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MEMORANDUM

ATTENTION Senate

DATE January 18, 2024

FROM Mary O'Brien,
Chair of Senate Graduate Studies Committee (SGSC)

RE: New Courses

For information:

Acting under delegated authority at its meeting of January 9, 2024, SGSC approved the following new courses, effective **Fall 2024**:

Beedie School of Business

1) New course: Building Trust & Collab I
2) New course: Building Trust & Collab II

SFU BEEDIE SCHOOL OF BUSINESS

Segal Graduate School | Office of the Associate Dean, 500 Granville Street, Vancouver, BC V6C 1W6 | TEL 778.782.9255, FAX 778.782.5122 | bsbgrade@sfu.ca

Memo to SGSC

To: **Senate Graduate Studies Committee**
From: **Sudheer Gupta, Associate Dean, Graduate Programs**
Re: **New Courses BUS 694 and 695, Program Change form for EMBA**
Date: **December 19, 2023**

The following curriculum revisions have been approved by the Beedie School of Business and are forwarded to the Senate Graduate Studies Committee for approval.

Please include them on the next SGSC agenda.

- **New Course Form for BUS 694**
- **New Course Form for BUS 695**
- ~~**Related Program Change form for Executive MBA**~~

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

Sudheer Gupta
Associate Dean, Graduate Programs, Beedie School of Business

SFU GRADUATE AND POSTDOCTORAL STUDIES

New Graduate Course Proposal

Course Subject (eg. PSYC)	Number (eg. 810)	Units (eg. 4)
BUS	694	2

Course title (max. 100 characters)

Brave Conversations for Building Trust and Collaboration I

Short title (for enrollment/transcript - max. 30 characters) **Building Trust & Collab I**

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)

Focuses on team development and building capacity to to address conflicts, improve communication, build trust within teams and organizations, and foster inclusive and supportive work environments. This course provides students with an intense program of experiential activities that encourage students to o develop knowledge, skills, and strategies for success in a team-based organizations and learning environments. Graded on the satisfactory/unsatisfactory basis. Prerequisite: Admission to the EMBA program.

Rationale for introduction of this course

Replacing the previous EMBA Orientation Retreat, this course provides students the opportunity to build on topics and discussions introduced during EMBA orientation throughout the first part of their EMBA program. The course focuses on team development and building capacity to to address conflicts, improve communication, build trust within teams and organizations, and foster a more inclusive and supportive work environment.

Term of initial offering (eg. Fall 2019)	Course delivery (eg. 3 hrs/week for 13 weeks)
Fall 2024	five 3.5 hour sessions
Frequency of offerings/year	**Estimated enrollment per offering**
1	50

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: **Admission to the EMBA program**

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

Additional course fees? ☐ Yes ☑ No

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

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

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

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

Combined with a undergrad course? ☐ Yes ☑ No If yes, identify which undergraduate course and the additional course requirements for graduate students:

* See important definitions on the curriculum website.

RESOURCES

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

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

CONTACT PERSON

Academic Unit / Program	Name (typically, Graduate Program Chair)	Email
Bus Admin	Ariel Johnson	busgradprogram@sfu.ca

ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

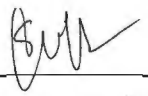
Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

FACULTY APPROVAL

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

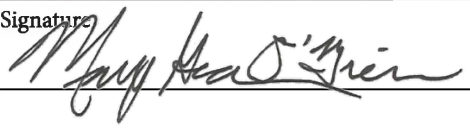
Overlap check done? ☑ YES

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

Faculty Graduate Studies Committee	Signature	Date
Sudheer Gupta		December 19,2023

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

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee	Signature	Date
Mary O'Brien		January 18, 2024

ADMINISTRATIVE SECTION (for DGS office only)
Library Check: _____
Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

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

BUS 694: BRAVE CONVERSATIONS FOR BUILDING TRUST AND COLLABORATION I

"Ultimately, **the team you build** is the company you build."

Vinod Khosla, Co-founder Sun Microsystems

Instructor: Dr. Jeffrey Yip Semester: Fall 2024

Email: j_yip@sfu.ca

Office Hours: You can use the following link to schedule a meeting: https://calendly.com/jeffyip/

Course Description and Objectives

This course on Brave Conversations will cover the skills and tools for building trust and collaboration with your Executive MBA peers and in your organization. Brave conversations are trust-based, collaborative, and honest conversations that address the core concerns of individuals and organizations. These conversations require courage and vulnerability, as they often involve addressing difficult issues or speaking up about different truths. Brave conversations can be used to address conflicts, improve communication, build trust, and foster a more inclusive and supportive work environment.

The first series of conversations will begin during your EMBA orientation weekend. Through a series of interactive sessions, you will learn the skills and techniques to have meaningful and effective conversations across differences, even in the face of disagreement and emotional intensity. At the end of the series, you will have a solid understanding of the fundamentals of collaboration and be equipped with the tools and techniques to apply in any team or organization.

This is Part I of a paired course. Students must take this course before continuing on to BUS 695: Brave Conversations II.

Learning Goals

1. Learn to **build and sustain trust and collaboration** in executive teams
2. Learn tools and practices for **collaborative problem-solving**
3. Learn skills to hold **brave conversations** and to build a culture of holding brave conversations in the workplace

Course Expectations

You are expected to apply a high level of engagement, participation and reflective practice. Class preparation and participation as well as active involvement in teamwork, are key to effective learning in this course.

My guiding principles as an instructor:

(1) I bring my best to the classroom and I expect the same,

(2) We will question assumptions,

(3) We will learn from perspectives different from our own,

(4) We will end class with insights to apply on Monday.

Course Material

This course will consist of a mixture of informed discussions, small group exercises, case analysis, and group assignments. I will post copies of any slides on Canvas after class. **Please do not distribute these files outside of class without permission.**

Learning and Assessments

Assessment summary

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

	Assignment	Due Date
Individual	Brave Conversation I	
	Peer and Team Feedback	
Team	Team Charter I	

Attendance and Class Contribution

Class Contribution will be a key factor in the success of the course. Mutual learning will be an important objective of the course. Individual preparation to discuss the assigned course material, and a willingness to share knowledge and perspectives is expected. You are expected to attend each class and to arrive in class on time.

Attendance is required for all sessions. Excused absences should be requested via email to your instructor. More than two unexcused absences will result in a failed contribution grade.

Late Assignments

Please submit all of your assignments on time. Extensions can be granted if you have a documented medical emergency (with a Doctor's note) or family emergency.

Course Policies

Inclusiveness and Accommodations

Read the Diversity and Inclusion Community Guidelines and operate from these guidelines while in class, tutorials and any team meetings outside class

All of us have different access needs; some of these may be readily apparent, while others may not. Each student is equally important to the success of the course, so we will work together to make sure that everyone can participate. I want all students to have the opportunity to perform at their highest potential. If a student has a disability that may require accommodations, please notify the Centre for Accessible Learning (https://www.sfu.ca/students/accessible-learning.html) as soon as

possible. The Centre for Accessible Learning exists to ensure that fair and reasonable accommodations are made for students who need them.

Reading and Course Schedule

Readings can be found on Canvas and through external links.

Session		Description
1	**Formative Moments**	In this session, we will open with introductions and conversations on learning and growth in the face of change. Come prepared to share experiences that have had a formative influence on you and your professional goals in taking on an Executive MBA. READINGS: George, B., Sims, P., McLean, A. N., & Mayer, D. (2007). Discovering your authentic leadership. Harvard business review, 85(2), 129.
2	**Feedforward**	In this session, you will learn the principles of feedforward learning and how it can be used to enhance personal and professional development. This will be an outdoor session and you will discuss personal and professional leadership challenges in a paired outdoor walk.
3	**Building High Trust Teams I**	In this experiential session, you will work as a team to develop a team identity while taking on a number of team building challenges around Whistler Village. As a team, you will establish team norms and develop a process to work well together.
4	**Building High Trust Teams II**	READING: Delizonna, L. (2017). High-performing teams need psychological safety. Here's how to create it. Harvard Business Review, 8, 1-5.
5	**Building a Brave Organization**	A brave organization is one that encourages its employees to take calculated risks, learn from failures, and embrace change as an opportunity for growth. In this session, we will discuss the key elements of building a brave organization and provide practical strategies to help you foster a culture of courage within your own organization. READINGS: Detert, J., & Bruno, E. (2021). The courage to be candid. MIT Sloan Management Review, 62(4), 66-73.

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

Jeffrey Yip, Assistant Professor of Management

Jeffrey Yip is an Assistant Professor of Management at the Beedie School of Business. He is an organizational psychologist with 15+ years of experience developing leaders. At SFU, Jeffrey founded and leads Listening Works (www.listeningworks.ca), a research and educational initiative focused on leadership development.

Jeffrey's professional experience includes work in leadership development at the Center for Creative Leadership, as co-founder of the Halogen Foundation in Singapore, and as a section commander in military service. Prior to SFU, Jeffrey taught graduate courses in organizational psychology, interpersonal dynamics, and talent management at Claremont Graduate University (CGU) and Boston University. At CGU, he directed the Talent Science Lab and served as an advisor to the Accenture Talent Innovation Lab.

Jeffrey’s research is in the areas of leadership, mentoring, and career development. He received his Ph.D. in Organizational Behavior from Boston University and a Master’s in Human Development and Psychology from Harvard University.

SFU GRADUATE AND POSTDOCTORAL STUDIES

New Graduate Course Proposal

Course Subject (eg. PSYC) BUS	Number (eg. 810) 695	Units (eg. 4) 2

Course title (max. 100 characters)

Brave Conversations for Building Trust and Collaboration II

Short title (for enrollment/transcript - max. 30 characters) **Building Trust & Collab II**

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)

Builds on skills and concepts introduced in BUS 694. Provides students with tools for building trust and collaboration within teams and organizations. Brave conversations are trust-based, collaborative, and honest conversations that address the core concerns of individuals and organizations. Prerequisite: BUS 694 - Brave Conversations for Building Trust and Collaboration I.

Rationale for introduction of this course

Expanding on foundational work started in BUS 694- Brave Conversations for Building Trust & Collaboration I, this course provides students the opportunity to build on topics and discussions introduced during EMBA orientation throughout the first part of their EMBA program. The course focuses on team development and building capacity to to address conflicts, improve communication, build trust within teams and organizations, and foster a more inclusive and supportive work environment.

Term of initial offering (eg. Fall 2019) Fall 2024	Course delivery (eg. 3 hrs/week for 13 weeks) five 3.5 hour sessions
Frequency of offerings/year 1	Estimated enrollment per offering 50

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 BUS 694

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

Additional course fees? ☐ Yes ☑ No

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

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

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

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

Combined with a undergrad course? ☐ Yes ☑ No If yes, identify which undergraduate course and the additional course requirements for graduate students:

* See important definitions on the curriculum website.

RESOURCES

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

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

CONTACT PERSON

Academic Unit / Program	Name (typically, Graduate Program Chair)	Email
Bus Admin	Ariel Johnson	busgradprogram@sfu.ca

ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

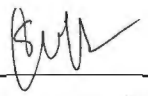
Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

FACULTY APPROVAL

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

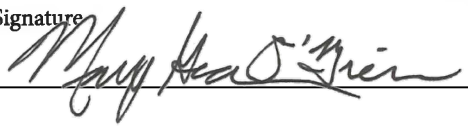
Overlap check done? ☑ YES

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

Faculty Graduate Studies Committee	Signature	Date
Sudheer Gupta		December 19, 2023

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

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee	Signature	Date
Mary O'Brien		January 18, 2024

ADMINISTRATIVE SECTION (for DGS office only)

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

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

BUS 695: BRAVE CONVERSATIONS FOR BUILDING TRUST AND COLLABORATION II

"Ultimately, **the team you build** is the company you build."

Vinod Khosla, Co-founder Sun Microsystems

Instructor: Dr. Jeffrey Yip Semester:

Email: j_yip@sfu.ca

Office Hours: You can use the following link to schedule a meeting: https://calendly.com/jeffyip/

Course Description and Objectives

This course builds on foundational concepts and activities introduced in BUS 699: Brave Conversations for Building Trust & Collaboration I.

This will cover the skills and tools for building trust and collaboration with your Executive MBA peers and in your organization. Brave conversations are trust-based, collaborative, and honest conversations that address the core concerns of individuals and organizations. These conversations require courage and vulnerability, as they often involve addressing difficult issues or speaking up about different truths. Brave conversations can be used to address conflicts, improve communication, build trust, and foster a more inclusive and supportive work environment.

The first series of conversations will begin during your EMBA orientation. Through a series of interactive sessions, you will learn the skills and techniques to have meaningful and effective conversations across differences, even in the face of disagreement and emotional intensity. At the end of the series, you will have a solid understanding of the fundamentals of collaboration and be equipped with the tools and techniques to apply in any team or organization.

Learning Goals

1. Learn to **build and sustain trust and collaboration** in executive teams
2. Learn tools and practices for **collaborative problem-solving**
3. Learn skills to hold **brave conversations** and to build a culture of holding brave conversations in the workplace

Course Expectations

You are expected to apply a high level of engagement, participation and reflective practice. Class preparation and participation, as well as active involvement in teamwork, are key to effective learning in this course.

My guiding principles as an instructor:

(1) I bring my best to the classroom and I expect the same,

(2) We will question assumptions,

(3) We will learn from perspectives different from our own,

(4) We will end class with insights to apply on Monday.

Course Material

This course will consist of a mixture of informed discussions, small group exercises, case analysis, and group assignments. I will post copies of any slides on Canvas after class. **Please do not distribute these files outside of class without permission.**

Learning and Assessments

Assessment summary

Evaluation in the course will be based on a combination of group and individual work. Instructions for each of the assignments below will be provided during their respective sessions.

	Assignment	Due Date
Team	Team Charter II	
Individual	Brave Conversations II	

Attendance and Class Contribution

Class Contribution will be a key factor in the success of the course. Mutual learning will be an important objective of the course. Individual preparation to discuss the assigned course material, and a willingness to share knowledge and perspectives is expected. You are expected to attend each class and to arrive in class on time.

Attendance is required for all sessions. Excused absences should be requested via email to your instructor. More than two unexcused absences will result in a failed contribution grade.

Course Policies

Inclusiveness and Accommodations

Read the Diversity and Inclusion Community Guidelines and operate from these guidelines while in class, tutorials and any team meetings outside class

All of us have different access needs; some of these may be readily apparent, while others may not. Each student is equally important to the success of the course, so we will work together to make sure that everyone can participate. I want all students to have the opportunity to perform at their highest potential. If a student has a disability that may require accommodations, please notify the Centre for Accessible Learning (https://www.sfu.ca/students/accessible-learning.html) as soon as possible. The Centre for Accessible Learning exists to ensure that fair and reasonable accommodations are made for students who need them.

Readings and Topic Headings

Readings can be found on Canvas and through external links.

Topics		Description
1	**Launching Teams for Success**	In this session, you will learn the key factors that contribute to a successful team launch. We will discuss the importance of establishing clear goals and objectives, creating a strong foundation for collaboration and communication, and developing a culture of accountability and continuous improvement.
2	**Brave Conversations I**	In this series of Brave Conversations, we will discuss a leadership challenge faced by executives and executive teams. Brave conversations are trust-based, collaborative, and honest conversations that address the core concerns of individuals and organizations. These conversations require courage and vulnerability, as they often involve addressing difficult issues or speaking up about different truths. An invited executive will present on a leadership challenge and we will discuss these challenges further. READINGS: Groysberg, B., & Slind, M. (2012). Leadership is a conversation. Harvard business review, 90(6), 76-84. Detert, J., & Bruno, E. (2021). The courage to be candid. MIT Sloan Management Review, 62(4), 66-73.
3	**Brave Conversations II**	
4	**Launching New Teams, Reprised**	To facilitate the dissolution of your first teams and the launching of your second teams, we will first review team frameworks to distill lessons from your team experience so far. We will then review effective team building techniques, including goal setting, team roles and responsibilities, team communication, conflict resolution, and sustaining team performance. You will be equipped with knowledge and tools to learn from your completed team experience and to launch your new team. READINGS: Katzenbach, J. R., & Smith, D. K. (2005). The discipline of teams. Harvard Business Review, 83(7).

5	**Building your Personal Board of Advisors**	How would you build on your EMBA cohort experience to expand your network of executive peers and share knowledge, insights, and strategies with like-minded individuals? How would you continue to develop and meet the challenges of leadership in today's rapidly changing business landscape? In this session, you will learn about the benefits of executive peer forums and how they can help you improve your leadership skills, expand your network, and stay up-to-date on industry trends. You will experience and learn how to create a personal board of advisors for executive peers to share knowledge, insights, and strategies, and to facilitate effective peer-to-peer learning. READINGS: 1. Groysberg, B., & Halperin, R. R. (2022). How to Get the Most out of Peer Support Groups A guide to the benefits and best practices. Harvard Business Review, 100(5-6), 130-141. 2. https://hbr.org/2021/04/the-surprising-power-of-peer-coaching

Academic Integrity

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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

Jeffrey Yip, Assistant Professor of Management

Jeffrey Yip is an Assistant Professor of Management at the Beedie School of Business. He is an organizational psychologist with 15+ years of experience developing leaders. At SFU, Jeffrey founded and leads Listening Works (www.listeningworks.ca), a research and educational initiative focused on leadership development.

Jeffrey's professional experience includes work in leadership development at the Center for Creative Leadership, as co-founder of the Halogen Foundation in Singapore, and as a section commander in military service. Prior to SFU, Jeffrey taught graduate courses in organizational psychology, interpersonal dynamics, and talent management at Claremont Graduate University (CGU) and Boston University. At CGU, he directed the Talent Science Lab and served as an advisor to the Accenture Talent Innovation Lab.

Jeffrey’s research is in the areas of leadership, mentoring, and career development. He received his Ph.D. in Organizational Behavior from Boston University and a Master’s in Human Development and Psychology from Harvard University.