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MEMORANDUM

ATTENTION Senate
FROM Jeff Derksen,
Chair of Senate Graduate Studies
Committee (SGSC)
RE: New Course Proposals

DATE February 15, 2018

For information:

Acting under delegated authority at the meeting of February 5, 2018, SGSC approved the following new courses, effective **Fall 2018:**

Beedie School of Business

- 1) BUS 616 Philosophy of Management
- 2) BUS 633 Topics in Sustainability
- 3) BUS 634 Policy and Governance
- 4) BUS 647 Entrepreneurship and Innovation
- 5) BUS 648 Indigenous Business and Communities
- 6) BUS 649 Corporate Responsibility

Faculty of Environment

- 1) ECO 600 Ecological Restoration



**BEEDIE SCHOOL
OF BUSINESS**

Segal Graduate School

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Memo to SGSC

To: Senate Graduate Studies Committee
From: Andrew Gemino, Associate Dean, Graduate Programs
Re: Curriculum revisions to Executive MBA
Date: January 16, 2018

The following curriculum revisions have been approved by the Beedie School of Business and are forwarded to the Senate Graduate Studies Committee for approval. These curriculum items should be effective for Fall 2018.

Please include them on the next SGSC agenda.

- ~~EMBA Aboriginal Business and Leadership cohort name change~~
- New course proposals: BUS 616, 633, 634, 647, 648, 649
- ~~Unit change: BUS 632~~
- ~~Title and description change: BUS 642~~
- ~~Description and prerequisite change: BUS 696~~
- ~~EMBA program change: Removal of Applied Project requirement (see attached memo)~~
- ~~EMBA calendar entry has been edited to account for new courses and course changes listed above, and reformatted according to the new standardized format being implemented with the degree audit project. Some clean-up issues were also addressed.~~

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



Dr. Andrew Gemino

Associate Dean, Graduate Programs, Beedie School of Business

New Graduate Course Proposal

Course Subject (eg. PSYC) BUS	Number (eg. 810) 616	Units (eg. 4) 4
Course title (max. 100 characters) Philosophy of Management		
Short title (for enrollment/transcript - max. 30 characters) Philosophy of Management		
Course description for SFU Calendar * (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) Provides a basis for understanding the ethical and epistemological dimensions of working with varying cultural frameworks in relation to business.		
Rationale for introduction of this course Philosophy of Management has been offered as a Special Topics course in the EMBA Indigenous Business & Leadership cohort for a number of terms.		
Term of initial offering Fall 2018	Course delivery (eg. 3 hrs/week for 13 weeks) 3.5 hours/week for 10 weeks	
Frequency of offerings/year Once/year	Estimated enrollment/offering 45	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) None		
Prerequisite and/or Corequisite		
Criminal record check required?*** <input type="checkbox"/> Yes		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components ** <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

* 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).

** See important definitions on the curriculum website.

*** If yes, then add this requirement as a prerequisite.

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 Mark Selman, Chris Derickson
Additional faculty members, space, and/or specialized equipment required in order to offer this course

CONTACT PERSON

Academic Unit / Program Beedie Grad Programs	Contact name Lesley McKay	Contact email buscoord@sfu.ca
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ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee	Signature	Date
Department Chair	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 Andrew Gemino	Signature 	Date January 16, 2018
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Jeff Derksen	Signature 	Date FEB 15 2018
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ADMINISTRATIVE SECTION (for DGS office only)

Library Check: emailed Jan 19
Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

If different from regular units:

Academic Progress Units: _____
Financial Aid Progress Units: _____



BUS 616: Philosophy of Management

Instructor:
Office Phone:
Email:

Semester:
LMS: canvas.sfu.ca

COURSE DESCRIPTION

This course provides a basis for understanding the ethical and epistemological dimensions of working with varying cultural frameworks in relation to business.

OBJECTIVES

Students entering the EMBA in Indigenous Business and Leadership hold varying levels of exposure to Indigenous worldviews and values and to the worldviews and values that gave rise to the growth of the social sciences, including business. Students will be introduced to some of the values and perspectives that have shaped the social sciences, and led to think about how values and social practices have influenced the findings in the social sciences. Western approaches to business ethics will be examined to see how they are similar to and differ from Indigenous values regarding ways of life.

Students completing the course should be in a better position to articulate the values and worldviews that distinguish Indigenous Nations which have been shown by research to be a critical factor in establishing Indigenous governments that work successfully economically as well as socially. Students will also be better positioned to identify sources of bias that may shape social science in ways that could affect Indigenous peoples. In general they will be better equipped to read the findings of social science, including business literature, with a critical eye, and will be exposed to the central ideas of business ethics.

COURSE EXPECTATIONS

The semester commences on XXX and is completed on XXX.

During this time you can expect at least 10 hours of out-of-class work weekly. These out-of-class activities will include, participating in online activities, preparing readings and cases, answering practice questions, doing library research and reviewing sources, conducting interviews, and project planning.

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

BOOK AND MATERIALS

1. Badaracco Jr., Joseph L. *Defining Moments: When Managers Must Choose between Right and Right*. (1997). Boston: Harvard Business Press.
2. Borrows, John (Kegedonce). *Drawing Out Law: A Spirit's Guide*. (2010). Toronto: University of Toronto Press.
3. Umeek • E. Richard Atleo. *Tsawalk*. (2004). Vancouver: University of British Columbia Press
4. "The Weirdest People in the World?" Available at:
<http://www2.psych.ubc.ca/~henrich/pdfs/WeirdPeople.pdf>
5. [Hardin, G. "The Tragedy of the Commons" \(1968\) Science, Issue 3859, pp. 1243-1248.](#)

Why are we reading these materials?

In the context of Indigenous business and leadership, it is always important to understand issues involving different knowledge claims and value judgments expressed by the different parties involved. These can't be understood or weighted appropriately in our decisions if we don't adequately understand the different cultures and ways of thinking being used by the different parties. Tsawalk is important because it outlines one specific culture or way of thinking and explains how knowledge, that has been sometimes overlooked or undervalued, has its own rigour, discipline and standards for verification. This was important to its author, E. Richard Atleo, because he was co-chair of the scientific panel for UNESCO on the biosphere in Clayoquot Sound. Part of his role was to show the international scientific community, as well as Canadian governments, that traditional knowledge had to be respected in decision-making about how to manage the region.

John Borrows makes a somewhat different point in *Drawing Out Law*. Even though he too starts from traditional knowledge passed down through his family and community, his concern is not so much to validate traditional knowledge as it is to show that the wisdom embodied in traditional cultures has value today in thinking through some difficult societal problems – that its value is not limited by the time and place in which it was developed (important as the specifics of time and place are) but that it travels and can be used in new contexts to solve new problems -- in fact that it is essential to being able to think through contemporary problems fairly, in a way that does justice to Indigenous peoples.

Defining Moments draws on a different tradition. Written by a Harvard Business professor, it draws on wisdom from some of the most influential thinkers in the western tradition to help illuminate the challenges of some specific types of decision-making in management. While it is not a typical business ethics text, it brings issues of knowledge and value to the surface and uses stories and wisdom from different kinds of thinking to cast light on contemporary decision-making. In this way, it is more like the other two books we are reading than most business texts. These readings will prevent us, I hope, from oversimplifying the differences between western and Indigenous ways of thinking. At the same time, we need to understand the differences if we are going to understand issues such as reconciliation or how to resolve significant issues that are framed entirely differently by different players. To that end, we are reading a psychology article called "The weirdest people in the world?" which explains how most western social science views of human nature are based on research with one particular segment of the world's population, and that that segment is known to be atypical in many respects, we need to be cautious in terms of how we value those knowledge claims. We will also read a well-known and influential article by G. Hardin to see how deeply certain assumptions about ethics and human nature are built into scientific literature. Since most business literature has the same roots and suffers from the same flaws, this article may help you thinking about what weight to assign knowledge claims based in these traditions as you take the rest of the program.

Throughout the course and throughout your readings, I am hoping that you will be thinking about how business and management decisions can best be made in a context that involves interaction between traditional Indigenous knowledge and ways of thinking and western knowledge of the sort you will be exposed to in your MBA program.

LEARNING AND ASSESSMENT

Assessment summary

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



Due dates for the essay and final paper will be set in class. Due dates are important. Failure to meet due dates without notice and approval by the instructor will result in reduced grades.

Alternative assignments will be considered. They need to be approved by the instructor.

Draft assignments will be accepted before the due date and will be reviewed and comments provided time permitting.

Stories	10%
Participation	15%
Essay	30%
Final Paper	35%
Total	100%

Stories Pre-Assignment

Please write a story, either your own story or one from someone else that you are re-telling, that captures something important about who you are and why you want to do this program. The story should be short – no longer than the stories that E Richard Atleo uses to start each chapter at the beginning of *Tsawalk* – two pages at most. Then I'd also like you to write a page or so saying why the story is important and what it has to say about your interest in the program. These stories will help me get to know you and will help us understand what you are hoping to get out of the program. Please make sure that the story and explanation is one that you are willing to share with others in the program and please bring a few copies on paper to share in working groups of 6 or so.

Essay Assignment

Brief essay about a chapter or theme from one of the books or a comparison of an issue as dealt with in two of the readings. The essay should summarize a section or theme in one or more of the readings and offer some analysis (something that goes beyond what is said in the readings) to draw a conclusion that is relevant for you, your work, your organization, or your community.

Final Paper Assignment

Topics and more details to be developed during the course.

Participation

COURSE STRUCTURE

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

ACADEMIC HONESTY

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



to ensure that you have correctly acknowledged and cited all the resources you have used in writing your work.

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

- Plagiarism (presenting the work of another person as your own)
- Submitting the same work more than once without prior approval
- Translating a work from one language to another without complete and proper citation.
- Cheating
- Impersonation (having someone else write your exam)
- Submitting false records or information (forged medical notes)
- Stealing or destroying the work of another student
- Unauthorized or inappropriate use of computers, cell phones, calculators and other forms of technology in course work, assignments or examinations
- Falsifying material that is subject to academic evaluation
- Any activity not specifically outlined in this document that is intended to circumvent the standards of academic honesty

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

Ignorance of these standards will not preclude the imposition of penalties for academic dishonesty.

For more information you will find the full SFU policy on Academic Honesty (from which the above was summarized) at: <http://www.sfu.ca/policies/gazette/student.html>

ABOUT THE COURSE INSTRUCTOR

Instructors may write their own short biography, or use the existing one on the Beedie staff directory.

New Graduate Course Proposal

Course Subject (eg. PSYC) BUS	Number (eg. 810) 633	Units (eg. 4) 4
Course title (max. 100 characters) Topics in Sustainability		
Short title (for enrollment/transcript - max. 30 characters) Topics in Sustainability		
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) Challenges and opportunities for businesses are explored through a holistic view of sustainability encompassing the ecological, social, and economic responsibilities of organizations in relation to implications for Indigenous and related businesses.		
Rationale for introduction of this course To strengthen the commitment to the B3 vision objective of developing socially responsible leaders. Topics in Sustainability has been offered as a Special Topics course in the EMBA IBL cohort for a number of terms.		
Term of initial offering FALL 2018	Course delivery (eg. 3 hrs/week for 13 weeks) 3.5 hours/week for 10 weeks	
Frequency of offerings/year Once/year	Estimated enrollment/offering 45	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) None		
Prerequisite and/or Corequisite		
Criminal record check required?*** <input type="checkbox"/> Yes		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components ** <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

* 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).

** See important definitions on the curriculum website.

*** If yes, then add this requirement as a prerequisite.

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

Carolyn Egri, Stephanie Bertels

Additional faculty members, space, and/or specialized equipment required in order to offer this course

CONTACT PERSON

Academic Unit / Program	Contact name	Contact email
Beedie Grad Programs	Lesley McKay	buscoord@sfu.ca

ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

FACULTY APPROVAL

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

Overlap check done? ☒ YES

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

Faculty Graduate Studies Committee	Signature	Date
Andrew Gemino		January 16, 2018

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

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee	Signature	Date
Jeff Derksen		FEB 15 2018

ADMINISTRATIVE SECTION (for DGS office only)

Library Check: Emailed Jan 19

Course Attribute: _____

Course Attribute Value: _____

Instruction Mode: _____

Attendance Type: _____

If different from regular units:

Academic Progress Units: _____

Financial Aid Progress Units: _____



BUS 633: Topics in Sustainability

Instructor:
Office Phone:
Email:

Semester:
LMS: canvas.sfu.ca

COURSE DESCRIPTION

Challenges and opportunities for businesses are explored by focusing on sustainability. Critical developments are explored for managing issues related to sustainability and their implications for First Nations and related businesses

In this course, we take a holistic view of sustainability that encompasses the ecological, social, and economic responsibilities of organizations. We will consider alternative philosophies and theories concerned with corporate responsibility through to how modern businesses are re-aligning and in some cases, re-inventing corporate strategies toward more sustainable business models. An integrative approach is taken to learning about:

- Philosophies of environmental sustainability and corporate responsibility
- Sustainable business models
- Public policy and regulatory issues
- Corporate transparency and reporting
- Sustainability in marketing and supply chains
- Embedding sustainability into organizational cultures
- Social entrepreneurship
- Stakeholder engagement
- Corporate responsibilities in international and global contexts
- Leading for sustainability

OBJECTIVES

- Enhanced knowledge about sustainability concepts, issues, and developments in business and society.
- Develop integrative strategies to enhance the environmental, social, and economic performance of organizations.

COURSE EXPECTATIONS

The semester commences on XXX and is completed on XXX.

During this time you can expect at least 10 hours of out-of-class work weekly for each course. These out-of-class activities will include, participating in online activities, preparing readings and cases, answering practice questions, doing library research and reviewing sources, conducting interviews, and project planning.

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

BOOK AND MATERIALS

Suzanne Benn, Dexter Dunphy, & Andrew Griffiths (2014). *Organizational Change for Corporate Sustainability* (3rd edition). New York: Routledge.



Cases, readings, self-assessments, and additional resource material are provided on Canvas.

LEARNING AND ASSESSMENT

Assessment summary

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

Individual	Case Analyses (2 @ 15%)	30%
	Learning Reflections Paper	30%
	Class Contribution	10%
Group	Team Project Report	30%
	Total	100%

Case Analyses

Due: 9:00 am on Day that Case is Discussed

Each case (there are 11 cases in the course) has a number of discussion questions. For **TWO** of these cases, you will need to submit a summary of your analysis and conclusions relating to those questions **before 9:00 am on the day that the case is discussed in class**. Please be brief and limit your analyses to 3 pages (double spaced, 1 inch margins, Times Roman 12 point font), and be sure to integrate assigned reading material into your analysis.

Remember that when writing up a case assignment, you should not conduct any research outside the case or the materials otherwise assigned or provided to you in class. Thus, you should **not** attempt to follow-up on the case to see what happened or go beyond any of the facts in the case.

Team Project

Due:

The objective of the team project is to apply the knowledge gained in the course to an organizational setting. The focus of this team assignment is a sustainability related problem/issue/opportunity in an organization – this can be at the level of the overall organization or an organizational unit (e.g., department, program).

The team project report should include the following:

- Background information of the organization/organizational unit
- Describe the problem/issue/opportunity, and the organization's strategy and process for dealing with it thus far.
- Using the sustainability management concepts learned in the course, your team will analyze and critique the strategy, explain the obstacles that have been encountered, the strengths and weaknesses of previous approaches, and what remains to be done, etc.
- Develop an action plan for how to deal with this problem/issue/opportunity in the future (both short-term and long-term). Ensure that your action plan is "SMART" (Specific, Measurable, Attainable, Relevant, Time-based) with performance measurements to track successful implementation.
- In your conclusion, discuss the broader implications of your case. For example, what could other organizations learn from this?



Project reports should be 20 pages or less (double spaced, 1 inch margins, Times Roman 12-point font). Please submit reports to turnitin.com

The grading criteria for the team project reports are: (a) description and explanation of the problem/issue/opportunity and previous strategy and process; (b) analysis and critique; (c) action plan (recommendations and strategies); (d) implications for other programs, organizations, and/or settings; (e) integration of course material (class and readings) to substantiate analysis and action plan; (f) clear focus, organization, writing, and presentation.

Learning Reflections Paper

Due:

For this assignment, you will need to keep an ongoing journal in which you record your thoughts on the concepts, issues, and problems raised by the materials covered in class that you find most interesting, important and/or challenging. Write about your personal reactions to and comments on the issues you consider most significant to come out of the readings, lecture, and class discussion.

You should not focus on summarizing the readings, though of course, you will have to summarize some points in order to be able to comment on them. The journal is intended as a think piece, not a book report. I encourage you to use the readings and class discussions as starting points for your comments. You should expand out from them to bring in your own experiences with the issues and your related concerns. You may also want to relate issues that came up in the readings or class discussion to topics in the news and/or to subjects covered in another course. You can also relate them to issues that came up earlier in this course. This is an opportunity for you sit back and reflect on what is being covered in class, to record your thoughts, criticisms, and ideas about the materials covered in class and to think about how you might personally deal with some of the issues in your work roles.

Grading criteria for this assignment are: quality of analysis (e.g., thoroughness, provides specific examples); integration of course material (class and readings to substantiate insights and reflections); exploration of how insights have/can be applied to practice (personal and work related); clear focus, organization, writing, and presentation.

The learning reflections assignment should be a maximum of 10 pages long, excluding title page and reference list (double spaced, 1 inch margins, Times Roman 12 point font). How much time and space you give to the readings as opposed to the class discussion is up to you, but you must at least briefly comment on both. I am looking for evidence that you are actively engaging with the material on a personal level.

Class Contribution

Class contribution will be a key factor in the success of the course. While class attendance is crucial, individual preparation and a willingness to share knowledge and perspectives will also be expected. Mutual learning will be an important objective.

COURSE STRUCTURE

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



READING SCHEDULE

Cases and Readings are available electronically and can be found on Canvas. They are labeled accordingly.

Note: BDG = Benn, Dunphy & Griffiths textbook

Session 1. THE SUSTAINABILITY CHALLENGE

Reading 1. BDG Ch. 1. Setting the agenda for corporate sustainability

Reading 2. BDG Ch. 2. The drivers of change

Reading 3. F. Brown & Y.K. Brown (2009). "Staying the Course, Staying Alive. Coastal First Nations Fundamental Truths: Biodiversity, Stewardship and Sustainability."

Case. Salmon n' Bannock

Case. Erosion at Malagawatch

Session 2

A. COMPLIANCE AND BEYOND

Reading. BDG Ch3. Compliance and beyond...management tools and approaches

Case. Sobey's Inc: A Strategic Approach to Sustainable Seafood Supply

B. STRIVING FOR ECO-EFFICIENCIES

Reading. BDG Ch. 4. Achieving sustainable operational efficiencies

Case. Building Sustainable Distribution at Walmart Canada

C. STRATEGIC ADVANTAGE OF SUSTAINABILITY

Reading. BDG Ch. 5. Sustainability: the strategic advantage

Case. Burt's Bees: Balancing Growth and Sustainability

Session 3.

A. SUSTAINING CORPORATIONS

Reading. BDG Ch. 6. The sustaining corporation

Case. Good Business Creates Good Business: Southwest Creations Collaborative (A)

B. PATHWAYS TO SUSTAINABILITY

Reading. BDG Ch. 7. The incremental path

Reading. BDG Ch. 8. The transformational path

Case. Enbridge: Looking Toward the Future

Session 4. SUSTAINABILITY CRISES

Reading. R. E. Freeman (2013). "Managing for Stakeholders"

Case. Apple and Its Suppliers: Corporate Social Responsibility

Case. Cameco in Kyrgyzstan: Corporate Social Responsibility Abroad



Case. The Pebble Mine

Session 5.

A. TEAM PROJECT PRESENTATIONS

B. LEADING FOR SUSTAINABILITY

Reading. BDG Ch. 9. Leading toward sustainability

Case. Social Entrepreneurship on Fogo Island: Searching for new ways in an old continuity (A) & (B)

ACADEMIC HONESTY

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

- Plagiarism (presenting the work of another person as your own)
- Submitting the same work more than once without prior approval
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- Falsifying material that is subject to academic evaluation
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ABOUT THE COURSE INSTRUCTOR

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New Graduate Course Proposal

Course Subject (eg. PSYC) BUS	Number (eg. 810) 634	Units (eg. 4) 4
Course title (max. 100 characters) Policy and Governance		
Short title (for enrollment/transcript - max. 30 characters) Policy and Governance		
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) Examines Indigenous legal principles and values as resources for decision-making, with governance facilitated through the conscious adaptation and creation of Indigenous law in a contemporary business context.		
Rationale for introduction of this course To align with SFU's commitment to reconciliation and the Call to Action 92 of the Truth and Reconciliation Commission. Policy and Governance has been offered as a Special Topics in the EMBA IBL cohort course for a number of terms.		
Term of initial offering Fall 2018	Course delivery (eg. 3 hrs/week for 13 weeks) 3.5 hours/week for 10 weeks	
Frequency of offerings/year Once/year	Estimated enrollment/offering 45	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) None		
Prerequisite and/or Corequisite		
Criminal record check required?*** <input type="checkbox"/> Yes		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components ** <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

* 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).

** See important definitions on the curriculum website.

*** If yes, then add this requirement as a prerequisite.

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

John Borrows, Ulrike Radermacher

Additional faculty members, space, and/or specialized equipment required in order to offer this course

CONTACT PERSON

Academic Unit / Program	Contact name	Contact email
Beedie Grad Programs	Lesley McKay	buscoord@sfu.ca

ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

FACULTY APPROVAL

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

Overlap check done? ☒ YES

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

Faculty Graduate Studies Committee	Signature	Date
Andrew Gemino		January 16, 2018

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

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee	Signature	Date
Jeff Derksen		FEB 15 2018

ADMINISTRATIVE SECTION (for DGS office only)

Library Check: Emailed Jan 19

Course Attribute: _____

Course Attribute Value: _____

Instruction Mode: _____

Attendance Type: _____

If different from regular units:

Academic Progress Units: _____

Financial Aid Progress Units: _____



BUS 634: Policy and Governance

Instructor:
Office Phone:
Email:

Semester:
LMS: canvas.sfu.ca

COURSE DESCRIPTION

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

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

This course examines Indigenous legal values and considers their application in governance contexts to promote the resurgence of Indigenous social, political, cultural and economic success life.

OBJECTIVES

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

COURSE EXPECTATIONS

The semester commences on XXX and is completed on XXX.

During this time you can expect at least 10 hours of out-of-class work. These out-of-class activities will include, participating in online activities, preparing readings and cases, answering practice questions, doing library research and reviewing sources, conducting interviews, and project planning.

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

BOOK AND MATERIALS

- Val Napoleon, *Mikomosis and the Wetiko*, 9780000103147 0000103144 COMIX
- Course online readings supplied in Canvas (see detailed Class Schedule)

LEARNING AND ASSESSMENT

Assessment summary

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

Individual	Class participation	25%
	Indigenous Law Sources: In-class Quiz #1	15%
	Indigenous Law Drafting: In Class Quiz #2	10%
	Indigenous Leadership: In Class Quiz #3	10%
	Indigenous Law Drafting: In Class Quiz #4	10%
Team Assignment	Indigenous Law Application: In Class Exercise #5	30%
	Total	100%

COURSE STRUCTURE

This course will consist of a mixture of content presentation and discussion; in-class review questions; in-class case analysis and discussions; small group exercises; and the following which will be marked: in-class quizzes, assignments, and a team assignment.

CLASS SCHEDULE

Note: Each class is a full day.

Session 1: INDIGENOUS LAW SOURCES

1. Introduction to the Sources of Indigenous Law (John Borrows, *Canada's Indigenous Constitution* (Toronto: University of Toronto Press, 2010) at 23-58.
2. Hadley Friedland, *Practical Engagement with Indigenous Legal Traditions on Environmental Issues: Some Questions* (Calgary: Canadian Institute for Resources Law, 2012) at 1-9.
3. Daniel Goleman, *Leadership That Gets Results* (March-April 2000) *Harvard Business Review* 78-90.

Session 2: INDIGENOUS LAW APPLICATION

1. Mikomosis and the Wetiko
2. Val Napoleon, *Demanding More of Ourselves: Indigenous Civility and Engagement*, November 1, 2014 at 1-18 [unpublished].
3. SFU Briefing Casebook [unpublished].

Session 3: INDIGENOUS-CANADIAN LAW INTERACTIONS

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



2. *Aboriginal Human Rights Project, First Nations Legal Traditions and Customary laws and the Human Rights Complaint Process: A Story, Reflections, Questions, Suggestions and an Offering* at 1-23.
3. *Sliammon First Nation* amended Land Code, 2011 at <http://www.tlaaminnation.com/wpcontent/uploads/2014/11/Final-Approved-Amended-LC-Dec-2012.pdf>

Session 4: INDIGENOUS LAW & LEADERSHIP

1. Jim Collins, *Level 5 Leadership: The Triumph of Humility and Fierce Resolve* (July/August 2005) 83 *Harvard Business Review* 136-146.
2. John Borrows, *Seven Generations, Seven Teachings: Ending the Indian Act* (National Centre for First Nations Governance, 2008).
3. Steve Stefano and Karol Wasylshyn, *Integrity, Courage, Leadership (ICE): Three Leadership Essentials* (2005) 28 *Human Resource Planning* 5-7.
4. Jeremy Useem, *Power Causes Brain Damage*, *Atlantic*, July-August 2017 1-4
5. Lindsay Borrows, *Dabaadendziwin: Practices of Humility in a Multi-Juridical Legal Landscape*, (2016) 33 *Windsor Yearbook of Access to Justice* 149-165.
6. National Observer, *Indigenous law banishes a giant B.C. mine* By Elizabeth McSheffrey in *News, Energy, Politics*, April 21st 2017
7. ST'KEMLUPSEMC TE SECWEPENC Nation Community Information Article, Secwepenc Stsptekwll "The Trout Children" 1-3
8. Purdy Crawford Case Study in *Aboriginal Business*, ST'KEMLUPSEMC TE SECWEPENC Nation and the New Afton Mine

Session 5: INDIGENOUS LAW & CONSULTATION, and MINING CASE PREPARATION

1. Canadian Business Ethics Research Network; Allocate 1.5 Hours to Explore Case at:
 - A. http://www.cbern.ca/research/projects/workspaces/cura_project/case_studies/ (Links to an external site.)Links to an external site.
 - B. http://p1cdn4static.sharpschool.com/UserFiles/Servers/Server_625664/File/Case%20Study%20PO/CBERN%20Community%20Case%20Studies%20Web.pdf (Links to an external site.)Links to an external site.
2. See also <http://www.fairmining.ca/fair-mining-code/> (Links to an external site.)Links to an external site.
3. John Borrows, *Aboriginal Title & Private Property* (2015) *Supreme Court Law Review* 91-134.

ACADEMIC HONESTY

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

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

- Plagiarism (presenting the work of another person as your own)



- Submitting the same work more than once without prior approval
- Translating a work from one language to another without complete and proper citation.
- Cheating
- Impersonation (having someone else write your exam)
- Submitting false records or information (forged medical notes)
- Stealing or destroying the work of another student
- Unauthorized or inappropriate use of computers, cell phones, calculators and other forms of technology in course work, assignments or examinations
- Falsifying material that is subject to academic evaluation
- Any activity not specifically outlined in this document that is intended to circumvent the standards of academic honesty

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

Ignorance of these standards will not preclude the imposition of penalties for academic dishonesty.

For more information you will find the full SFU policy on Academic Honesty (from which the above was summarized) at: <http://www.sfu.ca/policies/gazette/student.html>

ABOUT THE COURSE INSTRUCTOR

Instructors may write their own short biography, or use the existing one on the Beedie staff directory.

New Graduate Course Proposal

Course Subject (eg. PSYC) BUS	Number (eg. 810) 647	Units (eg. 4) 4
Course title (max. 100 characters) Entrepreneurship and Innovation		
Short title (for enrollment/transcript - max. 30 characters) Entrepreneurship & Innovation		
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) Facilitates the understanding of entrepreneurs and entrepreneurship by providing conceptual tools which can be used to launch and run a business as a startup or within an existing company.		
Rationale for introduction of this course A 4-unit entrepreneurship and innovation course will integrate BUS 643: Entrepreneurship (2 units) and BUS 646: Managing Innovation (2 units), enabling more in-depth learning about these interrelated topics. The half-course formats limit the development of new product & service proposals for group projects. In addition, finding instructors for the half-courses has been challenging.		
Term of initial offering Fall 2018	Course delivery (eg. 3 hrs/week for 13 weeks) 3.5 hours/week for 10 weeks	
Frequency of offerings/year Once/year	Estimated enrollment/offering 55	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) None		
Prerequisite and/or Corequisite		
Criminal record check required?*** <input type="checkbox"/> Yes		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components ** <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

* 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).

** See important definitions on the curriculum website.

*** If yes, then add this requirement as a prerequisite.

RESOURCES

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

Faculty member(s) who will normally teach this course
Andrew Harries, Jan Kietzmann, Beedie Chair in Innovation & Entrepreneurship (TBA)
Additional faculty members, space, and/or specialized equipment required in order to offer this course

CONTACT PERSON

Academic Unit / Program	Contact name	Contact email
Beedie Grad Programs	Lesley McKay	buscoord@sfu.ca

ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

FACULTY APPROVAL

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

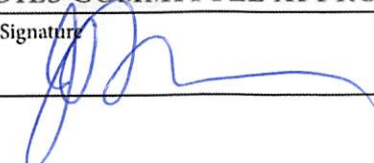
Overlap check done? ☒ YES

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

Faculty Graduate Studies Committee	Signature	Date
Andrew Gemino		January 16, 2018

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

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee	Signature	Date
Jeff Derksen		FEB 15 2018

ADMINISTRATIVE SECTION (for DGS office only)

Library Check: Emailed Jan 19
Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

If different from regular units:

Academic Progress Units: _____
Financial Aid Progress Units: _____



BUS 647: Entrepreneurship & Innovation

Instructor:
Office Phone:
Email:

Semester:
LMS: canvas.sfu.ca

COURSE DESCRIPTION

Business 647 is designed for students interested in entrepreneurship and innovation, whether in a startup or a new line of business within an existing firm.

We will cover the generation of ideas; testing, validating and recalibrating your assumptions with real customers; planning, building and running a new venture; the investor pitch; sources of funding and capitalization tables. We shall delve into why 80% of all new ventures fail and how to improve your chances of success.

We will cover the leading entrepreneurship literature, supplemented by the direct experience of the instructor and guests. The course will run in the seminar style – students are expected to have completed the readings and bring discussion notes to the class; participation is expected and carries a significant proportion of the overall grade.

OBJECTIVES

This course is based largely on the Lean Startup framework designed by Steve Blank. Each class will cover key elements in the framework. By the end of the course you should be equipped with a sufficient understanding of the Lean Startup to apply it appropriately in real life, and if you do your chances of success will be significantly improved.

COURSE EXPECTATIONS

The semester commences on XXX and is completed on XXX.

During this time you can expect at least 10 hours of out-of-class work weekly. These out-of-class activities will include, participating in online activities, preparing readings and cases, answering practice questions, doing library research and reviewing sources, conducting interviews, and project planning.

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

BOOK AND MATERIALS

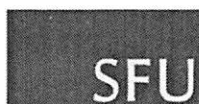
1. Steve Blank and Bob Dorf, *The Startup Owner's Manual*. (2012). K&S Ranch Publishing ISBN 9780984 999309
2. Blank, S. *Why Lean Startup Changes Everything*. (2013) Harvard Business Review (can be downloaded from <http://steveblank.com/>)
3. Selected readings and videos

LEARNING AND ASSESSMENT

Assessment summary

Evaluation in this course will be based on a combination of individual & group assignments and class participation.

At least one week before the first class, students are required to organize into groups of four to five. You will need to come up with an idea for a new product or service prior to the first assignment and during the



course you will be required to speak to real prospective customers to validate your hypotheses. Choose a name for your group.

Individual	Building a Cap Table	15%
	Writing a Term Sheet	15%
	Class Participation	20%
Group	BMC and VPC #1	10%
	BMC and VPC Class Presentation	20%
	Venture Pitch	20%
	Total	100%

Assignment 1: Business Model Canvas & Value Proposition Canvas (Group) Due: in fourth session

Your group has come up with an idea for a simple new product or service. It should not be something that already exists, but it can be a substantially new variant of an existing product or service. For this assignment one member of your group will send me the following via an email entitled 'Bus 734: (group name) Canvas #1': (1) a cover slide with your group's name and the names of its members; (2) a single slide describing the product or service concept; (3) two slides that show complete Business Model Canvas and Value Proposition Canvas containing your initial hypotheses. Note: for BMC templates see <http://www.businessmodelgeneration.com/canvas/bmc> and for VPC templates see <http://www.businessmodelgeneration.com/canvas/vpc>

Assignment 2: Building a Capitalization Table (individual) Due: Following seventh session

Following a presentation on cap table structure, students will build a cap table for a company described by the instructor.

Assignment 3: Writing a Term Sheet (individual) Due: Following eighth session

Following a presentation on term sheets, students will build a cap table for a company described by the instructor.

Assignment 4: BMC & VPC Class Final Presentation (group) Due: In tenth session

Each group will present in the final class. Prior to the final presentation you will need to talk to a *minimum* of ten real prospective customers to test the hypotheses in your BMC at least twice: your initial hypotheses will likely prove incorrect and need to be re-stated and re-tested, and a full pivot may be in order. Your group presentation will include the following: (1) the initial product or service concept and the initial BMC & VPC Canvas hypotheses from assignment #2 ; (2) how you tested your initial VPC hypotheses and how they changed (show second VPC) ; (3) how you tested your second VPC and a third VPC that contains the resulting hypotheses; (4) revised BMC that aligns with your third VPC; (5) what an MVP should look like and what further tests should be done. IF you conclude that after two rounds of customer tests your concept simply doesn't have a market you can explain why instead of describing an MVP.

Assignment 5: Investor Pitch (group) Due: In twelfth session

In class assignment: following a discussion on cap table structure, students will build a cap table for a company described by the instructor.



Class Schedule

The classes are planned as follows.

Session 1: So you want to start something new!

You have the urge to start a new venture – inside your current company or to start a new one. In this session we'll get to know each other and cover a framework for approaching the idea for a new product, service or venture.

After brief student introductions I will introduce myself and provide overview of my entrepreneurial journey with lessons learned along the way. Look me up on LinkedIn.

Session 2: The Lean Startup Model

The class will start with an interactive discussion of the readings on the Lean Startup: Why a startup is not a smaller version of a big company; an introduction to Customer Development and the Business Model Canvas. Preparing for the first assignment.

Session 3: Customer Development, The Toughest Question

Comprehensive overview and interactive discussion of Customer Development; setting up a series of hypotheses tests. The toughest question of all: to pivot or proceed. Founders love their visions and investors want action, but a pivot is honourable (and can save the business) when the market tells you you're wrong. To pivot or not?

Session 4: First BMC & VPC Pitches

Group presentations of assignment #1: initial product or service idea and Business Model Canvases.

Session 5: Building Founding Team & Growing the Business

How to attract, recruit and retain your founding team and advisors; compensation, alignment and leadership.

Preparing to dial up your sales and marketing machinery. Andrew will discuss the early days at Sierra Wireless and a couple of important concepts: the Chasm and the Hype Cycle.

Session 6: Sources of Capital and Types of Security; Entrepreneurship in Action

What are the funding options for each stage of the enterprise? The rounds, types of security and the rights of each.

Guest speaker: starting and building a successful business.

Session 7: Venture Capital and the Venture Pitch; Capitalization Tables

Venture Capital: what it is and who it is for; what early stage investors are looking for and how to pitch them. How to build a great investor pitch. Some all-time great pitch decks.

Equity Math and the Capitalization Table. Assignment #2: building a Cap Table.

Session 8: How Much to Raise, Setting a Valuation, Term Sheets

How much should you raise and how do you set your valuation? Why pushing for too high a valuation can be perilous.

Typical terms by stage, and sample term sheets. Assignment #3: writing a term sheet



Session 9: Final BMC and MVP Presentations

After three rounds of customer discovery and potential minor or major pivots, each group will present your final business model and value proposition canvases, your minimum viable product and recommended next steps.

Session 10: Venture Pitches

The grand finale! It's time for group presentations where you put it all together and pitch your idea. Conclusions and wrap up.

Reading Schedule

The following readings should be completed *before* the session:

Session 2

Blank, S. Why Lean Startup Changes Everything. (2013) *Harvard Business Review*.

Steve Blank and Bob Dorf, *The Startup Owner's Manual*. (2012) Chapters 1-4.

Session 3

Steve Blank and Bob Dorf, *The Startup Owner's Manual*. (2012) Chapters 5-8 (can skip pp 98-111) and Chapter 12.

Session 5

Steve Blank and Bob Dorf, *The Startup Owner's Manual*. (2012) Chapters 9 (focus on pp. 292-295, 312-314, 338-343, 352-355) & 11 (you can skip ch.10 and read some other time).

Recruiting a founding team: <http://www.techrepublic.com/article/startup-hiring-how-to-build-your-a-team/>

Session 6

Andrew Harries: Types of Security (in Canvas)

Session 7

Why most ventures shouldn't try to attract venture capital:

<http://www.forbes.com/sites/dileepprao/2013/07/22/why-99-95-of-entrepreneurs-should-stop-wasting-time-seeking-venture-capital/#1176b71f296d>

Check out Guy Kawasaki on the pitch deck:

<http://guykawasaki.com/the-only-10-slides-you-need-in-your-pitch/>

Captable basics at <https://www.captable.io/demo>

Session 8

What's in a term sheet: The world's most irritating not-quite-contract:

http://web.archive.org/web/20130303042811/http://www.foundersfund.com/uploads/term_sheet_explained.pdf

Term sheet basics at <https://www.marsdd.com/mars-library/understanding-the-term-sheet/>

Session 9

Video: product management and innovation at Amazon



Video: Intrapreneurship in action Bsquare Corporation

<https://www.youtube.com/watch?v=rVkGMKYckOg&index=1&list=PLC6EMtQnrsvJo0l-Yw9VQPPqFSZghYN3z>

Academic Honesty

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

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

- Plagiarism (presenting the work of another person as your own)
- Submitting the same work more than once without prior approval
- Translating a work from one language to another without complete and proper citation.
- Cheating
- Impersonation (having someone else write your exam)
- Submitting false records or information (forged medical notes)
- Stealing or destroying the work of another student
- Unauthorized or inappropriate use of computers, cell phones, calculators and other forms of technology in course work, assignments or examinations
- Falsifying material that is subject to academic evaluation
- Any activity not specifically outlined in this document that is intended to circumvent the standards of academic honesty

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

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For more information you will find the full SFU policy on Academic Honesty (from which the above was summarized) at: <http://www.sfu.ca/policies/gazette/student.html>

About the course instructor

Instructors may write their own short biography, or use the existing one on the Beedie staff directory.

New Graduate Course Proposal

Course Subject (eg. PSYC) BUS	Number (eg. 810) 648	Units (eg. 4) 2
Course title (max. 100 characters) Indigenous Business and Communities		
Short title (for enrollment/transcript - max. 30 characters) Indigenous Bus & Communities		
<p>Course description for SFU Calendar * (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description)</p> <p>Focuses on the matters involved when businesses are operating, or intend to operate, in the traditional territories of First Nations or other Indigenous Peoples. Cases where Indigenous relations were significant factors in the success or failure of businesses or major products will be examined, and a sense of potential challenges and opportunities with regard to Indigenous engagement will be explored.</p>		
<p>Rationale for introduction of this course</p> <p>To strengthen the commitment to the B3 vision objective of developing socially responsible leaders, and align with SFU's commitment to reconciliation and the Call to Action 92 of the Truth and Reconciliation Commission.</p>		
Term of initial offering FALL 2018	Course delivery (eg. 3 hrs/week for 13 weeks) 3.5 hours/week for 5 weeks	
Frequency of offerings/year Once/year	Estimated enrollment/offering 55	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) None		
Prerequisite and/or Corequisite		
Criminal record check required?*** <input type="checkbox"/> Yes		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components ** <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

* 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).

** See important definitions on the curriculum website.

*** If yes, then add this requirement as a prerequisite.

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 Joy Cramer, Mark Selman, Ulrike Radermacher
Additional faculty members, space, and/or specialized equipment required in order to offer this course

CONTACT PERSON

Academic Unit / Program Beedie Grad Programs	Contact name Lesley McKay	Contact email buscoord@sfu.ca
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ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

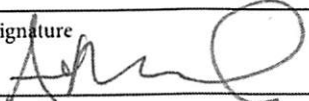
Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

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

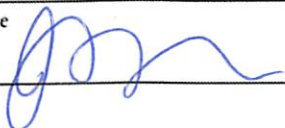
Overlap check done? ☒ YES

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 Andrew Gemino	Signature 	Date January 16, 2018
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Jeff Derksen	Signature 	Date FEB 15 2018
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ADMINISTRATIVE SECTION (for DGS office only)

Library Check: *Emailed Jan 19*

Course Attribute: _____

Course Attribute Value: _____

Instruction Mode: _____

Attendance Type: _____

If different from regular units:

Academic Progress Units: _____

Financial Aid Progress Units: _____



BUS 648: Indigenous Business and Communities

Instructor: Office Phone: Email:	Semester: LMS: canvas.sfu.ca
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COURSE DESCRIPTION

The purpose of the course is to help students understand the matters involved when businesses are operating, or intend to operate, in the traditional territories of First Nations and other Indigenous peoples. Virtually all resource and energy projects now require extensive consultation and accommodation of Indigenous interests, but businesses in many other industries are also finding competitive advantage in building strong respectful relationships with Indigenous peoples. Students completing the course should come away with some basic knowledge about who Indigenous people are, why their interests should be taken into account, and a sense of potential challenges and opportunities with regard to Indigenous engagement.

OBJECTIVES

Students will be exposed to one or more Indigenous cultures/worldviews. They will study relevant legal decisions, and key policy documents such as the "United Nations Declaration on the Rights of Indigenous Peoples" and the "Calls to Action of the Truth and Reconciliation Commission" with specific focus on the ways some of these have shaped the present relationships between businesses and Indigenous Peoples. Students will also become acquainted with some significant cases where Indigenous relations were significant factors in the success or failure of businesses or major projects.

Learning outcomes expected from this course include:

- The ability to identify basic examples of good and bad practice in Indigenous relations.
- Awareness of Indigenous rights as a global issue that overlaps with but goes beyond general human rights legislation.
- Some sense of the history of colonization in Canada and the changes required to restore relations between Indigenous and non-Indigenous people in Canada.
- Awareness of the significance of Indigenous relations for Canadian businesses.

COURSE EXPECTATIONS

The semester commences on XXX and is completed on XXX.

During this time, you can expect at least 10 hours of out-of-class work weekly. These out-of-class activities can include, but not limited to, participating in online activities, preparing readings and cases, answering practice questions, doing library research and reviewing sources, conducting interviews, and project planning.

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

BOOK AND MATERIALS

Tsawalk: a Nuu-chah-nulth Worldview by E. Richard (Umeek) Atleo (UBC Press)

Additional readings are provided through Canvas.

LEARNING AND ASSESSMENT

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

Individual	Quality class participation	20%
	Final Essay	40%
Group	Team Debate	20%
	Consulting Project	20%
	Total	100%

COURSE STRUCTURE

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

TENTATIVE SCHEDULE

Session 1

Understanding an Indigenous point of view - Tsawalk: a Nuu-chah-nulth Worldview by E. Richard (Umeek) Atleo.

- Students should come to class having carefully read the introduction and first four chapters of the book. Questions to be answered include:

1. What is the purpose of the book?
2. What is its intended audience?
3. What is the context for the book? What was going on in the world that shaped the book?

- Students should also be prepared to summarize sections of those readings.
- In class assignment related to the readings.

Session 2

- Readings: Paper on Business ethics and Indigenous ethics and the UN Declaration on the Rights of Indigenous Peoples (UNDRIP).
- Discussion of a draft final essay paper on Business ethics and Indigenous ethics using the Okanagan culture and origin stories as an example.
- Prepare for Session 3: Team Debate

Session 3

Reading: The UN Declaration on the Rights of indigenous Peoples, A Debate.

1. Be it resolved that Canada should immediately adopt the UN Declaration on the Rights of Indigenous Peoples and treat it as we treat constitutional law to interpret and correct existing legislation.
2. Be it resolved that Canada should attempt to integrate the principles of the UNDRIP into its laws and business practices over the next several years.
3. Be it resolved that Canada should treat UNDRIP as an aspirational document with rhetorical force only but not as part of the legal system of the country.

Groups will be assigned to represent each of the positions enumerated above. One group will be assigned to represent the cabinet of the ruling party and will make a decision based on the quality of argument and evidence provided in support of each position.



Session 4

- Resource Development and Indigenous Peoples
- Consideration of some examples of unsuccessful and successful practices in Aboriginal engagement
- Prepare for Session 5: Consulting team project

Session 5

- Reading: Call to Action of the Truth and Reconciliation Commission
Lead your own consulting team.

1. The owners of the mining rights for Catface Mountain in Clayoquot Sound have decided that they want to develop the proposed Copper Mine there as quickly as possible. They realize that their existing efforts to engage with First Nations in the area, especially Ahousaht, have been inadequate and they are looking for a consulting group to develop a plan and process for engagement with local First Nations. Your team has the opportunity to make a pitch and if you are good enough, to be hired to manage the development and implementation of the plan.

Or

2. Ahousaht First Nation is aware that the owner of the mining rights on Catface Mountain has decided that the rising price of copper, based on Trump's plans to invest in infrastructure, is likely to lead the owners to make a decision to go ahead with the mine as soon as possible. Previous Chiefs and Councils have agreed to allow exploratory drilling on the site. The community regards Catface Mountain as a sacred site but people are desperate for jobs and opportunities for business development. Efforts over the previous five years to develop a "green economy" have not delivered prosperity by any measure. Ahousaht Council put out a call for a consulting team to advise the Chief and Council and the Hereditary Chiefs with regard to the conditions they should apply to any mining activity on Catface Mountain and their negotiating strategy with regard to economic and social benefits should the mine proceed.
- Review and consideration of the Call to Action of the Truth and Reconciliation Commission.

ACADEMIC HONESTY

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

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

- Plagiarism (presenting the work of another person as your own)
- Submitting the same work more than once without prior approval
- Translating a work from one language to another without complete and proper citation.
- Cheating
- Impersonation (having someone else write your exam)
- Submitting false records or information (forged medical notes)



- Stealing or destroying the work of another student
- Unauthorized or inappropriate use of computers, cell phones, calculators and other forms of technology in course work, assignments or examinations
- Falsifying material that is subject to academic evaluation
- Any activity not specifically outlined in this document that is intended to circumvent the standards of academic honesty

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

Ignorance of these standards will not preclude the imposition of penalties for academic dishonesty.

For more information you will find the full SFU policy on Academic Honesty (from which the above was summarized) at: <http://www.sfu.ca/policies/gazette/student.html>

ABOUT THE COURSE INSTRUCTOR

Instructors may write their own short biography, or use the existing one on the Beedie staff directory.

New Graduate Course Proposal

Course Subject (eg. PSYC) BUS	Number (eg. 810) 649	Units (eg. 4) 2
Course title (max. 100 characters) Corporate Responsibility		
Short title (for enrollment/transcript - max. 30 characters) Corporate Responsibility		
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) A holistic view of corporate responsibility encompassing the social, ecological, and economic responsibilities of organizations. Integrative approaches will be used to learn about topics such as philosophies of corporate social responsibility and environmental sustainability, sustainable business models, corporate transparency and reporting, embedding corporate responsibility into organizational cultures, and responsible leadership.		
Rationale for introduction of this course To strengthen the commitment to the B3 vision objective of developing socially responsible leaders.		
Term of initial offering FALL 2018	Course delivery (eg. 3 hrs/week for 13 weeks) 3.5 hours/week for 5 weeks	
Frequency of offerings/year Once/year	Estimated enrollment/offering 55	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) None		
Prerequisite and/or Corequisite		
Criminal record check required?*** <input type="checkbox"/> Yes	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components ** <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

* 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).

** See important definitions on the curriculum website.

*** If yes, then add this requirement as a prerequisite.

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

Stephanie Bertels, June Francis. Carolyn Egri

Additional faculty members, space, and/or specialized equipment required in order to offer this course

CONTACT PERSON

Academic Unit / Program	Contact name	Contact email
Beedie Grad Programs	Lesley McKay	buscoord@sfu.ca

ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

FACULTY APPROVAL

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

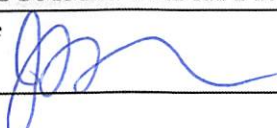
Overlap check done? ☒ YES

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

Faculty Graduate Studies Committee	Signature	Date
Andrew Gemino		January 16, 2018

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

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee	Signature	Date
Jeff Derksen		FEB 15 2018

ADMINISTRATIVE SECTION (for DGS office only)

Library Check: Emailed Jan 19

Course Attribute: _____

Course Attribute Value: _____

Instruction Mode: _____

Attendance Type: _____

If different from regular units:

Academic Progress Units: _____

Financial Aid Progress Units: _____



BUS 649: Corporate Responsibility

Instructor:
Office Phone:
Email:

Semester:
LMS: canvas.sfu.ca

COURSE DESCRIPTION

This course takes a holistic view of sustainability that encompasses the ecological, social, and economic responsibilities of organizations. We will consider alternative philosophies and theories concerned with corporate responsibility through to how modern businesses are re-aligning and in some cases, re-inventing corporate strategies toward more sustainable business models. An integrative approach is taken to learning about:

- Philosophies of environmental sustainability and corporate responsibility
- Sustainable business models
- Public policy and regulatory issues
- Corporate transparency and reporting
- Sustainability in marketing and supply chains
- Embedding sustainability into organizational cultures
- Social entrepreneurship
- Stakeholder engagement
- Corporate responsibilities in international and global contexts
- Leading for sustainability

OBJECTIVES

- Enhanced knowledge about sustainability concepts, issues, and developments in business and society.
- Develop integrative strategies to enhance the environmental, social, and economic performance of organizations.

BOOK AND MATERIALS

Suzanne Benn, Dexter Dunphy, & Andrew Griffiths (2014). *Organizational Change for Corporate Sustainability (3rd edition)*. New York: Routledge.

Cases, readings, self-assessments, and additional resource material are provided on Canvas

LEARNING AND ASSESSMENT

Assessment summary

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

Individual	Case Analyses (2 @ 15%)	30%
	Learning Reflections Paper	30%
	Class Contribution	10%
Group	Team Project Presentation	10%
	Team Project Report	20%
	Total	100%

Case Analyses

Each case (there are 12 cases in the course) has a number of discussion questions. For **TWO** of these cases, you will need to submit a summary of your analysis and conclusions relating to those questions **before 9:00 am on the day that the case is discussed in class**. Please be brief and limit your analyses to 3 pages (double spaced, 1 inch margins, Times Roman 12 point font), and be sure to integrate assigned reading material into your analysis.

Remember that when writing up a case assignment, you should not conduct any research outside the case or the materials otherwise assigned or provided to you in class. Thus, you should **not** attempt to follow-up on the case to see what happened or go beyond any of the facts in the case.

Session 1	<ul style="list-style-type: none"> • Salmon n' Bannock • Recycling at Keurig Green Mountain: A Brewing Problem
Session 2	<ul style="list-style-type: none"> • Sobey's Inc: A Strategic Approach to Sustainable Seafood Supply • Apple and Its Suppliers: Corporate Social Responsibility • Building Sustainable Distribution at Walmart Canada
Session 3	<ul style="list-style-type: none"> • Burt's Bees: Balancing Growth and Sustainability • Good Business Creates Good Business: Southwest Creations Collaborative
Session 4	<ul style="list-style-type: none"> • Enbridge: Looking Toward the Future • Social Entrepreneurship on Fogo Island: Searching for new ways in an old continuity
Session 5	<ul style="list-style-type: none"> • BP and the Gulf Oil Spill • Cameco in Kyrgyzstan: Corporate Social Responsibility Abroad • The Pebble Mine
Session 6	<ul style="list-style-type: none"> • Team presentations

Team Project

The objective of the team project is to apply the knowledge gained in the course to an organizational setting. The focus of this team assignment is a sustainability related problem/issue/opportunity in an organization – this can be at the level of the overall organization or an organizational unit (e.g., department, program).

The team project report should include the following:

- Background information of the organization/organizational unit
- Describe the problem/issue/opportunity, and the organization's strategy and process for dealing with it thus far.
- Using the sustainability management concepts learned in the course, your team will analyze and critique the strategy, explain the obstacles that have been encountered, the strengths and weaknesses of previous approaches, and what remains to be done, etc.
- Develop an action plan for how to deal with this problem/issue/opportunity in the future (both short-term and long-term). Ensure that your action plan is "SMART" (Specific, Measurable, Attainable, Relevant, Time-based) with performance measurements to track successful implementation.
- In your conclusion, discuss the broader implications of your case. For example, what could other organizations learn from this?

Team Presentations (10%) Teams will conduct short presentations on their projects. These will be conducted as interactive workshops so that teams can gain feedback and ideas from other class members before finalizing case project reports. The grading criteria are content (4 points), professionalism/creativity (3 points), and audience involvement (3 points).

Team Project Reports (20%) Project reports should be 20 pages or less (double spaced, 1 inch margins, Times Roman 12-point font). Please submit reports to turnitin.com



The grading criteria for the team project reports are: (a) description and explanation of the problem/issue/opportunity and previous strategy and process; (b) analysis and critique; (c) action plan (recommendations and strategies); (d) implications for other programs, organizations, and/or settings; (e) integration of course material (class and readings) to substantiate analysis and action plan; (f) clear focus, organization, writing, and presentation.

Learning Reflections Paper

For this assignment, you will need to keep an ongoing journal in which you record your thoughts on the concepts, issues, and problems raised by the materials covered in class that you find most interesting, important and/or challenging. Write about your personal reactions to and comments on the issues you consider most significant to come out of the readings, lecture, and class discussion.

You should not focus on summarizing the readings, though of course, you will have to summarize some points in order to be able to comment on them. The journal is intended as a think piece, not a book report. I encourage you to use the readings and class discussions as starting points for your comments. You should expand out from them to bring in your own experiences with the issues and your related concerns. You may also want to relate issues that came up in the readings or class discussion to topics in the news and /or to subjects covered in another course. You can also relate them to issues that came up earlier in this course. This is an opportunity for you sit back and reflect on what is being covered in class, to record your thoughts, criticisms, and ideas about the materials covered in class and to think about how you might personally deal with some of the issues in your work roles.

Grading criteria for this assignment are: quality of analysis (e.g., thoroughness, provides specific examples); integration of course material (class and readings to substantiate insights and reflections); exploration of how insights have/can be applied to practice (personal and work related); clear focus, organization, writing, and presentation.

The learning reflections assignment should be a maximum of 10 pages long, excluding title page and reference list (double spaced, 1 inch margins, Times Roman 12 point font). How much time and space you give to the readings as opposed to the class discussion is up to you, but you must at least briefly comment on both. I am looking for evidence that you are actively engaging with the material on a personal level.

Class Contribution

Class contribution will be a key factor in the success of the course. While class attendance is crucial, individual preparation and a willingness to share knowledge and perspectives will also be expected. Mutual learning will be an important objective.

Course Structure

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

Reading Schedule

Cases and Readings are available electronically and can be found on Canvas. They are labeled accordingly.

Note: BDG = Benn, Dunphy & Griffiths textbook

Session 1. THE SUSTAINABILITY CHALLENGE

Self-Assessments: *Please complete the following self-assessments before doing the reading assignments. Ensure that you bring your completed questionnaires and scores to class.*

1. Environmental Opinion Survey [Excel file on Canvas site]
2. A Survey of Work Related Issues [Excel file on Canvas site]
3. Ecological Footprint Quiz [<http://www.footprintcalculator.org/>]

Reading 1. BDG Ch. 1. Setting the agenda for corporate sustainability

Reading 2. BDG Ch. 2. The drivers of change

Case. Salmon n' Bannock (B) (Canvas)

Discussion Questions

1. Does purchasing venison from New Zealand go against the values of the restaurant, its owners, and its chefs? Why or why not?
2. Identify various alternatives and discuss their economic, environmental, and social consequences.
3. If you were Inez Cook, how would you proceed? What approach would you take in making this decision?

Case. Recycling at Keurig Green Mountain: A Brewing Problem (Canvas)

Discussion Questions

1. What external pressures for change is Keurig Green Mountain facing? How should they respond?
2. Is it Keurig Green Mountain's responsibility to improve recycling access and consumer behavior? Should KGM invest in the Closed Loop Fund? Provide the rationale for your answers.
3. If you could travel back to 2006, would you advise Green Mountain Coffee not to acquire Keurig? Why or why not?

Session 2

A. REGULATORY PROCESSES

Reading. BDG Ch3. Compliance and beyond...management tools and approaches

Case. Sobey's Inc: A Strategic Approach to Sustainable Seafood Supply

Discussion Questions:

1. What are the drivers of change towards sustainable seafood?
2. What are Sobey's key considerations in developing an approach to sustainable seafood?
3. What strategic alternatives towards sustainable seafood are available? What are the pros/benefits and cons/risks of each of these alternatives? What would you recommend?

Case: Apple and Its Suppliers: Corporate Social Responsibility (Canvas)

Discussion Questions:

1. Is Apple responsible for the alleged human rights violations that occurred? Why or why not?
2. Is it reasonable for Apple to apply different ethical standards to different countries?
3. How should Apple respond to this situation? What, if anything, should Apple do differently?

B. TRANSPARENCY AND REPORTING

Exercise: Rating Corporate Responsibility Reports ** Please bring your laptops to class

Reading. BDG Ch. 4. Achieving sustainable operational efficiencies

Case. Building Sustainable Distribution at Walmart Canada

Discussion Questions:

1. Given Walmart's operations strategy, how critical is the firm's environmental approach?
2. What is your evaluation of the three options being considered? What major challenges and risks do you foresee with each?
3. As Virginia Garbutt, what recommendations would you make and why?

Session 3.

A. STRATEGIC ADVANTAGE OF SUSTAINABILITY

Reading. BDG Ch. 5. Sustainability: the strategic advantage

Optional: Review "Sustainability Advantage Worksheets" (Excel file on Canvas)

Case. Burt's Bees: Balancing Growth and Sustainability (HBP Multimedia CDROM: # 410704-MMC-ENG; Web Based HTML: #410704-HTM-ENG)

Discussion Questions:

1. Where is Burt's Bees on the sustainability phase model in terms of ecological sustainability and human sustainability? What is the rationale for your assessment?
2. Which of their 2020 goals is the most challenging? Why?
3. Could any company do this? Is their 'Greater Good' Business model replicable?
4. Moving forward, what are the risks and opportunities from the Clorox acquisition?

B. SUSTAINING CORPORATIONS

Reading. BDG Ch. 6. The sustaining corporation

Case: Good Business Creates Good Business: Southwest Creations Collaborative (A) (Canvas)

Discussion Questions:

1. What has been accomplished by the social programs at SCC? Does it appear that the social programs have contributed to or hurt SCC's economic performance?
2. Do you think that Susan Matteucci should accept the offer from SVPNM? What could SVPNM contribute to SCC? What risks might come with accepting SVPNM's offer?
3. Imagine that you are Susan Matteucci and are about to have a meeting with several SVPNM partners. What questions do you want to ask them? What assurances do you need from them before agreeing to accept their business assistance and investment?

Session 4.

A. PATHWAYS TO SUSTAINABILITY

Reading. BDG Ch. 7. The incremental path

Reading. BDG Ch. 8. The transformational path

Case: Enbridge: Looking Toward the Future (Canvas)

Discussion Questions:



1. How is the Neutral Footprint program related to Enbridge's overall corporate strategy? How is it related to other projects such as the Northern Gateway pipeline project?
2. From the new CEO's perspective, what risks are associated with the Neutral Footprint program?
3. What policies, procedures, information, and communication processes are needed internally to engrain the Neutral Footprint program into Enbridge's culture (to institutionalize it within Enbridge)? What information and communication is needed externally?

Exercise. Please download the following assessments from the Canvas course site. Bring completed questionnaires to class.

- Organizational Cultural Assessment Instrument
- CR Practices Assessment

B. LEADING FOR SUSTAINABILITY

Reading. BDG Ch. 9. Leading toward sustainability

Case: Social Entrepreneurship on Fogo Island: Searching for new ways in an old continuity (A) & (B) (Canvas)

Discussion Questions:

1. Assess Zita Cobb as a leader and a change agent in the Shorefast Foundation as well as on Fogo Island.
2. Evaluate the Shorefast Foundation's business model and objectives. How well do these balance social, environmental and economic goals?
3. What should Zita and Shorefast do to meet current and future challenges to realizing their vision?

Session 5. SUSTAINABILITY CRISES

Reading. R. E. Freeman (2013). "Managing for Stakeholders"

Case: BP and the Gulf Oil Spill

Discussion Questions:

1. To what extent was the oil spill a BP failure, industry failure and/or regulatory failure?
2. How did BP's history and culture shape decision-making on the *Deepwater Horizon* rig?
3. In what ways did BP lack the appropriate safety culture? What could it have done to build a stronger safety culture?
4. How could BP have improved the way they handled the aftermath of the spill?

Case: Cameco in Kyrgyzstan: Corporate Social Responsibility Abroad (Canvas)

Discussion Questions:

1. Who are the stakeholders, and what are their interests?
2. What actions should Duret take immediately to address this crisis?
3. What could Cameco do to rebuild its relationships with the nearby communities and the country?
4. Will the activities that Cameco initiated in Saskatchewan be as effective in Kyrgyzstan? Why or why not?

Case: The Pebble Mine (Canvas)

Discussion Questions:

You have been engaged to facilitate a multi-stakeholder dialogue on the issue of whether Pebble Limited Partnership should receive permits to develop the Pebble Mine. To prepare for the dialogue:

1. Develop a brief summary of moral (ethical), environmental, and economic arguments supporting AND opposing PLP receiving permits to develop the Pebble mine project.



2. Representatives for each of six stakeholder groups (listed in the case) will be present at the dialogue.
 - a. Although stakeholders have been pre-identified in groups being either 'in favour of' or 'opposed to' the Pebble Mine Project, in what respects is there an alignment of interests (current/potential) for various parties across these two groups?
 - b. What other stakeholders and their interests should be taken into consideration in making this decision? Why?

Session 6. TEAM PROJECT PRESENTATIONS

Academic Honesty

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- Cheating
- Impersonation (having someone else write your exam)
- Submitting false records or information (forged medical notes)
- Stealing or destroying the work of another student
- Unauthorized or inappropriate use of computers, cell phones, calculators and other forms of technology in course work, assignments or examinations
- Falsifying material that is subject to academic evaluation
- Any activity not specifically outlined in this document that is intended to circumvent the standards of academic honesty

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

Ignorance of these standards will not preclude the imposition of penalties for academic dishonesty.

For more information you will find the full SFU policy on Academic Honesty (from which the above was summarized) at: <http://www.sfu.ca/policies/gazette/student.html>

About the course instructor

Instructors may write their own short biography, or use the existing one on the Beedie staff directory.



FACULTY OF
ENVIRONMENT

TEL +1 778 782 8787; FAX +1 778 782 8788; Building TASC2-8800

Faculty of Environment www.sfu.ca/fenv

Simon Fraser University, 8888 University Drive,
Burnaby BC Canada V5A 1S6

OFFICE OF THE DEAN

To: Dr. Jeff Derksen, Dean of Graduate Studies / Chair of SGSC

From: Dr. Dongya Yang, Associate Dean /Chair, Faculty of Environment Graduate Studies Committee

Date: Jan. 12, 2018

Re: New Course ECO 600 (0) for the SFU-BCIT MSc in Ecological Restoration

The Faculty of Environment Graduate Studies Committee has approved the request from the SFU-BCIT MSc in Ecological Restoration to create a new courses ECO 600.

I am submitting the form and supporting document for approval. The package includes

1. Original memo from Dr. Leah Bendell, then SFU Chair of the SFU-BCIT MSc program
2. ECO 600 (0) Ecological Restoration New Course Form

Should you have any questions, please feel free to contact me.

Dongya Yang, Ph.D.
Associate Dean of Research and Graduate Studies
Professor of Bioarchaeology



ECOLOGICAL RESTORATION PROGRAM

TASC2 8800

8888 University Drive, Burnaby,
BC

Canada V5A 1S6

TEL 778.782.8797

FAX 778.782.8788

www.sfu.ca/ER

MEMORANDUM

ATTENTION	Dongya Yang, Associate Dean FENV, Chair FENV CC	DATE	January 18, 2018
FROM	Scott Harrison, Program Chair MSc Ecological Restoration FENV	PAGES	1/1
RE:	New Course request (ECO 600)		

The Ecological Restoration program would like to ask the Faculty of Environment Graduate Studies Committee to approve the new course request for ECO 600. This course request for ECO 600 is to further the request as outlined in a previous memo from April 17, 2017.



Ecological Restoration Program

TASC2 8900

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MEMORANDUM

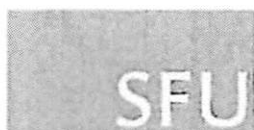
ATTENTION	Dongya Yang, Associate Dean FEnv, Chair FENV CC	DATE	April 17 th 2017
FROM	Leah Bendell, Program Chair, MSc. Ecological Restoration. FEnv	PAGES	1/11
RE:	New course request (ECO 630 and ECO 640) and proposed changes to the MSc in Ecological Restoration calendar entry		

We are asking FEnv CC to consider:

- 1) approval of the courses, ECO 630, ECO 640 and ECO 600
- 2) changes to the calendar entry as detailed in the attached FROM and TO documents.

1) A key feature of the joint BCIT-SFU MSc program in Ecological Restoration are the capstone Applied Projects I and II which students complete through the combined courses ECOR 9300 and ECOR 9400. Currently, these two courses are only listed and offered through BCIT. An important part of the joint program is the 50% (minimum 18 credits) residency requirement which must be met by students at both institutions. To facilitate the student in meeting these requirements, we propose listing the Applied Projects I and II as SFU and BCIT courses. This would allow the student to apply credits obtained through their capstone projects to meet their residency requirements, either at SFU or BCIT. The student can enroll in the two capstone courses either at BCIT or SFU but not both. ECO 600 is a new non-credit course that allows ER students to remain enrolled in the program during the summer semesters.

- 2) The existing calendar entry is currently incorrect and out of date. Proposed changes (FROM to TO) are attached.



New Graduate Course Proposal

Attach a separate document if more space is required.

Course Subject [eg. PSYC] ECO	Number [eg. 810] 600	Units [eg. 4] 0
Course title [max 100 characters including spaces and punctuation] Ecological Restoration		
Short title [for enrollment/transcript - max 30 characters] Ecological Restoration		
Course description for SFU Calendar *		
Rationale for introduction of this course Zero credit course required for the logistics of the program to run smoothly throughout the two year program: allowing for continuance during summer term when students are not enrolled in courses, and ease of collecting tuition.		
Term of initial offering Fall 2018	Course delivery [eg 3 hrs/week for 13 weeks] n/a	
Frequency of offerings/year every term	Estimated enrollment/offering 30	
Equivalent courses [These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.]		
Prerequisite and/or Corequisite **		
Educational Goals [optional]		
Criminal record check required? <input type="checkbox"/> Yes ***	Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input checked="" type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/>		
Grading Basis <input type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory or Unsatisfactory <input checked="" type="checkbox"/> In Progress/Complete		
Repeat for credit? **** <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Total repeats allowed? 9	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:		

* 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.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** If yes, then add this requirement as a prerequisite.

**** This applies to a Special Topics or Directed Readings course.

RESOURCES

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

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

CONTACT PERSON

Department / School / Program Ecological Restoration	Contact name Leah Bendell	Contact email bendell@sfu.ca
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DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee	Signature	Date
Department Chair LEAH BENDELL	Signature <i>[Signature]</i>	Date 2017/12/03

LIBRARY REVIEW

Library review done? ☒ YES **N/A**

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

OVERLAP CHECK

Overlap check done? ☒ YES **N/A**

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.

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Dongya Yang	Signature <i>[Signature]</i>	Date April 20 2017
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Jeff Derksen	Signature <i>[Signature]</i>	Date FEB 14 2018
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ADMINISTRATIVE SECTION (for DGS office only)

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

If different from regular units:
Academic Progress Units: 6
Financial Aid Progress Units: _____