides greater acclimatization to the Canadian / North American context (with focus on the former) through its curricular and placement opportunities
- it enhances students’ communication skills.

The demand for the diploma, based on current enrolments in the SBI cohort, is approximately 30-40 students per year. As pointed out above, students in the SBI cohort have expressed keen interest in such a diploma.
4. Program Content and Curriculum

4.1. Program Requirements and Courses

The concurrent Graduate Diploma is embedded within the SBI cohort in the MBA program. Completion of the Diploma requires the completion of a full-year (two-term) zero credit professional development course plus 12 credits of courses, of which 9 credits are chosen from three categories (see below) and the remaining 3 credits are dedicated to the placement. Satisfactory completion of the professional development course is a prerequisite for the placement. The diploma must be completed at the same time as the completion of the MBA degree requirements.

In detail, the structure of the Diploma is as follows:

- **MGMT 5000 0.00 (pass/fail) – Professional Development in the Canadian Context,** offered in year 1 of the MBA program, spanning the two semesters at SBI.
- **A three-credit elective focused on communications:**
  - SB/MGMT 6300 3.00, Case Analysis and Presentation Skills
  - SB/IBUS 6490 3.00, International Negotiations-Analysis, Strategy & Practice
  - SB/ORGS 6050 3.00, Negotiations
- **A three-credit elective focusing on leadership:**
  - ORGS 6650 3.00, The Art and Science of Leadership
  - ORGS 6720 3.00, Managing Team Dynamics
  - ORGS 6350 3.00, Managing Change
- **A three-credit elective course addressing the North American context in select industries:**
  - PROP 6150 3.00, Economic Forces Shaping the City
  - MKTG 6321 3.00, Entertainment Culture and Marketing
  - FNSV 5500 1.50, Introduction to Financial Services Management, plus FNSV 6985 1.50, The Canadian Life Insurance Industry & International Competition
  - FNSV 6700 3.00, Management of Risk in Financial Institutions
  - MGMT 6200 3.00, Business Administration and the Law
- **MGMT 6850 3.00 – Graduate Placement Course:** a twelve-week placement in an approved organization (approval provided by the Diploma Coordinator and is dependent on the organization meeting requirements of a rich cultural context and the work assignment providing opportunities to interact with local and international peers in a work setting. The approval does not depend on industry or role). The work experience part of the placement must be completed prior to the student’s last term in the MBA program, and will typically take place in the Summer between first and second year. Students may complete the placement in the Fall of their second year of study subject to permission by Student & Enrolment Services. The academic component of the placement and associated enrolment in MGMT 6850 3.00 will take place in the subsequent term (i.e. if the 12-week placement is in the Summer term, enrolment in MGMT 6850 3.00 would take place in Fall; please see Appendix E for a mapping).
The list of electives is subject to regular review by the Diploma Coordinator, with changes approved by the appropriate program committee.

4.2. Courses

**Appendix C** contains the course descriptions. The twelve courses that constitute the pool of courses eligible for the Diploma already exist in the Schulich calendar and are offered at least once and frequently multiple times throughout the year, thus facilitating the students’ enrollment schedule for completion of the Diploma.

The non-credit professional development course consists of a series of workshops on cultural sensitivity, etiquette, developing a professional vocabulary, stance and attitude. It also includes guest speakers elaborating on their career trajectories. Students are expected to attend all workshops and actively engage in the exercises and the discussion.

4.3. Course Level

All courses are at the graduate level.

4.4. Calendar Copy

Calendar copy is provided in **Appendix D**.

5. Program Learning Outcomes and Assessment

5.1. Learning Outcomes

The Graduate Diploma’s goals and learning objectives are strongly related to the MBA and IMBA programs’ learning outcomes but focus on developing the objectives in the North American context. The goals and objectives are as follows:

**Goal 1:** Professional Communication Skills in the North American context
   1.1 Create and deliver effective and engaging oral presentations.
   1.2 Write effective and engaging business documents appropriate for the target audience.

**Goal 2:** Leadership Skills in the North American context
   2.1 Use appropriate skills and strategies to work effectively in teams in the North American context.

**Goal 3:** Knowledge of and Experience with the North American social and business cultures.
   3.1 Ability to personally reflect and adapt leadership strategies to different situations, while remaining true to values, vision and purpose.
   3.2 Appreciate, analyze and evaluate the role of cultural context in shaping social and ethical issues and individuals’ perspectives regarding such issues.
5.2. Achieving the Program Learning Objectives

The expected learning outcomes are supported via a structure that develops students’ skills in managing across cultural contexts functional by exposure to both country and industry diversity. While learning to apply these skills, students are also directed to be open-minded and yet critical, and to diagnose, analyze and exercise judgment about cultural differences, appreciate diversity of styles, norms, approaches and perspectives. While courses in specific topics will develop students’ analytic and judgment abilities, the complementary components of the Diploma will enable the students to apply those abilities within the broader context of management and Canada.

The CCLC is designed to place an emphasis on cultural diversity within teamwork and communication skills from the very beginning and throughout the coursework and the placement component. The table in section 5.3 shows in more detail how the knowledge and skills are developed across the Diploma’s components.

5.3. Assessment of Learning Outcomes

<table>
<thead>
<tr>
<th>Goal 1: Professional Communication Skills in the North American context</th>
<th>MGMT 5000 - Professional Development</th>
<th>Communications Courses</th>
<th>Leadership Courses</th>
<th>Cultural Context Courses</th>
<th>MGMT 6850 - Placement Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Create and deliver effective and engaging oral presentations</td>
<td>I</td>
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<tr>
<td>1.2 Write effective and engaging business documents appropriate for the target audience</td>
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<tr>
<th>Goal 2: Leadership Skills in the North American context</th>
<th>MGMT 5000 - Professional Development</th>
<th>Communications Courses</th>
<th>Leadership Courses</th>
<th>Cultural Context Courses</th>
<th>MGMT 6850 - Placement Course</th>
</tr>
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<tbody>
<tr>
<td>2.1 Use appropriate skills and strategies to work effectively in teams in the North American context</td>
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<td>D</td>
<td>D</td>
<td>A</td>
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<table>
<thead>
<tr>
<th>Goal 3: Knowledge of and Experience with the North American social and business cultures</th>
<th>MGMT 5000 - Professional Development</th>
<th>Communications Courses</th>
<th>Leadership Courses</th>
<th>Cultural Context Courses</th>
<th>MGMT 6850 - Placement Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Ability to personally reflect and adapt leadership strategies to different situations, while remaining true to values, vision and purpose</td>
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<tr>
<td>3.2 Appreciate, analyze and evaluate the role of cultural context in shaping social and ethical issues and individuals’ perspectives regarding such issues</td>
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<td>A</td>
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List of Outcome Assessments:

**Goal 1: Professional Communication Skills in the North American context**

1.1 Create and deliver effective and engaging oral presentations.
   
   *Assessment: MGMT 6850 – final presentation to the course instructor*

1.2 Write effective and engaging business documents appropriate for the target audience.
   
   *Assessment: MGMT 6850 – final reflection report*

**Goal 2: Leadership Skills in the North American context**

2.1 Use appropriate skills and strategies to work effectively in teams in the North American context.
   
   *Assessment: MGMT 6850 – supervisor report*

**Goal 3: Knowledge of and Experience with the North American social and business cultures.**

3.1 Ability to personally reflect and adapt leadership strategies to different situations, while remaining true to values, vision and purpose.
   
   *Assessment: MGMT 6850 – final reflection paper*

3.2 Appreciate, analyze and evaluate the role of cultural context in shaping social and ethical issues and individuals’ perspectives regarding such issues.
   
   *Assessment: MGMT 6850 – final reflection paper*

**5.4. Normal Program Length**

This program will run in parallel with the MBA and will require four to five terms to complete, depending on course scheduling, including the placement term.

**5.5. Delivery Modes**

The program is a course-based professional graduate diploma. Therefore, the delivery mode focuses on course work and experiential learning through participation in a placement. However, the nature of the coursework varies, depending on the expected learning outcomes for each course. Students will engage in various types of experiential learning throughout the program, including case analysis and discussion, reflection, team work, and outreach and assistance to external organizations as part of their placement requirement.
6. Admission Requirements

6.1. Program Admission Requirements
As this is a concurrent diploma, students must have been admitted into the MBA program’s India cohort. No separate admission requirements exist for the Diploma.

6.2. Alternative Requirements
N/A

7. Resources

7.1. Areas of Faculty Strength and Expertise
One of Schulich’s greatest strengths is the wide breadth of knowledge and experience of its faculty, which includes specialists in all areas of management in every type of organization as well as those who are experienced with the broader strategic overview that is necessary for successful management in public, private and nonprofit realms. As well, Schulich is one of the very few business schools that has in-house experts in areas such as sustainability, ethics, government, health care, real property and infrastructure, financial services, voluntary organizations, and business and the environment.

The resources for this diploma will be drawn from the general resource base of the Schulich School. This includes instructors from the areas of Marketing, Organization Studies, International Business, as well as Strategic Management. Students will be able to enroll in courses as space permits, and we do not anticipate having to mount additional sections of courses to service the diploma. The professional development course will be taught by the SBI location director (currently Prof. Theodore Peridis), and placements supervised by the diploma director.

Schulich also has broad experience in running highly experiential courses, including major research projects that involve external organizations, and internships / placements. The latter are a staple of all of Schulich’s diplomas. Resources are in place to support students in finding placement sites.

7.2. Role of Retired and Contract Instructors
Contract instructors play an essential role in the Schulich School of Business. All our contract instructors are well-experienced in their respective fields and with confronting the day-to-day realities of managing within organizations. They bring their real-world experience into the classroom and apply them to course instruction, case analyses, assignments, projects, presentations, and students’ experiential learning in the ‘real world’ of management. As alluded
to above, Schulich will make use of qualified contract instructors as advisable.

Retired professors also are valuable teaching resources due to their long experience and insight, but they are not expected to take a significant teaching role.

7.3. Laboratory Facilities/Equipment
This program requires no research equipment or facilities. Thus, no research support is necessary as the Diploma is not a research-based degree program.

7.4. Space
Given the expected size of the Diploma and its composition, space constraints are not an issue.

7.5. Support Services
The primary support services will be the library, information technology, career services and student services, all of which are already in existence at Schulich and serve its other programs.

7.6. Financial Support and Supervisory Capacity
As this is not a research-based program, no special financial support will be provided other than the financial aid and scholarships that are generally available to Schulich masters-level students. Similarly, there is no need for research supervisors.

7.7. Enrolment Projections
It is anticipated that the majority of students (likely 30-40 students) within the Schulich MBA in India cohort will pursue the Diploma to build a deeper understanding of the North American managerial environment and enhance the skills sought after by employers.

7.8. Support Statements and Consultations
Please see the Dean’s resource statement (Appendix H) and the librarian’s statement (Appendix I).

Consultations were undertaken with relevant stakeholders within the Schulich School of Business, including other program directors, area coordinators and course directors whose courses are included in this Diploma. Consultations outside the Faculty are not necessary as the Diploma is open only to Schulich MBA students and does not compete with any other program at York or beyond.
Appendix C
Graduate Diploma in Culture, Communication and Leadership in Canada
Course Summaries

Core Diploma Courses

SB/MGMT 5000 0.00 - Professional Development in the Canadian Context
This course is designed to help international students acquire skills and knowledge that will facilitate their professional development in a Canadian context. Students will (1) engage in self-assessment, (2) develop an awareness of their new professional environment, (3) learn how to interact with other professionals in the North American cultural setting, and (4) promote themselves in an effective manner.

SB/MGMT 6850 3.00 – Graduate Placement
This course provides MBA students with an opportunity to gain relevant work experience. The work experience must be structured to satisfy the requirements of the Graduate Diploma in Culture, Communication, and Leadership in Canada and must be approved by the diploma director.

Communication Courses

SB/MGMT 6300 3.00 - Case Analysis and Presentation Skills
This course is designed to give students the opportunity to practice and develop their analytical thinking and presentation skills. The key objective of the course is to train students to successfully participate in national and international case competitions. A secondary objective is to prepare students to successfully interview for management consulting positions. Second-year MBA students who enjoy analyzing cases and delivering presentations are encouraged to take the course.

SB/IBUS 6490 3.00 - International Negotiations-Analysis, Strategy & Practice
This course provides structured approaches to understanding, planning, and doing business negotiations in international contexts. Students apply their business knowledge in a series of interactive exercises and written assignments in order to develop analytic, strategic and practical negotiation skills. On two Saturdays, students conduct complex negotiation simulations (e.g., alliance formation, foreign market entry) and receive performance feedback from experienced negotiators. Prerequisites: All 5100-series Required Courses or permission of the instructor.

SB/ORGS 6050 3.00 - Negotiations
Provides students with insight into their own negotiation style and how to become a more
An effective negotiator. The course takes an experiential approach to exploring the concepts, theories, and psychology of negotiations. Students will gain knowledge of the different approaches to negotiations and the strategies and tactics unique to each. The course will provide students with opportunity to learn, practice, and refine negotiation skills as well as equip them with the skills necessary to negotiate constructive resolution to conflict in the workplace.
Prerequisite: SB/ORGS 5100 3.0.

Leadership Courses

SB/ORGS 6650 3.00 - The Art and Science of Leadership
This course provides future leaders a multifaceted approach to Leadership. Knowledge and skills are developed via: 1) exposure to current theories/research; 2) knowledge of one's current level of leadership ability via assessment tools; 3) opportunities to practice applying this new knowledge via course activities and projects. Students develop an in-depth plan for their own future development and success as leaders.
Prerequisite: SB/ORGS 5100 3.0

SB/ORGS 6720 3.00 - Managing Team Dynamics
Organizations have moved to flatter, team-based structures. Unfortunately, team dynamics (and ultimately team performance) is often left to chance. This course draws on solid empirical research to help future team managers increase the probability of team success. Participants will draw from their own experiences in discussing team management skills, and will apply them in experiential exercises (no group hugs).
Prerequisite: ORGS 5100 3.0 and MGMT 5150 3.0

SB/ORGS 6350 3.00 - Managing Change
As the environment of many business and nonprofit organizations becomes increasingly complex and unstable, it is imperative that top managers be able to create a climate of flexibility and adaptability in their operations. Organizations must be able to undertake major change without destructive side effects to be truly successful. This course surveys the major methods available to the modern manager for effectively managing the process of change and creating a general climate in which needed changes are sought and welcomed throughout the organization. The course emphasizes case studies and the discussion of alternative change management models.
Prerequisite: SB/ORGS 5100 3.00

Culture-Focused Courses

SB/PROP6150 – Economic Forces Shaping the City
Those who shape cities must understand the fundamental economic forces at work and the resulting spatial pattern of activities that sustain city life. The course contributes to an understanding of these forces and the role they play in achieving a better built environment. This includes a theoretical perspective as well as the skills and knowledge to make wise decisions.

**SB/MKTG6321 3.00 - Entertainment Culture and Marketing**
Using an effective combination of readings, class discussions, real world entertainment marketing cases, and guest speakers, this course develops a managerial and socio-cultural perspective on the marketing of entertainment. Attention is focused on analyzing the relationship between the global marketplace and entertainment business decision-making; the determination of entertainment products, services, experiences, prices, channels and communications strategies for motion pictures, music, games, theme parks, and online entertainment culture. Prerequisite: SB/MKTG 5200 3.00.

**SB/FNSV5500 1.50 – Introduction to Financial Services Management**
This course provides an overview of the global financial services industry with attention to the role of financial institutions in financial systems and the differences between different types of financial institutions. The course will introduce students to key issues facing financial institutions including the importance of public policy, institutional change, growth strategies, risk management and practical management issues.

Prerequisite: ALL 5100-series Required Foundations of Management Core Courses (FINE 5200.030 is recommended). This course should be taken in the first year of study to provide an opportunity to enrol in the Financial Services elective classes.

**SB/FNSV6985 1.50 - The Canadian Life Insurance Industry & International Competition**
The life insurance business in Canada is one of this country's least known success stories. This course will focus on the key drivers of success of life insurers, the various strategic and operational options open to insurers, the risks faced by insurers and how they mitigate them and the international aspects of their business.
Prerequisites: All 5000-series Required Foundations of Management Core Courses and SB/FNSV 5500 1.50 or approval of the Instructor.
Course credit exclusion: SB/FNSV 6980 3.00.

**SB/FNSV6700 3.00 – Management of Risk in Financial Institutions**
Risk is the fundamental element that influences the behaviour of financial institutions. FNSV 6700 provides a comprehensive introduction to risk management. Presented within the framework of financial institutions, the course covers the design and operation of a risk-management system, modeling and the interplay between internal oversight and external regulation. The theory of risk management (market, credit and operational risk) comes alive through practical case evaluation and presentations from the senior executives in the risk management field. The course provides the essential analytical foundations of risk management in a way appropriate for those who do not have a mathematical background.
Prerequisite: FNSV 5500

SB/MGMT6200 3.00 - Business Administration and the Law
This course familiarizes students with basic legal concepts and principles relevant to business administration. Topics include: the Canadian judicial system; contract law; tort law (including negligence, product liability and defamation); forms of carrying on business (including sole proprietorships, partnerships and corporations); bailment, agency and employment law; real property and mortgage law; and intellectual property law (including trademarks, copyright and patents). Prerequisite: All 5100-series Required Foundations of Management Core Courses. Note: Law students or students with law degrees are not permitted to take this course.
Appendix D
Graduate Diploma in Culture, Communication and Leadership in Canada
Calendar Copy

The Schulich Graduate Diploma in Culture, Communication and Leadership in Canada (CCLC) provides students with an opportunity for an in-depth appreciation of cultural differences, business practices, skills and knowledge of conventions and vocabulary to effectively interact with and contribute to the organizations they will be engaged with post graduation. This is achieved with a professional development course, a selection of courses focused on communication, culture and leadership, and a placement.
## Appendix E

### Pathways for Completion of the Diploma

#### REGULAR OPTION

<table>
<thead>
<tr>
<th>Term</th>
<th>MBA Degree Requirements</th>
<th>Diploma Requirements</th>
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<tbody>
<tr>
<td>Fall Term (Hyderabad)</td>
<td>15 credits 5000 level core courses</td>
<td>MGMT 5000 0.00 (pass/fail) – Professional Development in the Canadian Context</td>
</tr>
<tr>
<td>Winter Term (Hyderabad)</td>
<td>12 credits 5000 level core courses plus 3 credit hours of electives</td>
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<tr>
<td>Summer Term</td>
<td>Not registered (N/A)</td>
<td>Placement term in organization (not registered)</td>
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<tr>
<td>Fall Term</td>
<td>MGMT 6090 0.0, MGMT 6100 3.0, Strategy Field Study</td>
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<td></td>
<td>SB/SGMT 6000, Strategic Management</td>
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<td></td>
<td>24 credit hours of electives, inclusive of</td>
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<td>12 credit hours of diploma requirements</td>
<td></td>
</tr>
<tr>
<td>Winter Term</td>
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</tbody>
</table>

#### ALTERNATE OPTION

<table>
<thead>
<tr>
<th>Term</th>
<th>MBA Degree Requirements</th>
<th>Diploma Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term (Hyderabad)</td>
<td>15 credits 5000 level core courses</td>
<td>MGMT 5000 0.00 (pass/fail) – Professional Development in the Canadian Context</td>
</tr>
<tr>
<td>Winter Term (Hyderabad)</td>
<td>12 credits 5000 level core courses plus 3 credit hours of electives</td>
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</tr>
<tr>
<td>Summer Term</td>
<td>MGMT 6090 0.0, MGMT 6100 3.0, Strategy Field Study</td>
<td>Work toward completion of 3 credits of courses from each of the following categories: Communication, Leadership &amp; North American Context</td>
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<td></td>
<td>SB/SGMT 6000 Strategic Management.</td>
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<td>9 to 12 credits of electives, inclusive of up to 9 credits hours of diploma courses</td>
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<tr>
<td>Fall Term</td>
<td>Complete Strategy Field Study (not registered)</td>
<td>Placement term in organization (not registered)</td>
</tr>
<tr>
<td>Winter Term</td>
<td>12-15 credits of electives, inclusive of remaining diploma courses</td>
<td>MGMT 6850 3.00 – Graduate Placement Course Complete remaining credit requirements of 3 credits of courses from each of the following categories: Communication, Leadership &amp; North American Context</td>
</tr>
</tbody>
</table>
MEMORANDUM

Peter F. Bronfman Business Library

SUBJECT: Library Statement for
MGMT 5000 0.00 - Professional Development

FROM: Sophie Bury
Head, Bronfman Business Library

DATE: March 17th 2018

MGMT 5000 0.00 - Professional Development

The library can support GMT 5xxx Professional Development a course which is proposed to form part of the Graduate Diploma in Culture, Communication, and Leadership in a Global context. This course, which is already taught as IMBA 5000 in the MBA program, focuses on equipping international students with the skills and knowledge to foster their professional development in the Canadian context. This course, alongside others offered in this proposed diploma, is designed to give students exposure to business norms and conventions, which has been evidenced as essential especially for students arriving in Canada from overseas. This course will take the form of a non-credit (pass/fail) professional development course in year 1 of the MBA program.

Readings for this course are listed and include some articles available on the free Web, in addition to some articles in the Harvard Business Review (HBR) journal. Due to licensing restrictions HBR articles cannot be linked from learning management systems, syllabi, or e-reserves. They can be found, however, by directing students to the following guide which explains how to search the library’s catalogue or use a search widget to locate articles: researchguides.library.yorku.ca/HBR

The library will be able to help students in this course through resources and services of different types. Firstly, the various course assignments require students to prepare a resume, cover letter, LinkedIn account, and to participate in a mock interview. The Bronfman Business Library has heightened its collaboration with the Career Development Centre over the past 3-4 years, while investing in the acquisition of current books and e-books on career development topics. Additionally, the library makes available a Career Research Guide for Business Students featuring our collection of books and e-books to help with resumes and cover letter preparation. The guide also includes web-based and library books available on the topics of interviews and social media and personal branding for professional development purposes. This guide can be accessed here: researchguides.library.yorku.ca/careerbusiness

In addition, this course asks students to develop a strategic work term search plan, in tandem with a strategic career plan to help them secure a job after graduation. An essential part of developing such plans is researching specific companies of interest, and the industries or sectors in which they operate. The aforementioned Career Research Guide for Business Students provides useful information on researching specific employers domestically and internationally, while also featuring resources to help with occupational research.
The Bronfman Business Library’s general collection of research guides will also benefit students in this course by acting as pathfinders on key areas of focus relevant to career development including company research, industry research, and market research guides. They can be found at: researchguides.library.yorku.ca under the Business & Economics category.

In addition, the library is developing a suite of online learning resources for business students called BRYT (Business Research at York Toolkit) - bryt.library.yorku.ca - which includes both videos and PDF resources offering strategies and tips on searching a wide range of business research databases. At the current time modules are available on conducting articles, company, industry and market research. Options to integrate BRYT content in Schulich’s Learning Management Systems are offered.

Finally, assistance with research and information resources is available from reference staff at the Business Library. Reference service is provided in-person, by phone, by e-mail, and via virtual chat reference available from every page of the Business Library website: www.library.yorku.ca/cms/bbl/