




OFFICE OF THE ASSOCIATE VICE-PRESIDENT, ACADEMIC AND ASSOCIATE PROVOST

S.12-31  
Revised

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MEMORANDUM

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<b>ATTENTION</b>	Senate	<b>DATE</b>	January 13, 2012
<b>FROM</b>	Bill Krane, Chair	<b>PAGES</b>	1/1
<b>RE:</b>	Senate Committee on Undergraduate Studies Beedie School of Business (SCUS 12-05(i))		

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Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of January 12, 2012, gives rise to the following recommendation:

Motion:

That Senate approve the admission changes to the Business Minor Program within the Beedie School of Business, effective Fall 2012.

SIMON FRASER UNIVERSITY

Office of the Dean/ Beedie School of Business

MEMORANDUM

To: Jo Hinchliffe  
Senate Committee on  
Undergraduate Studies

From: Andrew Gemino, Chair  
Beedie School of Business  
UG Curriculum Committee

Date: January 3, 2012

Subject: Material for next SCUS meeting

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The Undergraduate Curriculum Committee in the Beedie School of Business approved:

1. Calendar Language – Business Minor Program
2. Business 341 Course Change Form
3. Business 311 New Course Proposal and Course Outline
4. Business 340 New Course Proposal and Course Outline
5. Business 401 New Course Proposal and Course Outline

Would you please place these items on the January 12, 2012 Senate Committee on Undergraduate Studies agenda?

Sincerely,

Andrew Gemino  
Associate Dean  
Beedie School of Business

**Calendar Change, Undergraduate Department, Beedie School of Business**

**Effective: Fall 2012 Calendar**

**Rationale:**

The Beedie School of Business is proposing changes to the Business Minor program to provide more accessibility for students to complete a minor program while in alternate faculties.

As it currently stands, course requirements for admission to the major and minor programs are similar and students must meet the same admission average for admission to business, regardless of the program to which they apply. The current Business Minor provides a direct pathway for students who wish to transition to the Business Major program. With proposed changes to the minor program, admission and course requirements would be clearly separate from the requirements of the major program. Students wishing to switch from the minor to major program would be required to take additional coursework to meet the programs admission requirements and must formally apply for admission to the major program.

The proposed revisions to Business Minor program would require students to complete 5 lower division courses required for admission, as well as 16 units of upper division course work, based on 4 upper division business courses. By removing the calculus and statistics components of the existing Business Minor, students who have a strong interest in Business but do not have strong Calculus and/or Statistics backgrounds would have an opportunity to apply to the program. The upper division business courses would consist of one existing marketing course (Business 341), as well as three additional new business courses (Bus 311, Bus 340, and Bus 401).

**The following program will be affected by these changes: Business Minor program.**

<p><b>From:</b></p>	<p><b>To:</b></p> <p><b>Admission Requirements</b></p> <p>A specific number of seats will be allocated each year to the Business Minor program. Students who have completed the five lower division requirement courses will apply to the Business Minor program, and will be selected competitively based on the grades achieved in the five lower division required courses, with a maximum of two repeated courses on those five lower division courses. Note that a minimum Simon Fraser University cumulative grade point average (CGPA) of 2.4 is required.</p> <p>Students must have completed each lower division required course with a minimum C- grade.</p>
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**Grade Requirements**

In addition to normal university grade point average requirements, the Beedie School of Business requires a minimum 2.40 cumulative grade point average (CGPA) for entry into all 300 and 400 division business courses.

For a course to be accepted as fulfilling a prerequisite, or for a lower division requirement, or for a core course to be accepted in a student's program in business, a student must have obtained a minimum grade of C- (C minus).

**Course Limit**

Students with fewer than 60 units may enrol in a maximum of 16 units per term. Those with 60 or more may enrol in a maximum of 18 units.

**Letters of Permission**

The Beedie School of Business does not normally approve letters of permission for students already enrolled at Simon Fraser University.

**Program Requirements****Lower Division Requirements**

Students complete one of

- BUEC 232 Data and Decisions I (4)
- STAT 270 Introduction to Probability and Statistics (3)

and all of

- BUS 237 Information Systems in Business (3)
- BUS 251 Financial Accounting I (3)
- BUS 254 Managerial Accounting I (3)
- BUS 272 Behavior in Organizations (3)
- ECON 103 Principles of Microeconomics (4)
- ECON 105 Principles of Macroeconomics (4)

and one of

- MATH 150 Calculus I with Review (4)

**Grade Requirements**

In addition to normal university grade point average requirements, the Beedie School of Business requires a minimum 2.40 cumulative grade point average (CGPA) for entry into all 300 and 400 division business courses.

For a course to be accepted as fulfilling a lower division requirement, or for a core course to be accepted in a student's program in business, a student must have obtained a minimum grade of C- (C minus).

**Letters of Permission**

The Beedie School of Business does not normally approve letters of permission for students already enrolled at Simon Fraser University.

**Program Requirements****Lower Division Requirements**

Students complete all of

- BUS 237 Information Systems in Business (3)
- BUS 251 Financial Accounting I (3)
- BUS 272 Behavior in Organizations (3)
- ECON 103 Principles of Microeconomics (4)

and one of

- ENGL 101W Introduction to Fiction (3)
- ENGL 102W Introduction to Poetry (3)
- ENGL 103W Introduction to Drama (3)
- ENGL 104W Introduction to Prose Genres (3)
- ENGL 105W Introduction to Issues in Literature and Culture (3)
- ENGL 199W Introduction to University Writing (3)
- PHIL 001 Critical Thinking (3)
- PHIL 100W Knowledge and Reality (3)

- MATH 151 Calculus I (3)
- MATH 154 Calculus I for the Biological Sciences (3)
- MATH 157 Calculus for the Social Sciences I (3)

**Upper Division Requirements**

All upper division BUS courses have a prerequisite of 60 units but approved business minors may complete 300 division BUS courses upon completion of 45 units. However, any upper division BUS or BUEC course completed before 60 units will not count toward fulfilling the 16 upper division units for the minor. Students wishing to take BUS 360W and 478 to fulfil the 16 upper division requirements must take these courses at Simon Fraser University.

At least 16 upper division BUS or BUEC units are required including both of

- BUS 312 Introduction to Finance (4)
- BUS 343 Introduction to Marketing (3)

and one of

- BUS 374 Organization Theory (3)
- BUS 381 Introduction to Human Resource Management (3)

may be completed after admission to the faculty

- PHIL 120W Introduction to Moral Philosophy (3)
- WL 101W Writing About Literature (3)
- WL 103W Pre-Modern World Literature (3)
- WL 104W Modern World Literature (3)
- ECON 105 Principles of Macroeconomics (4)

**Upper Division Requirements**

All upper division BUS courses have a prerequisite of 60 units but approved Business Minors may complete the designated upper division BUS courses upon completion of 45 units and acceptance into the Business Minor program.

At least 16 upper division BUS units are required including all of:

- Bus 311 Introduction to Managerial Accounting and Financial Management (4)
- BUS 341 Fundamentals of Marketing (4)
- Bus 340 International Business Strategy (4)
- Bus 401 Developing Organizational Opportunities (4)

**SIMON FRASER UNIVERSITY**  
**Senate Committee on Undergraduate Studies**  
**Course Change/Deletion Form**

Existing Course Changes Recommended: Bus 341

Please check appropriate revision(s)

Course Number: \_\_\_\_\_ Credit Hour: X Title: X

Description: \_\_\_\_\_ X Prerequisite: X State number of hours for:  
 Lect ( 2 ) Sem ( ) Tut ( 2 ) Lab ( )

Course deletion: \_\_\_\_\_

FROM:

Course Number

Credit Hour 3

Title:

(1) Long title for calendar/schedule no more than 100 characters including spaces and punctuation

FROM

Fundamentals of Marketing for  
 Integrated Studies Program

TO

Course Number

Credit Hour 4

TO

Fundamentals of Marketing

(2) Short title for enrolment and transcript no more than 30 characters including spaces and punctuation

FROM

Marketing/IS Program

TO

Fundamentals of Marketing

Description

FROM

This course is intended to be a first course in marketing management. Its purpose is to present students with the fundamentals of the marketing management process and of the importance of marketing in general. You will also develop some insight into the complex area of marketing decision-making and what marketing managers need to know to be effective. By applying fundamental marketing concepts, students will be able to solve real life marketing problems. Particular emphasis will be placed on understanding consumer behavior and segmentation analysis, the management of promotion, product-related decision-making and market distribution. Uncontrollable environmental elements pertinent to marketing planning will also be discussed. Prerequisite: 60 units. This course is only open for credit to students in the Integrated Studies Program within the bachelor of general studies degree.

Description

TO

Provides an introduction to the field and practice of marketing. Takes an expansive approach and addresses how people, ideas, organizations, and places as well as more conventional products/services are marketed. The course goes beyond theory and challenges students to apply

these concepts to real world situations. Prerequisite: 60 units. This course is only open to students in the Business Minor program. Students with credit for Bus 343 may not take Bus 341 for further credit.

**RATIONALE:**

This course was formally offered by the Integrated Studies program as a 300 level marketing course. As the Integrated Studies program will no longer be offering this course, the Beedie School of Business would like to adapt this course to provide students with marketing knowledge in the Business Minor program.

Effective semester and year Fall 2012



COURSE NUMBER Bus 311

SCUS 12-05 (iii)

COURSE TITLE

LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation  
Introduction to Managerial Accounting and Financial Management

AND

SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation  
Managerial Acct & Fin. Mgmt.

CREDITS

Indicate number of credits for: Lecture 4 Seminar \_\_\_\_\_ Tutorial \_\_\_\_\_ Lab \_\_\_\_\_

COURSE DESCRIPTION (FOR CALENDAR). 50-60 WORDS MAXIMUM. ATTACH A COURSE OUTLINE TO THIS PROPOSAL.

Builds on fundamental concepts introduced in financial accounting and examines a variety of tools and techniques used by managers to operate a business. Introduction to the principles, concepts, and techniques of financial management with emphasis on financial managers, financial markets, and investment decisions.

PREREQUISITE

Bus 251, 60 units. This course is only open to students in the Business Minor program.

COREQUISITE

n/a

SPECIAL INSTRUCTIONS

That is, does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses? If so, this should be noted in the prerequisite.

COURSE(S) TO BE DELETED IF THIS COURSE IS APPROVED

NOTE: APPROPRIATE DOCUMENT FOR DELETION MUST BE SUBMITTED TO SCUS

None

RATIONALE FOR INTRODUCTION OF THIS COURSE

In the Business Minor program, this course will provide students with an introduction to managerial accounting and financial management.





**SCHEDULING AND ENROLLMENT INFORMATION**

Indicate effective **term and year** course would first be offered and planned **frequency** of offering thereafter:

Fall 2012, offered twice per year

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(NOTE: There is a two-term wait for implementation of any new course.)

Indicate if there is a wait or required:  YES  NO Will this be a required or elective course in the curriculum?  Required  Elective

What is the probable enrollment when offered? Estimate 150

Which of your present CFL faculty have the expertise to offer this course?  
Stephen Spector  
Johnny Jermias

Are there any proposed student fees associated with this course other than tuition fees?  YES  NO  
(If yes, attach mandatory supplementary fee approval form.)

**RESOURCE IMPLICATIONS**

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by a library report and, if appropriate, confirmation that funding arrangements have been addressed.

Burnaby/Surrey

Campus where course will be taught \_\_\_\_\_

Library report status N/A

Provide details on how existing instructional resources will be redistributed to accommodate this new course. For example, will another course be eliminated or will the frequency of offering of other courses be reduced; are there changes in pedagogical style or class sizes that allow for this additional course offering?  
No changes

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:  
None

Articulation agreement reviewed?  YES  NO  Not applicable

**OTHER IMPLICATIONS**

None



APPROVALS

- 1 Departmental approval indicates that the Department or School has approved the content of the course, and has consulted with other Departments/Schools/Faculties regarding proposed course content and overlap issues.

Chair, Department/School

Date

Chair, Faculty Curriculum Committee

Date

- 2 Faculty approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/School/Department commits to providing the required Library funds.

Dean or designate

Date

LIST which other Departments, Schools and Faculties have been consulted regarding the proposed course content, including overlap issues. Attach documentary evidence of responses.

Other Faculties approval indicated that the Dean(s) or Designate of other Faculties AFFECTED by the proposed new course support(s) the approval of the new course:

\_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

- 3 SCUS approval indicates that the course has been approved for implementation subject, where appropriate, to financial issues being addressed.

COURSE APPROVED BY SCUS (Chair of SCUS):

\_\_\_\_\_ Date \_\_\_\_\_

APPROVAL IS SIGNIFIED BY DATE AND APPROPRIATE SIGNATURE.



**COURSE:** Bus 311-4

**INSTRUCTOR:** Stephen Spector

**PHONE:** 778-782-3637

**TITLE:** Introduction to Management Accounting and Financial Management

**SEMESTER:** Fall 2012

**OFFICE:** WMC 3377

**E-MAIL:** sspector@sfu.ca

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**Learning Objectives**

This course builds on the concepts introduced in financial accounting and examines a variety of tools and techniques used by managers to operate their business. Topics include cost concepts and behaviour, product costing systems, pricing and product-mix decisions, planning and control, and competitive management methods. It then bridges the transition between the computation of data and the use of the data for strategic purposes. The course will introduce the use of case analysis and the application of critical thinking to managerial accounting information. The last component of the course introduces the principles, concepts, and techniques of financial management. The emphasis will be on financial managers, financial markets, and investment decisions.

**Prerequisites:**

BUS 251, 60 credit hours

**Textbooks**

To be determined

**Evaluation**

Students will be expected to attend all lectures, as the latter part of each class will be given over to workshop-like exercises. There will be 5 quizzes randomly held at the beginning of 5 of the classes for 3 marks each.

**Course components are as follows:**

Quizzes:	15%
Group presentation:	10%
Mid-term:	25%
Final:	50%

**Course Schedule**

Students will meet twice a week for 2 hours at a time. No tutorials are planned.

## **Management Accounting component**

### **Week 1:**

#### **Lecture 1:**

The first unit introduces students to the various issues related to management accounting. It explains what managers do, and describes the information they need from management accountants. It contrasts management accounting and financial accounting with respect to a few major points. The unit also introduces different relationships (formal and informal) and the notion of lines of responsibility within an organization. The unit then introduces the cost components of a product in terms of manufacturing and nonmanufacturing costs. It will then remind students where costs are located in the financial statements of merchandizing concerns and manufacturing settings. Lastly, it introduces the different types of cost with respect to their behaviour, traceability, and their use for planning and decision-making.

#### **Lecture 2:**

This unit introduces job-order costing and describes how it is used in organizations that offer a great variety of different products or services. It explains the rationale of using a predetermined overhead rate based on estimates. The unit then tracks the three basic cost components for each job, and describes how to apply overhead cost to Work in process.

### **Week 2**

#### **Lecture 1:**

This unit finishes the material on job-order costing. The unit deals with under- or over- application of overhead and how to dispose of these differences. It then explains how to handle flawed units in job-order systems. The unit then deals with cost behaviour: it explains how to recognize and analyze variable, fixed, and mixed costs behaviour patterns. It concludes by introducing the contribution format income statement as a basic tool for decision-making.

#### **Lecture 2:**

This unit starts with the basics of cost-volume-profit analysis, and shows how this tool can help identify courses of actions for profitability improvement programs. It then offers a direct application of the CVP model with break-even point analysis. The unit shows how the CVP model is used in decisions involving the choice of cost structure for a business, the structure of sales commissions and the applicability of CVP analysis in a multiproduct environment. The unit concludes with a discussion of the weaknesses of the CVP model.

### **Week 3**

#### **Lecture 1:**

This unit discusses the two methods of determining unit product costs — absorption and variable costing, and explains the rationale that underlies each of the methods. The unit notes that because of the differing treatments of fixed manufacturing overhead, the two methods yield different net operating income figures. The unit shows how the difference between the two net operating income figures can be reconciled. The unit provides an evaluation of both costing methods and highlights the likelihood of making correct decisions with the CVP analysis using the variable costing approach. Finally, it explains how lean production can lessen or even eliminate the need for reconciliation of net operating income figures.

### Lecture 2:

This unit examines the concept of budgeting. It explains the relationships between budgeting, planning, and control. It emphasizes the importance of budgeting and makes connections between goal, strategy, and budget driven operations. The budgeting process culminates with the preparation of the master budget. The unit introduces sensitivity analysis into the budgeting process by creating sales budget and budgeted cash collections schedules and performing a 'what-if' analysis. The unit concludes with an explanation the importance of using a flexible budget for controlling when the actual level of activity is different from the planned level of activity.

### **Week 4:**

#### Lecture 1:

Overflow from first six units ... problem-solving session.

#### Lecture 2:

This unit addresses the concepts of management control and performance evaluation. It deals with the need for standards in various activities and introduces the concept of management by exception. The unit discusses the standard setting for the three components of a product cost — direct materials, direct labour, and variable overhead. It describes the advantages and disadvantages of using standard costs, and then introduces variance analysis of direct materials, direct labour, variable overhead spending and efficiency variances. Finally, it explains how managers determine whether a variance constitutes an exception that requires their attention.

### **Week 5**

#### Lecture 1:

This unit addresses decision-making issues, pointing out that management accounting plays a central role in providing only information that is relevant to that decision. It discusses the criteria of relevant costs and shows how they are used in dealing with issues such as the decision to add or drop a product line, on make-or-buy decisions or the decision to retain or to close a store. The unit concludes with a discussion of the notion of a special order or one-time order by focusing on incremental revenues and incremental costs.

#### Lecture 2:

In this unit, the subject of decision-making is extended into the area of pricing. The module covers cost-plus pricing formulas, the absorption and variable costing approaches to cost-plus pricing, target costing, and time and materials pricing. It also explains quality management and the costs of quality and reporting of quality costs.

### **Week 6**

#### Lecture 1:

In this unit, cost management and strategic decision-making are considered. The structure of an organization as it grows from centralized to decentralized is explored, as well as the reasons for, and benefits/drawbacks of, decentralization. The notion of responsibility centres is covered as well as the considerations as to what type of centre is appropriate in what circumstances.

#### Lecture 2:

In this unit, the topics of motivating behaviour and management control systems are addressed. The unit examines the effects of different performance measurement methods on corporate strategies and strategic business units. It looks at how different performance measurement methods are used in

evaluating management and operations. It provides examples of compensation related to performance measurement outcomes, and relates this to ethical issues in executive compensation packages for senior management.

#### **Week 7**

##### Lecture 1:

Overflow from past five units ... problem-solving session and review prior to midterm.

##### Lecture 2:

MIDTERM EXAM

### **Financial Management component**

#### **Week 8:**

##### Lecture 1

This unit provides an overview of corporate finance by explaining the major role and tasks of the financial executive. It describes the criteria the financial executive uses when making decisions within each organizational form — sole proprietorship, partnership, and corporation. The unit continues with a review of how the financial system works, and describes the major types of securities. It concludes by explaining how corporations issue new securities to raise capital and the role of venture capital firms.

##### Lecture 2

This unit introduces and examines discounting and compounding concepts. It examines the general determinants of bond and preferred share prices. The unit then describe how the risk of a bond or preferred share is assessed, and how that risk is reflected in price. It concludes by explaining the concept of fair prices and the issues that can arise in capital markets.

#### **Week 9:**

##### Lecture 1

This unit continues the introduction to valuation issues started in Week 8. It identifies the general determinants of common share prices. It describes the relationships between the current price of a security, the expected rate of return on the security, and the required rate of return on the security. It then covers the basic formula for the required rate of return and how operating leverage and financial leverage affect equity risk and hence share price. It concludes by describing how to use the risk-adjusted discount rate (RADR) approach to evaluate investments.

##### Lecture 2

This unit introduces the capital budgeting process and how cash flows are estimated. It begins by describing the general administrative structure that exists in most firms for the capital budgeting decision process, and the reasons for such a structure. It explains which cash flows are relevant in capital budgeting and determine the present value of tax shields arising from CCA. It concludes by addressing the additional analysis necessary for interdependent projects, when cash flows are uncertain, and the additional complications that are introduced by cash flows involving international operations.

#### **Week 10:**

##### Lecture 1

This unit begins by explaining how to calculate a project's net present value (NPV) and why this method

is preferred for capital budgeting analysis. It examines three alternative capital budgeting methods: internal rate of return (IRR), payback period (PBP), and profitability index (PI). It explains how to select projects when there is a constraint on the amount of capital the firm can spend on new projects (capital rationing). The discount rate to apply to an investment project is explained, and capital budgeting and risk are explored. It picks up the notion of the risk-adjusted discount rate (RADR) from last unit, and shows how to determine a project's RADR. The unit concludes by describing how to allocate projects to risk classes.

## Lecture 2

This unit begins with an explanation what comprises a firm's cost of capital, and how the firm makes use of that information. The unit explains the importance of a firm's weighted average cost of capital (WACC) and how it affects a firm's capital structure. It then explains the effect of using debt financing on the return and risk to common shareholders, and how operating leverage affects the amount of debt financing.

## **Week 11:**

### Lecture 1

This unit addresses how dividends are declared and paid. It explains three alternative dividend policies and the factors that affect a firm's dividend policy. It shows how stock dividends and stock splits affect a shareholder's position, and how share repurchases can serve as substitutes to cash dividends. The unit then turns to the topic of leasing as an alternative to purchasing an asset, and you learn how to evaluate whether it is more advantageous to lease or borrow to purchase an asset.

### Lecture 2

This focuses on the management of working capital. It begins by describing the concept of net working capital (NWC) and by identifying the objective of NWC management. To understand how to plan for cash shortfalls and cash surpluses, it shows how a firm develops a cash budget and how the budget's components affect NWC. The unit explains the factors that determine the optimal levels for current asset accounts and describes the main issues relevant to the management of accounts payable. It concludes by showing the importance of cyclical patterns in NWC, and how international complications arising from multinational operations affect NWC management.

## **Week 12:**

### Lecture 1

This unit identifies key elements in the financial planning process. The objectives and benefits of financial planning are assessed. It explains the purpose and benefits of pro forma financial statements, and look at the links between long-term and short-term planning. It concludes by showing how to use financial statement ratios to identify long- and short-term trends.

### Lecture 2

Overflow and introduction to case analysis.

## Integration component

## **Week 13**

Team presentations (10 to 15 minutes each) of small cases that combine matters covered in the course. Exam review if time permits.



COURSE NUMBER Bus 340

COURSE TITLE

LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation  
International Business Strategy

AND

SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation  
International Bus. Strategy

CREDITS

Indicate number of credits for: Lecture 4 Seminar \_\_\_\_\_ Tutorial \_\_\_\_\_ Lab \_\_\_\_\_

COURSE DESCRIPTION (FOR CALENDAR). 50-60 WORDS MAXIMUM. ATTACH A COURSE OUTLINE TO THIS PROPOSAL.  
Identifies how Multinational Enterprises (MNE) formulate strategies and the organizational capabilities needed to supported these strategies to produce international competitive advantages. Students will study the criteria for assessing strategic and organizational capabilities of MNEs to determine solutions for increasing organizational performance.

PREREQUISITE

60 units. This course is only open to students in the Business Minor program.

COREQUISITE

n/a

SPECIAL INSTRUCTIONS

That is, does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses.? If so, this should be noted in the prerequisite.

COURSE(S) TO BE DELETED IF THIS COURSE IS APPROVED

NOTE: APPROPRIATE DOCUMENT FOR DELETION MUST BE SUBMITTED TO SCUS

None

RATIONALE FOR INTRODUCTION OF THIS COURSE

In the Business Minor program, this course will provide students with a global business perspective. It provides a basic introduction to strategic planning and implementation.





**SCHEDULING AND ENROLLMENT INFORMATION**

Indicate effective term and year course would first be offered and planned frequency of offering thereafter:

Fall 2012, offered twice per year

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(NOTE: There is a two-term wait for implementation of any new course.)

Indicate if there is a waiver required:  YES  NO Will this be a required or elective course in the curriculum?  Required  Elective

What is the probable enrollment when offered? Estimate 150

Which of your present CFL faculty have the expertise to offer this course?

Rekha Krishnan  
Mila Lazarova  
Jing Li  
Neil Abramson

Are there any proposed student fees associated with this course other than tuition fees?  YES  NO  
(If yes, attach mandatory supplementary fee approval form.)

**RESOURCE IMPLICATIONS**

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by a library report and, if appropriate, confirmation that funding arrangements have been addressed.

Burnaby/Surrey

Campus where course will be taught \_\_\_\_\_

Library report status N/A

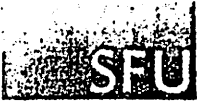
Provide details on how existing instructional resources will be redistributed to accommodate this new course. For example, will another course be eliminated or will the frequency of offering of other courses be reduced; are there changes in pedagogical style or class sizes that allow for this additional course offering?  
No changes

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:  
None

Articulation agreement reviewed?  YES  NO  Not applicable

**OTHER IMPLICATIONS**

None



**APPROVALS**

- 1 Departmental approval indicates that the Department or School has approved the content of the course, and has consulted with other Departments/Schools/Faculties regarding proposed course content and overlap issues.

\_\_\_\_\_ Date \_\_\_\_\_  
Chair, Department/School

\_\_\_\_\_ Date \_\_\_\_\_  
Chair, Faculty Curriculum Committee

- 2 Faculty approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/School/Department commits to providing the required Library funds.

\_\_\_\_\_ Date \_\_\_\_\_  
Dean or designate

LIST which other Departments, Schools and Faculties have been consulted regarding the proposed course content, including overlap issues. Attach documentary evidence of responses.

Other Faculties approval indicated that the Dean(s) or Designate of other Faculties AFFECTED by the proposed new course support(s) the approval of the new course:

\_\_\_\_\_ Date \_\_\_\_\_

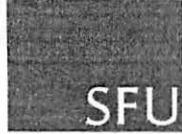
\_\_\_\_\_ Date \_\_\_\_\_

- 3 SCUS approval indicates that the course has been approved for implementation subject, where appropriate, to financial issues being addressed.

COURSE APPROVED BY SCUS (Chair of SCUS):

\_\_\_\_\_ Date \_\_\_\_\_

APPROVAL IS SIGNIFIED BY DATE AND APPROPRIATE SIGNATURE.



**COURSE:** Bus 340 – 4  
**INSTRUCTOR:** Neil Abramson  
**PHONE:** 778-782-4137  
**TITLE:** International Business Strategy

**SEMESTER:** Fall 2012  
**OFFICE:** Segal 3915  
**E-MAIL:** nabramso@sfu.ca

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**Learning Objectives:**

Course participants will have the opportunity to learn how Multinational Enterprises (MNE) formulate strategies and the organizational capabilities needed to support these strategies to produce international competitive advantages. Participants will study the criteria for assessing strategic and organizational capabilities of MNEs to determine solutions for increasing organizational performance. Participants will be familiarized with the following content areas:

1. Motivations and mindsets that drive companies to build and maintain operations in one or more national markets in addition to their home market, or to build worldwide operations.
2. Key aspects of environmental uncertainty including political, economic, and social forces, and how these may affect corporate performance.
3. Four strategic orientations – international, multinational, global, and transnational – each a strategy intended to produce international competitive advantage. Multinational may be considered a “differentiation” strategy, global a “low cost” strategy. Transnational strategies are intended to simultaneously achieve “low cost” and “differentiation.”
4. Organizational capabilities – systems, structures, culture, resources – needed to support each of the four strategies, plus the organizational deficiencies common to each strategy.
5. The organization of effective cross-national knowledge transfer and worldwide learning as a source of competitive advantage.
6. The organization of corporate boundary-spanning structures and processes such as alliances and joint ventures, as a source of competitive advantage.
7. Implementation of the transnational strategy at the levels of Global Business Manager, Worldwide Functional Manager, and especially, Country Subsidiary Manager.

8. Recent ethical issues that have tarnished the worldwide reputation of MNEs: exploitative, transactional, responsive, and transformative MNE mindsets.

**Text:**

Bartlett, Christopher A. & Paul W. Beamish (2011). *Transnational Management: Text, Cases, and Readings in Cross-Border Management, Sixth Edition* (New York: McGraw-Hill Irwin).

Porter, Michael J. (2003). "Strategy and the Internet," (Boston: Harvard Business Review On Point Article [www.hbr.org]). View at <http://hvass.nu/s2/article/teori/Misc/porter.pdf>

Crossan, Mary M. (2011). "Strategic Analysis and Action," (London: Ivey Publishing 9809M041). 43pp. \$3.40/permission.

**Evaluation:**

1. In Class Participation	15%
2. In Class Hand In Small Group Assignments	15%
3. Mid Term Exam	20%
4. Final Exam	20%
5. Hand In Case Analysis	<u>30%</u>
	100%

**Course Schedule:**

**Class 1: Introduce Class, Grading, Assignments, Syllabus, Theory**

- **Readings:** Porter, Michael E. "Strategy and the Internet." Be prepared to discuss Industry Analysis, Competitive Advantage, Generic Strategies (cost leader, differentiation, focus).
- **Case:** None.

**Class 2: Introduction to Strategic Analysis**

- **Readings:** Crossan, Mary M. "Strategic Analysis and Action."
- **Case:** *Designer Classic Carpet Manufacturing Ltd.*

**Class 3: Expanding Abroad: Motivations, Means, and Mentalities**

**Learning Objective:** Motivations and mindsets that drive companies to build and maintain operations in one or more national market in addition to their home market, or to build worldwide operations.

- **Readings:** B&B, 1-14.
- **Lecture:** Chapter 1
- **Case:** *Research in Motion: Managing Explosive Growth*
- **Special:** Small Group Exercise

#### **Class 4: Understanding the International Context: Responding to Conflicting Environmental Forces**

- **Learning Objective:** Key aspects of environmental uncertainty including political, economic, and social forces, and how these may affect corporate performance.
- **Readings:** B&B 113-127.
- **Lecture:** Chapter 2
- **Case:** *The Globalization of CEMEX*

#### **Class 5: Developing Transnational Strategies: Building Layers of Competitive Advantage**

- **Learning Objective:** Four strategic orientations – international, multinational, global, and transnational – each a strategy intended to produce international competitive advantage. Multinational may be considered a “differentiation” strategy, global a “low cost” strategy. Transnational strategies are intended to simultaneously achieve “low cost” and “differentiation.”
- **Readings:** B&B 210-223
- **Lecture:** Chapter 3
- **Case:** *GE’s Imagination Breakthroughs: The Evo Project*
- **Special: Video: Interviews with John Dineen, Brett BeGole, and Pierre Compte.**

#### **Class 6: Developing a Transnational Organization: Managing Integration, Responsiveness, and Flexibility**

- **Learning Objective:** Organizational capabilities – systems, structures, culture, resources – needed to support each of the four strategies, plus the organizational deficiencies common to each strategy.
- **Readings:** B&B 314-330
- **Lecture:** Chapter 4
- **Case:** *Philips versus Matsushita: Competing Strategies and Organizational Choices*
- **Video:** Cor vander Klugt describing Philips’ frustration competing with Matsushita (8 minutes).

#### **Class 7: Midterm Exam**

- Short answer; short essay.

#### **Class 8: Creating Worldwide Innovation and Learning: Exploiting Cross-Border Knowledge Management**

- **Learning Objective:** The organization of effective cross-national knowledge transfer and worldwide learning as a source of competitive advantage.
- **Readings:** B&B 408-418
- **Lecture:** Chapter 5

- **Case:** *McKinsey & Company: Managing Knowledge and Learning*

**Class 9: Engaging in Cross-Border Collaboration: Management Across Corporate Boundaries (Part 1: Negotiating an Alliance)**

- **Learning Objective:** The organization of corporate boundary-spanning structures and processes such as alliances and joint ventures, as a source of competitive advantage. Implementation.
- **Readings:** B&B 510-524
- **Lecture:** Chapter 6
- **Case:** *Nora-Sakari: A Proposed JV in Malaysia (Revised)*
- **Special:** Role play.

**Class 10: Engaging in Cross-Border Collaboration: Management Across Corporate Boundaries (Part 2: Evaluating an Alliance)**

- **Learning Objective:** The organization of corporate boundary-spanning structures and processes such as alliances and joint ventures, as a source of competitive advantage. Evolution and evaluation.
- **Readings:** B&B Readings 6.1 (pp. 567-580) and 6.2 (pp. 580-587).
- **Lecture:** Evaluation tool from Hero/Honda
- **Case:** *Eli Lilly in India: Rethinking the Joint Venture Strategy*
- **Video:** Lorenzo Tallarigo explains the decision to acquire 100% of the JV (13 minutes).
- **Special:** Roles – Lilly vs. Ranbaxy

**Class 11: Implementing the Strategy: Building Multidimensional Capabilities**

- **Learning Objective:** Implementation of the Transnational strategy at the levels of Global Business Manager, Worldwide Functional Manager, and especially, Country Subsidiary Manager. Case emphasizes Country Subsidiary Manager.
- **Readings:** B&B 388-600
- **Lecture:** Chapter 7
- **Case:** *Silvio Napoli at Schindler India (A)*
- **Video:** Silvio Napoli at Schindler India Video
- **Supplemental Case:** *Silvio Napoli at Schindler India (B) (9-302-054): An update as to what Napoli achieved and subsequent action. Supplemental video.*

**Class 12: The Future of the Transnational: An Evolving Global Role (Part 1: Ethical and Legal Considerations)**

- **Learning Objectives:** Recent ethical issues that have tarnished the worldwide reputation of MNEs: exploitative, transactional, responsive, and transformative MNE mindsets. Political and ethical issues.
- **Readings:** B&B 662-678
- **Lecture:** Chapter 8

- **Case:** *Killer Coke: The Campaign Against Coca Cola*

**Class 13: The Future of the Transnational: An Evolving Global Role (Part 2: Corporate Social Responsibility)**

- **Learning Objectives:** Recent ethical issues that have tarnished the worldwide reputation of MNEs: exploitative, transactional, responsive, and transformative MNE mindsets. Media driven events and opportunities for CSR.
- **Readings:** B&B 8-1 (pp. 743-754)
- **Case:** *Hitting the Wall: Nike and International Labor Practices*

**Final Examination**



COURSE NUMBER Bus 401

COURSE TITLE

LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation  
Developing Organizational Opportunities

AND

SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation  
~~Developing Org. Opportunities~~

~~DEVELOP ORGANIZATIONAL OPPS.~~ ORGANIZATIONAL OPPORTUNITIES

CREDITS

Indicate number of credits for: Lecture \_\_\_\_\_ Seminar 4 Tutorial \_\_\_\_\_ Lab \_\_\_\_\_

COURSE DESCRIPTION (FOR CALENDAR). 50-60 WORDS MAXIMUM. ATTACH A COURSE OUTLINE TO THIS PROPOSAL.

Organizational opportunities exist in social and commercial contexts at organizational and individual levels. Through intensive experiential learning, students will experience firsthand the challenges involved in the discovery, evaluation and implementation of activating opportunities.

PREREQUISITE

Bus 311, Bus 340, Bus 341, 60 units. The course is only open to students in the Business Minor program.

COREQUISITE

n/a

SPECIAL INSTRUCTIONS

That is, does this course replicate the content of a previously approved course to such an extent that students should not receive credit for both courses.? If so, this should be noted in the prerequisite.

COURSE(S) TO BE DELETED IF THIS COURSE IS APPROVED

NOTE: APPROPRIATE DOCUMENT FOR DELETION MUST BE SUBMITTED TO SCUS

None

RATIONALE FOR INTRODUCTION OF THIS COURSE

This course is intended as the capstone course for the Business Minor program. It is structured to expose the students to entrepreneurial concepts but will enable them to use knowledge from their major programs in various activities and the final project.





**SCHEDULING AND ENROLLMENT INFORMATION**

Indicate effective term and year course would first be offered and planned frequency of offering thereafter:

Fall 2012, offered semesterly

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(NOTE: There is a two-term wait for implementation of any new course.)

Indicate if there is a waiver required:  YES  NO Will this be a required or elective course in the curriculum?  Required  Elective

What is the probable enrollment when offered? Estimate 50

Which of your present CFL faculty have the expertise to offer this course?  
Eric Gedajlovic  
Stephanie Bertels  
Andrew von Nordenflycht

Are there any proposed student fees associated with this course other than tuition fees?  YES  NO  
(If yes, attach mandatory supplementary fee approval form.)

**RESOURCE IMPLICATIONS**

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by a library report and, if appropriate, confirmation that funding arrangements have been addressed.

Burnaby/Surrey

Campus where course will be taught \_\_\_\_\_

Library report status N/A

Provide details on how existing instructional resources will be redistributed to accommodate this new course. For example, will another course be eliminated or will the frequency of offering of other courses be reduced; are there changes in pedagogical style or class sizes that allow for this additional course offering?  
No changes

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:  
None

Articulation agreement reviewed?  YES  NO  Not applicable

**OTHER IMPLICATIONS**  
None



**APPROVALS**

- 1 Departmental approval indicates that the Department or School has approved the content of the course, and has consulted with other Departments/Schools/Faculties regarding proposed course content and overlap issues.

\_\_\_\_\_ Date \_\_\_\_\_  
Chair, Department/School

\_\_\_\_\_ Date \_\_\_\_\_  
Chair, Faculty Curriculum Committee

- 2 Faculty approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/School/Department commits to providing the required Library funds.

\_\_\_\_\_ Date \_\_\_\_\_  
Dean or designate

LIST which other Departments, Schools and Faculties have been consulted regarding the proposed course content, including overlap issues. Attach documentary evidence of responses.

Other Faculties approval indicated that the Dean(s) or Designate of other Faculties AFFECTED by the proposed new course support(s) the approval of the new course:

\_\_\_\_\_ Date \_\_\_\_\_

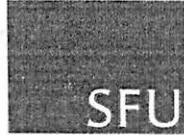
\_\_\_\_\_ Date \_\_\_\_\_

- 3 SCUS approval indicates that the course has been approved for implementation subject, where appropriate, to financial issues being addressed.

COURSE APPROVED BY SCUS (Chair of SCUS):

\_\_\_\_\_ Date \_\_\_\_\_

APPROVAL IS SIGNIFIED BY DATE AND APPROPRIATE SIGNATURE.



**COURSE:** Bus 401 – 4  
**INSTRUCTOR:** Eric Gedajlovic  
**PHONE:** 778-782-5168  
**TITLE:** Developing Organizational Opportunities

**SEMESTER:** Fall 2012  
**OFFICE:** Surrey 5032  
**E-MAIL:** erg@sfu.ca

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Organizational opportunities exist in social and commercial contexts at organizational and individual levels. Entrepreneurship, defined as the discovery, evaluation and implementation of novel business and / or social opportunities is the means by which people in diverse social settings empower themselves creatively, socially and economically to improve their own circumstances as well as those of their families and communities. The ability to identify, thoughtfully assess and selectively act on opportunities are key skills provided in this introduction to the world of commercial and social entrepreneurship for non-business majors. The format of the course is intensive and experiential. It is intensive in terms of workload and the number and pace of individual and group activities. It is experiential as the pedagogical approach is immersive. Students will experience firsthand the challenges involved in the discovery, evaluation and implementation of entrepreneurial opportunities.

### **Course Objectives:**

By the end of this course, students should be able to:

1. Utilize a variety of approaches to discover potential entrepreneurial opportunities.
2. Rigorously research and evaluate the quality and viability of potential entrepreneurial opportunities they (and others) have discovered.
3. Develop and delivery persuasive “pitches” and lengthier presentations and projects to solidify the concept behind an entrepreneurial opportunity and also attract commitment from investors and other stakeholders.

### **Required Readings**

- Mullins, J. (2010). *The new business road test (3<sup>rd</sup> edition)*. London: Financial Times – Prentice Hall.
- Michalko, M. (2006). *Thinkertoys (2<sup>nd</sup> edition)*. Berkeley, CA: Ten Speed Press.
- Frank, M. (1986). *How to get your point across in 30 seconds or less*. New York: Pocket.
- Additional articles / book chapters as listed in daily course outline below.

### **Grading**

Students will be graded upon both their individual and group work as described below. Final grades will be based upon the following components.

- Class Contribution and Attendance 15%+
- 5 Opportunity Identification Elevator Pitch Assignments 25% (5 % per pitch)
- Group Presentation And Executive Summaries 30%
- Trade Show Project 30%

## **Graded Course Components**

### **Attendance & Class Contribution**

Students with poor attendance records will have their final grade discounted as described below. Since the course involves a lot of structured interaction between students and between students and the instructor attendance is vital. In this format, students have responsibilities to their group as well as to the class as a whole. Students must come to class having done the required readings and assignments and be prepared to discuss the material.

The class contribution grade component will be based upon a student's attendance record and how much the student has enriched the classroom experience for other students.

Five of the contribution point will be based upon a student's attendance record. One mark will be deducted for each absence from a class period. Marks may also be deducted from students who arrive late for class, or do not stay for the entire period. Students who miss class on days when deliverables such as pitches and group assignments are due will receive a grade of 0 for that grade component unless severely extenuating circumstances apply (and are cleared with the instructor). In addition, students who miss more than 3 class sessions (or parts thereof) will automatically receive a grade of "F" for the course unless severely extenuating circumstances apply AND the absences and possible make-up work has been discussed and cleared with the instructor. It is the student's responsibility to contact the instructor as soon as the student becomes aware that he/she may need to miss a class.

Another 10 points will be based upon how much the student has enriched the classroom experience. As such, the ability to lead the class in an informative class discussion (when called upon to do so), raising thought provoking questions and generally providing useful intellectual 'fodder' that provides the basis for further discussion will positively impact upon a student's final mark. On the other hand, a student's failure to attend class and participate meaningfully and constructively in class discussion will seriously (and negatively) influence a student's grade. In this regard, students will be evaluated on the basis of the quality, rather than the quantity (or decibel level) of their contribution.

### **Opportunity Identification / Elevator Pitch Assignments (Sessions 5-9)**

Individually, students will be asked to identify five types of potential new entrepreneurial opportunities relating to; 1) a new product or service, 2) a new customer need, 3) a new business model, 4) a new location and, 5) an unmet social / community need. On successive weeks (i.e sessions 5-9), students will be asked to develop and deliver a 60 second "elevator pitch" for each of these opportunity types (*time limit strictly enforced*). During these class sessions, each student will be given a fictional \$1 million in "venture capital dollars" to invest across all the opportunities presented (except their own). The 5 opportunities (i.e. one per each opportunity category) receiving the greatest amount of "funding" will be developed as group projects. Participants whose opportunities were selected will serve as group leaders and the remaining participants will be drafted into the remaining groups (during session 10). Grades for each of these pitches will be determined by the amount of "venture capital" investment dollars it receives AND the assessment of the instructor. Also, each of these groups will develop and deliver a presentation, executive summary and tradeshow exhibit as described below.

Note: Student's are responsible for producing all five elevator pitches even if one of their pitches was selected for further development. In such a case, the student may also develop a second (etc..) proposal that is selected in a different opportunity category. In such a case, he / she will have the option of which selected proposal to develop and the 2<sup>nd</sup> place finisher in the category of the opportunity not developed will be selected for development.

### **Group Presentation and Executive Summaries (Sessions 11 and 12)**

Each of the elevator pitches selected will be developed by constituted teams into a 10 minutes (time limit strictly enforced) presentation and accompanying executive summary.

These presentations should begin with a refined 60 second elevator pitch and then provide a quick paced overview of the opportunity which answers to the following questions. (Answers to these questions should be based upon desk research and interviews with at least 2 experts and 2 potential clients).

- What is your product or service? Briefly describe what it is you sell / provide.
- Who is the market? Discuss who your clients will be, how you will add value to them, and how large of a market they represent.
- How will you make money? (i.e. what is your revenue model?) For what will you charge? How will you collect the money? (For all but the social / community need).
- How will you secure the needed financial resources? Be as detailed as possible (for the social / community need).
- Who is behind the organisation? Tell them a little about you and your team's background and achievements. And what they have accomplished.
- Who is your competition? Briefly discuss who they are and what they have accomplished?
- How will you (keep) beat(ing) the competition? (i.e. what is your competitive advantage?)

Presentations will be graded (by the instructor) on the basis of the revised elevator pitch, the quality of the answers (and related research) to the above listed questions and the team's

ability to answer address the comments and questions they receive in a Q&A session (of 20 – 30 minutes) immediately following their presentation.

Accompanying executive summaries are due at the time of the presentation and should be 5 pages (single spaced) in length and provide a summary of the presentation. These presentations should also include a number of appendices detailing the team's background research and market / financial projections. There is no page limit on these appendices.

### **Trade Show Project (Session 13)**

Student teams should prepare a trade show exhibit based upon the opportunity presentation and executive summary they delivered in week 11 or 12. These exhibits will be staged in a public place at SFU and should be designed to encourage passersby and invited guests to visit the exhibit and leave with a favourable impression of the product or service. Teams should come prepared with an appropriate plan to attract attention to their exhibit and also a refined 30 second elevator pitch.

A small table will be provided for you to set up the exhibit. Each exhibit should include the following.

- A 3D prototype of your product OR a short 3-5 minute video illustrating your service.
- Graphical display boards to provide relevant information about your product
- A one page flyer promoting your product or service.
- A research binder containing...
  - Your flyer,
  - A one page executive summary of your product or service,
  - Photos of your prototype or still photos from your illustrative video,
  - Your powerpoint slides from week 11/12 (these may be edited for this purpose).
  - Details regarding your background research (i.e. desk research, interviews with experts and potential clients).

Grades for this course component will be based upon the instructor's and potentially some guest judges' evaluation of the exhibit and research binder.

### **Academic Integrity**

Students are reminded that University regulations regarding cheating and plagiarism are quite severe. If you are in doubt about any matter pertaining to academic integrity please discuss the matter beforehand with the instructor.