

FOR APPROVAL

PUBLIC

OPEN SESSION

TO:	UTSC Academic Affairs Committee
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PRESENTER: CONTACT INFO:	Prof. Michael Souza: Acting Associate Dean, Undergraduate Programs and Curriculum, OVPD (416) 287-7191, adundergrad.utsc@utoronto.ca
DATE:	April 30, 2024 for May 7, 2024
AGENDA ITEM:	4

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes – Department of Management, UTSC

JURISDICTIONAL INFORMATION:

The UTSC Academic Affairs Committee (AAC) “is concerned with matters affecting the teaching, learning and research functions of the Campus (AAC *Terms of Reference*, section 4).” Under section 5.6 of its *Terms of Reference*, the AAC is responsible for approval of “major and minor modifications to existing degree programs.”

The AAC has responsibility for the approval of major and minor modifications to existing programs as defined by the [University of Toronto Quality Assurance Process](#) (UTQAP, Section 3.1 and 3.3).

GOVERNANCE PATH:

- 1. UTSC Academic Affairs Committee [For Approval] (May 7, 2024)**

HIGHLIGHTS:

This package includes minor modifications to undergraduate curriculum, submitted by the UTSC Department of Management, which requires governance approval. Minor modifications to curriculum are understood as those that do not have a significant impact on program or course learning outcomes. They require governance approval when they modestly change the nature of a program or course.

- The Department of Management (Report: Management)
 - 3 program modifications
 - SCSPE2431Q:
SPECIALIST PROGRAM IN MANAGEMENT AND INFORMATION TECHNOLOGY (Bachelor of Business Administration)
 - SCSPE2432Q:
SPECIALIST PROGRAM IN STRATEGIC MANAGEMENT
– Entrepreneurship Stream (Bachelor of Business Administration)
 - SCSPE24320:
SPECIALIST PROGRAM IN STRATEGIC MANAGEMENT
– Management Strategy Stream (Bachelor of Business Administration)
 - 7 new courses
 - MGAC80H3: Special Topics in Accounting
 - MGFC85H3: Special Topics in Finance
 - MGHD60H3: Advanced Special Topics in Organizational Behaviour and Human Resources
 - MGMC40H3: Special Topics in Marketing
 - MGOC50H3: Special Topics in Analytics and Operations
 - MGSC91H3: Special Topics in Strategy
 - MGSD55H3: Strategy and Technology
 - 2 course modifications
 - MGFD15H3: Private Equity
 - MGSC01H3: Strategic Management I

FINANCIAL IMPLICATIONS:

There are no significant financial implications to the campus operating budget.

RECOMMENDATION:

Be It Resolved,

THAT the proposed Department of Management undergraduate curriculum changes for the 2024-25 academic year, as detailed in the respective curriculum report, be approved.

DOCUMENTATION PROVIDED:

1. 2024-25 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval, Report: Management, dated May 7, 2024.



University of Toronto Scarborough

2024-25 Curriculum Cycle
Management Undergraduate Curriculum Modifications for Approval
May 7, 2024

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University of Toronto Scarborough

2024-25 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Department of Management
May 7, 2024

Management, Department of

3 Program Modifications

SCSPE2431Q: SPECIALIST PROGRAM IN MANAGEMENT AND INFORMATION TECHNOLOGY (BACHELOR OF BUSINESS ADMINISTRATION)

Completion Requirements:

Program Requirements

The Program requires the completion of 14.0 credits as part of a twenty-credit B.B.A. degree.

Note: A single course may only be used once to fulfill one of the following requirements:

1. (6.5 credits):

MGMA01H3 Principles of Marketing
MGTA38H3 Management Communications
MGAB01H3 Introductory Financial Accounting I
MGAB02H3 Introductory Financial Accounting II
MGAB03H3 Introductory Management Accounting
MGFB10H3 Principles of Finance
MGHA12H3/~~(MGHB12H3)~~ Human Resource Management
MGHB02H3 Managing People and Groups in Organizations
MGMB01H3 Marketing Management
MGFC10H3 Intermediate Finance
MGHC02H3 Management Skills
MGOC10H3 Analytics for Decision Making
MGOC20H3 Operations Management

2. (0.5 credit):

MATA34H3
or
[[MATA29H3/MATA30H3/MATA31H3/(MATA32H3)] and [(MATA33H3)/MATA35H3/MATA36H3/MATA37H3]]

3. (3.0 credits):

CSCA08H3 Introduction to Computer Science I
CSCA48H3 Introduction to Computer Science I
CSCB07H3 Software Design
CSCB09H3 Software Tools and Systems Software
CSCB20H3 Introduction to Databases and Web Applications
CSCC01H3 Introduction to Software Engineering

4. (3.0 credits):

MGEA02H3 Introduction to Microeconomics: A Mathematical Approach
MGEA06H3 Introduction to Macroeconomics: A Mathematical Approach
MGEB02H3 Price Theory: A Mathematical Approach
MGEB06H3 Macroeconomic Theory and Policy: A Mathematical Approach
MGEB11H3 Quantitative Methods in Economics I
MGEB12H3 Quantitative Methods in Economics II

5. (0.5 credit):

MGSD15H3 Managing in the Information Economy
or
MGSD55H3 Strategy and Technology

6. 0.5 credit at the D-level in Management, Economics or CSC courses.

Note: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in section [6A.2 \(Degree Requirements\)](#) of this *Calendar*.

Enrolment Requirements:

Enrolment Requirements

Enrolment in this Program is limited.

1. Students enrolling directly from high school are admitted on the basis of academic performance. They must have completed Grade 12 English and Grade 12 Calculus.

Course Guidelines for Students Admitted to B.B.A. Programs Directly from High School Students must complete the following courses in their first year of study: MGEA02H3, MGEA06H3, CSCA08H3, CSCA48H3, MATA34H3, MGHA12H3, ~~(MGHB12H3)~~, MGMA01H3, and MGTA38H3.

2. Students requesting admission after first year must request ONLY ONE Management Subject POST on ACORN. Students may apply at the end of the Winter semester and/or at the end of the Summer semester. Application for admission will be considered only for the round during which the student has made the Subject POST request.

The minimum Cumulative Grade Point Average (CGPA) for Program admission is calculated for each application period, and is based on University of Toronto courses only. Decisions are made when all grades have been received.

Students must have completed the following courses (or their equivalent): MGEA02H3, MGEA06H3, and MATA34H3. However, [[MATA29H3 or MATA30H3 or MATA31H3 or (MATA32H3)] and [(MATA33H3) or MATA35H3 or MATA36H3 or MATA37H3]] may also be used to satisfy the calculus requirement. None of the courses listed above (or their equivalent) can be designated as CR/NCR. Of the total credits that students have completed when they apply, at least 4.0 credits just in University of Toronto courses that have been graded (i.e., not designated as CR/NCR). Students may apply until they have completed up to 10.0 credits. Students who have completed more than 10.0 credits will not be considered for admission to the Program.

In order to remain in the Program, students must maintain a CGPA of 2.0 or higher after having attempted at least 4.0 credits. Students whose CGPA falls below 2.0 will be removed from the Program. Students removed from the program, for this reason, may request reinstatement if they complete at least 2.0 credits (none of which can be designated as CR/NCR) in the following session and raise their CGPA to at least 2.0. This opportunity will be provided only once.

Description of Proposed Changes:

Removing retired MGHB12H3 from the list for first year entry courses. Indicating retirements of MATA32 and MATA33 in braces. Adding new course MGSD55H3 as an option for requirement #5.

Rationale:

Incoming students from Fall 2023 onward may only take MGHA12H3, therefore MGHB12H3 should be removed as it has been changed to MGHA12H3.

Retirements of MATA32 and MATA33 have been indicated with braces.

MGSD55H3 was designed specifically with our proposed revised curriculum for the Specialist Program in Strategic Management in mind; and indeed, fits perfectly as a “concentration course” as part of the “Quantitative Strategy and Analysis” and the “Technology Strategy” concentrations within this new curriculum. It also increases the technological course options for our students. Students now have the option to complete MGSD15H3 or MGSD55H3.

Consultations:

These suggested changes are the fruit of joint work by all faculty members within the Strategic Management area: Jean de Bettignies, Yizhou Jin, Hugh Laurence, Bill McConkey, Kristina McElheran. We conducted a review of the Strategic Management specialization, course requirements, related wag pages etc.

There was also much consultation with Iris Au, Chair of Management Curriculum Committee, and Syed Ahmed, Management Academic Director.

Program Change approved by DCC on December 6, 2023

Resource Implications:

None

SCSPE2432Q: SPECIALIST PROGRAM IN STRATEGIC MANAGEMENT - Entrepreneurship Stream (BACHELOR OF BUSINESS ADMINISTRATION)

Description:

Academic Director: S. Ahmed, Email: mgmtss@utsc.utoronto.ca

~~This Program has two streams:~~

~~The Management Strategy stream is designed to give students a broad exposure to all functional areas of Management, as well as a solid grounding in Strategic Management, while providing a variety of elective courses to appeal to students interested in any one of the three sectors. It covers the direction and coordination of private sector, public sector, or non-profit sector organizations.~~

~~The Entrepreneurship stream is designed to provide students with the tools to work in a variety of self-employment or entrepreneur career paths, which include working in family businesses, start-ups, or as consultants. The program will allow for~~

~~significant training of entrepreneurial skills and non-entrepreneurial skills. Both streams have a non-co-op and a co-op component. Co-op students should see the section regarding work term requirements for specific details on courses required before each work term.~~

At its most fundamental level, effective strategic management is about understanding and successfully managing strategic interactions with other firms and individuals. Strategic interactions take place whenever our fortunes depend not only on our own actions, but also on the actions of our rivals (and vice versa). In these instances, our optimal actions and those of our partners and competitors are inextricably connected. How should we think about these interactions and formulate an action plan?

The Specialist Program in Strategic Management, which includes a Management Strategy Stream and an Entrepreneurship Stream, will give students the skills to address this essential question. Integrating tools from economics and other management disciplines, you will gain a profound understanding of business and corporate strategy and their sub-disciplines, and/or entrepreneurship.

Overall, as a Strategic Management specialist, students will develop an ability to identify, simplify, and analyze highly complex business problems, to strategize implementable solutions, and to articulate the key elements of their strategic reasoning in a simple, compelling and engaging way to a non-expert audience. Indeed, the strategic mindset that students will gain from this specialty will help them successfully navigate the stormy waters of business, whether they plan a career as a management consultant, economic consultant, manager in private-sector, public sector and non-profit organizations, investment banker, or entrepreneur.

Both streams have a non-co-op and a co-op component. Co-op students should see the section regarding work term requirements for specific details on courses required before each work term.

Enrolment Requirements:

Enrolment Requirements

Enrolment in this Program is limited.

1. Students enrolling directly from high school are admitted on the basis of academic performance. They must have completed Grade 12 English and Grade 12 Calculus.

Course Guidelines for Students Admitted to B.B.A. Programs Directly from High School Students must complete the following courses in their first year of study: MGEA02H3, MGEA06H3, MATA34H3, MGAB01H3, MGAB02H3, MGHA12H3/~~(MGHB12H3)~~, MGMA01H3 and MGTA38H3.

2. Students requesting admission after first year must request ONLY ONE Management Subject POST on ACORN. Students may apply at the end of the Winter semester and/or at the end of the Summer semester. Application for admission will be considered only for the round during which the student has made the Subject POST request.

The minimum Cumulative Grade Point Average (CGPA) for Program admission is calculated for each application period, and is based on University of Toronto courses only. Decisions are made when all grades have been received.

Students must have completed the following courses (or their equivalent): MGEA02H3, MGEA06H3, and MATA34H3. However, [[MATA29H3 or MATA30H3 or MATA31H3 or (MATA32H3)] and [(MATA33H3) or MATA35H3 or MATA36H3 or MATA37H3]] may also be used to satisfy the calculus requirement. None of the courses listed above (or their equivalent) can be designated as CR/NCR. Of the total credits that students have completed when they apply, at least 4.0 credits just in University of Toronto courses that have been graded (i.e., not designated as CR/NCR). Students may apply until they have completed up to 10.0 credits. Students who have completed more than 10.0 credits will not be considered for admission to the Program.

In order to remain in the Program, students must maintain a CGPA of 2.0 or higher after having attempted at least 4.0 credits. Students whose CGPA falls below 2.0 will be removed from the Program. Students removed from the program for this reason may request reinstatement if they complete at least 2.0 credits (none of which can be designated as CR/NCR) in the following session and raise their CGPA to at least 2.0. This opportunity will be provided only once.

Completion Requirements:

To complete the program, a student must meet the course requirements described below. The program requirements comprise a core ~~of 10.5 credits common to both streams, and additional requirements which depend on the stream for a total of 13.0 credits for the Management Strategy stream and 14.0 credits for the Entrepreneurship stream. 10.5 credits, and an additional 3.5 credits for the Entrepreneurship stream (14.0 credits total.)~~

Note: A single course may only be used once to fulfill one of the following program requirements.

Core (10.5 credits):

1. ~~(7.0 credits, depending on the combination of courses completed):~~ (7.0 credits):

MGMA01H3 Principles of Marketing
MGTA38H3 Management Communications
MGAB01H3 Introductory Financial Accounting I
MGAB02H3 Introductory Financial Accounting II
MGAB03H3 Introductory Management Accounting
MGFB10H3 Principles of Finance
MGHA12H3/~~(MGHB12H3)~~ Human Resource Management
MGHB02H3 Managing People and Groups in Organizations
MGMB01H3 Marketing Management
MGFC10H3 Intermediate Finance
MGHC02H3 Management Skills
MGOC10H3 Analytics for Decision Making
MGOC20H3 Operations Management

and

0.5 credit at the D-level in either Management or Economics for Management Studies courses

2. (0.5 credit):

MATA34H3

or

[[MATA29H3/MATA30H3/MATA31H3/(MATA32H3)] and [(MATA33H3)/MATA35H3/MATA36H3/MATA37H3]]

3. (3.0 credits):

MGEA02H3 Introduction to Microeconomics: A Mathematical Approach

MGEA06H3 Introduction to Macroeconomics: A Mathematical Approach

MGEB02H3 Price Theory: A Mathematical Approach

MGEB06H3 Macroeconomic Theory and Policy: A Mathematical Approach

MGEB11H3 Quantitative Methods in Economics I

MGEB12H3 Quantitative Methods in Economics II

Entrepreneurship Stream (3.5 credits):

~~4. (3.5 credits):~~

~~MGFC20H3 Personal Financial Management~~

~~MGHC52H3 Business Negotiation~~

~~MGSB22H3 Entrepreneurship~~

~~MGSC20H3 Consulting and Contracting: New Ways of Work~~

~~MGSC30H3 The Legal Environment of Business I~~

~~MGSC35H3 Innovation~~

~~MGSD24H3 New Venture Creation and Planning~~

4. Foundation Courses - 1.0 credit:

MGSB01H3 Introduction to Strategy

MGSC01H3 Strategic Management I

5. Concentration Courses – 1.5 credits:

MGSB22H3 Entrepreneurship

MGSC35H3 Innovation

MGFD15H3 Private Equity

6. Advanced Course – 0.5 credit:

MGSD24H3 New Venture Creation and Planning

7. Elective Courses – 0.5 credit from:

MGSC05H3 The Changing World of Business-Government Relations

MGSC10H3 Business Strategy in the Digital Age

MGSC14H3 Management Ethics

MGSD05H3 Strategic Management II

MGSD15H3 Managing in the Information Economy

MGSD40H3 Corporate Social Responsibility

MGSC03H3 Public Management

MGSC12H3 Narrative and Management

MGSC20H3 Consulting and Contracting: New Ways of Work

MGSC30H3 The Legal Environment of Business I

MGSD01H3 Senior Seminar in Strategic Management

MGSD30H3 Intellectual Property Law

MGEC11H3 Introduction to Regression Analysis

MGEC41H3 Industrial Organization

MGED43H3 Organization Strategies

MGSD55H3 Strategy and Technology

Note: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in section 6A.2 (Degree Requirements) of this *Calendar*.

Administrative Information

Exclude from Calendar? ~~Yes~~ No

Publication: University of Toronto Scarborough – Calendar

Section(s): Management

Description of Proposed Changes:

1. Changing the general Strategic Management specialization program description.

2. Reorganizing the course requirements for the program, in a way that i) is more logical, ii) clarifies the path to becoming a Strategic Management specialist for students, and iii) refocuses student learning on the essential elements of strategic management. The revised course requirements have the same structure in both the Management Strategy stream and the Entrepreneurship stream, which includes four elements:

a. Foundation Courses: These include what we view as the foundational courses for Strategic Management and are the same for both streams.

b. Concentration Courses: These are more specialized courses, which we have organized into “concentrations”, in order to clarify for students how the various courses fit together and to allow them to organize their learning into specific sub-disciplines of Strategic Management if they wish to do so (or they can choose to be “generalists”).

c. Advanced Courses: each stream has one advanced course that builds on the previous courses and takes students further toward the frontier of knowledge in SM.

d. Elective Courses: These include concentration courses as an opportunity to take additional courses beyond the concentration selected by a student; as well as other courses that we highly recommend as part of a Strategic Management specialist toolkit.

3. The Curriculum Office has adjusted the publication information for this program so that the two "children" streams are published in the Calendar, instead of the single "Parent" program.

Rationale:

The Strategic Management area spent some time this winter reviewing our program curriculum and how the Strategic Management specialization is presented to students.

1. Rationale for changing the general Strategic Management specialization program description: While the current description of the Strategic Management specialty program and its two streams may be accurate, it does not exactly “sell the dream.” It is difficult for students to get excited about a specialty if they do not really grasp what the specialty is about and what kind of career it will guide them toward.

The description of the Strategic Management specialization is the first thing that students see when they want to inform themselves about this specialization. Thus, one way to improve student awareness of and interest in our specialty is to improve this description, in order to make a more convincing case about why a Strategic Management specialty is interesting, exciting and useful, and to convey possible career paths beyond the BBA.

2. Rationale for changes to course requirements: We feel that the current structure of the specialization, and the way it is presented, make it difficult for students to get a sense of the journey ahead of them, of how the courses are related, and of how this specialty is organized. Moreover, the curriculum seems a bit diffuse in that it does not really prioritize among courses or convey how courses fit together. Overall, we feel that there is scope for improvement in showcasing what Strategic Management is about and getting students excited about this specialty.

Thus, our main goal to rejuvenate the Strategic Management specialty, refocus it on what we view as the key elements of strategic management, and give students a sense of how courses fit together and of the progression of the curriculum from simple beginnings to graduating as a Strategic Management specialist.

We are hopeful that our suggested changes will accomplish these objectives, will make the specialty more appealing to students, will improve students’ ability to select the “right” courses, and overall will improve the quality of student learning.

3. As of 2024, the Calendar will publish the individual “Children” (streams) instead of “Parent” programs. The content under the Description / Enrolment Requirements / Completion Requirements has been moved to the two individual streams. This change will facilitate the publishing of Subject POSt codes next to program titles.

Impact:

We hope that these changes will have a very positive impact on students, by:

- 1) increasing students’ awareness about what the Strategic Management specialty has to offer,
- 2) clarifying the path to become a specialist,
- 3) shedding light on how course fit together and allowing them to make more informed choices about course selection, and
- 4) giving them an opportunity to deepen their knowledge of Strategic Management by selecting a concentration within the field.

Consultations:

These suggested changes are the fruit of joint work by all faculty members within the Strategic Management area: Jean de Bettignies, Yizhou Jin, Hugh Laurence, Bill McConkey, Kristina McElheran. We conducted a review of the Strategic Management specialization, course requirements, related web pages etc.

We met and had various email exchanges in the winter and spring to discuss where things stood at the time in terms of student enrollment, course requirements, curriculum, webpages etc. This proposal is the result of consensus and teamwork.

We then also consulted with students about these possible changes (always being clear that these proposed changes were hypothetical preliminary thoughts that they had not been approved in any way) in various courses, during the “Strategic Management Fireside Chats” that took place in the spring, and during the Strategic Management Management Pathways event in March. The feedback from students was overwhelmingly positive.

They were very enthusiastic about the refocused requirements, the clarity that the new design offered regarding the path toward becoming a specialist, the idea of understanding how concentration courses fit together, and thought that the new description of the specialty made it sound much more exciting and compelling.

Management Curriculum Committee approved the program revision on June 22, 2023

Resource Implications:

None.

SCSPE24320: SPECIALIST PROGRAM IN STRATEGIC MANAGEMENT - Management Strategy Stream (BACHELOR OF BUSINESS ADMINISTRATION)

Description:

Academic Director: S. Ahmed, Email: mgmtss@utsc.utoronto.ca

~~This program has two streams:~~

~~The Management Strategy stream is designed to give students a broad exposure to all functional areas of Management, as well as a solid grounding in Strategic Management, while providing a variety of elective courses to appeal to students interested in any one of the three sectors. It covers the direction and coordination of the private sector, public sector, or non-profit sector organizations.~~

~~The Entrepreneurship stream is designed to provide students with the tools to work in a variety of self-employment or entrepreneur career paths, which include working in family businesses, start-ups, or as consultants. The program will allow for significant training of entrepreneurial skills and non-entrepreneurial skills. Both streams have a non-co-op and a co-op component. Co-op students should see the section regarding work term requirements for specific details on courses required before each work term.~~

At its most fundamental level, effective strategic management is about understanding and successfully managing strategic interactions with other firms and individuals. Strategic interactions take place whenever our fortunes depend not only on our own actions, but also on the actions of our rivals (and vice versa). In these instances, our optimal actions and those of our partners and competitors are inextricably connected. How should we think about these interactions and formulate an action plan?

The Specialist Program in Strategic Management, which includes a Management Strategy Stream and an Entrepreneurship Stream, will give students the skills to address this essential question. Integrating tools from economics and other management disciplines, you will gain a profound understanding of business and corporate strategy and their sub-disciplines, and/or entrepreneurship.

Overall, as a Strategic Management specialist, students will develop an ability to identify, simplify, and analyze highly complex business problems, to strategize implementable solutions, and to articulate the key elements of their strategic reasoning in a simple, compelling and engaging way to a non-expert audience. Indeed, the strategic mindset that students will gain from this specialty will help them successfully navigate the stormy waters of business, whether they plan a career as a management consultant, economic consultant, manager in private-sector, public sector and non-profit organizations, investment banker, or entrepreneur.

Both streams have a non-co-op and a co-op component. Co-op students should see the section regarding work term requirements for specific details on courses required before each work term.

Enrolment Requirements:

Enrolment Requirements

Enrolment in this Program is limited.

1. Students enrolling directly from high school are admitted on the basis of academic performance. They must have completed Grade 12 English and Grade 12 Calculus.

Course Guidelines for Students Admitted to B.B.A. Programs Directly from High School Students must complete the following courses in their first year of study: MGEA02H3, MGEA06H3, MATA34H3, MGAB01H3, MGAB02H3, MGHA12H3/~~(MGHB12H3)~~, MGMA01H3 and MGTA38H3.

2. Students requesting admission after first year must request ONLY ONE Management Subject POST on ACORN. Students may apply at the end of the Winter semester and/or at the end of the Summer semester. Application for admission will be considered only for the round during which the student has made the Subject POST request.

The minimum Cumulative Grade Point Average (CGPA) for Program admission is calculated for each application period, and is based on University of Toronto courses only. Decisions are made when all grades have been received.

Students must have completed the following courses (or their equivalent): MGEA02H3, MGEA06H3, and MATA34H3. However, [[MATA29H3 or MATA30H3 or MATA31H3 or (MATA32H3)] and [(MATA33H3) or MATA35H3 or MATA36H3 or MATA37H3]] may also be used to satisfy the calculus requirement. None of the courses listed above (or their equivalent) can be designated as CR/NCR. Of the total credits that students have completed when they apply, at least 4.0 credits just in University of Toronto courses that have been graded (i.e., not designated as CR/NCR). Students may apply until they have completed up to 10.0 credits. Students who have completed more than 10.0 credits will not be considered for admission to the Program.

In order to remain in the Program, students must maintain a CGPA of 2.0 or higher after having attempted at least 4.0 credits. Students whose CGPA falls below 2.0 will be removed from the Program. Students removed from the program for this reason may request reinstatement if they complete at least 2.0 credits (none of which can be designated as CR/NCR) in the following session and raise their CGPA to at least 2.0. This opportunity will be provided only once.

Completion Requirements:

To complete the program, a student must meet the course requirements described below. The program requirements comprise a core ~~of 10.5 credits common to both streams, and additional requirements which depend on the stream for a total of 13.0 credits for the Management Strategy stream and 14.0 credits for the Entrepreneurship stream.~~ 10.5 credits, and an additional 3.5 credits for the Management Strategy stream (14.0 credits total.)

Note: A single course may only be used once to fulfill one of the following program requirements.

Core (10.5 credits):

1. ~~(7.0 credits, depending on the combination of courses completed):-~~ (7.0 credits):

MGMA01H3 Principles of Marketing
MGTA38H3 Management Communications
MGAB01H3 Introductory Financial Accounting I
MGAB02H3 Introductory Financial Accounting II
MGAB03H3 Introductory Management Accounting
MGFB10H3 Principles of Finance
MGHA12H3/~~(MGHB12H3)~~ Human Resource Management
MGHB02H3 Managing People and Groups in Organizations
MGMB01H3 Marketing Management
MGFC10H3 Intermediate Finance
MGHC02H3 Management Skills
MGOC10H3 Analytics for Decision Making

MGOC20H3 Operations Management

and

0.5 credit at the D-level in either Management or Economics for Management Studies courses

2. (0.5 credit):

MATA34H3

or

[[MATA29H3/MATA30H3/MATA31H3/(MATA32H3)] and [(MATA33H3)/MATA35H3/MATA36H3/MATA37H3]]

3. (3.0 credits):

MGEA02H3 Introduction to Microeconomics: A Mathematical Approach

MGEA06H3 Introduction to Macroeconomics: A Mathematical Approach

MGEB02H3 Price Theory: A Mathematical Approach

MGEB06H3 Macroeconomic Theory and Policy: A Mathematical Approach

MGEB11H3 Quantitative Methods in Economics I

MGEB12H3 Quantitative Methods in Economics II

Management Strategy Stream (3.5 credits):

~~4. At least 0.5 credit of courses emphasizing strategic management, chosen from:~~

~~MGSB01H3 Introduction to Strategy~~

~~MGSB22H3 Entrepreneurship~~

~~MGSC10H3 Business Strategy in the Digital Age~~

~~MGSC12H3 Narrative and Management~~

~~MGSC14H3 Management Ethics~~

~~MGSC20H3 Consulting and Contracting: New Ways of Work~~

~~MGSC30H3 The Legal Environment of Business I~~

~~MGSD24H3 New Venture Creation and Planning~~

~~5. 1.0 credit from:~~

~~MGSC01H3 Corporate Strategy~~

~~[MGSC03H3 Public Management or MGSC05H3 The Changing World of Business-Government Relations]~~

~~6. 0.5 credit from:~~

~~MGEB32H3 Economics Aspects of Public Policy~~

~~MGEC31H3 Economics of the Public Sector: Taxation~~

~~MGEC32H3 Economics of the Public Sector: Expenditures~~

~~MGED43H3 Organization Strategies~~

~~MGMC30H3 Event and Sponsorship Management~~

~~MGSB22H3 Entrepreneurship~~

~~MGSC01H3 Corporate Strategy~~

~~MGSC03H3 Public Management~~

~~MGSC05H3 The Changing World of Business-Government Relations~~

~~MGSC12H3 Narrative and Management~~

~~MGSC14H3 Management Ethics~~

~~MGSC20H3 Consulting and Contracting: New Ways of Work~~

~~MGSC30H3 The Legal Environment of Business I~~

~~MGSD32H3 The Legal Environment of Business II~~

~~MGSD24H3 New Venture Creation and Planning~~

~~MGAD40H3 Management Control Systems~~

~~MGSD15H3 Managing in the Information Economy~~

~~MGSD30H3 Intellectual Property Law~~

~~PPGB66H3/(PPGC66H3) Public Policy Making~~

~~7. (0.5 credit):~~

~~MGSD01H3 Senior Seminar in Strategic Management~~

4. Foundation Courses - 1.0 credit:

MGSB01H3 Introduction to Strategy

MGSC01H3 Strategic Management I

5. Concentration Courses – 1.5 credits from:

MGSC05H3 The Changing World of Business-Government Relations

MGSC10H3 Business Strategy in the Digital Age

MGSC14H3 Management Ethics

MGSC35H3 Innovation

MGSD05H3 Strategic Management II

MGSD40H3 Corporate Social Responsibility

MGEC11H3 Introduction to Regression Analysis

Based on courses selected, students can obtain the following concentrations within the Management Strategy stream:

Quantitative Strategy and Analysis:

MGSC10H3, MGEC11H3 and MGSD55H3

Technology Strategy:

MGSC35H3, MGSC10H3 and [MGSD55H3 or MGSD15H3]

Strategy, Government and Society:

MGSC05H3, MGSC15H3 and MGSD40H3

General Strategic Management:

MGSD05H3 and 1.0 credit from list of concentration courses from requirement 5

6. Advanced Course – 0.5 credit:

MGSD01H3 Senior Seminar in Strategic Management

7. Elective Courses – 0.5 credit from:

Either the concentration courses listed in requirement 5, provided it has not been used for any other requirement, or:

MGSB22H3 Entrepreneurship

MGSC03H3 Public Management

MGSC12H3 Narrative and Management

MGSC20H3 Consulting and Contracting: New Ways of Work

MGSC30H3 The Legal Environment of Business I

MGSD24H3 New Venture Creation and Planning

MGSD30H3 Intellectual Property Law

MGEC11H3 Introduction to Regression Analysis

MGEC41H3 Industrial Organization

MGED43H3 Organization Strategies

Note: In selecting options and electives, students should refer to the guidelines for program breadth and depth found in section 6A.2 (Degree Requirements) of this Calendar.

Administrative Information

Exclude from Calendar? ~~Yes~~ No

Publication: University of Toronto Scarborough – Calendar

Section(s): Management

Description of Proposed Changes:

1. Changing the general Strategic Management specialization program description before the program requirements.
2. Reorganizing the course requirements for the program, in a way that i) is more logical, ii) clarifies the path to becoming a Strategic Management specialist for students, and iii) refocuses student learning on the essential elements of strategic management. The revised course requirements have the same structure in both the Management Strategy stream and the Entrepreneurship stream, which includes four elements:
 - a. Foundation Courses: These include what we view as the foundational courses for Strategic Management and are the same for both streams.
 - b. Concentration Courses: These are more specialized courses, which we have organized into “concentrations”, in order to clarify for students how the various courses fit together and to allow them to organize their learning into specific sub-disciplines of Strategic Management if they wish to do so (or they can choose to be “generalists”).
 - c. Advanced Courses: each stream has one advanced course that builds on the previous courses and takes students further toward the frontier of knowledge in SM.
 - d. Elective Courses: These include concentration courses as an opportunity to take additional courses beyond the concentration selected by a student; as well as other courses that we highly recommend as part of a Strategic Management specialist toolkit.
3. The Curriculum Office has adjusted the publication information for this program so that the two "children" streams are published in the Calendar, instead of the single "Parent" program.

Rationale:

The Strategic Management area spent some time this winter reviewing our program curriculum and how the Strategic Management specialization is presented to students.

1. Rationale for changing the general Strategic Management specialization program description: While the current description of the Strategic Management specialty program and its two streams may be accurate, it does not exactly “sell the dream.” It is difficult for students to get excited about a specialty if they do not really grasp what the specialty is about and what kind of career it will guide them toward.

The description of the Strategic Management specialization is the first thing that students see when they want to inform themselves about this specialization. Thus, one way to improve student awareness of and interest in our specialty is to improve this description, in order to make a more convincing case about why a Strategic Management specialty is interesting, exciting and useful, and to convey possible career paths beyond the BBA.

2. Rationale for changes to course requirements: We feel that the current structure of the specialization, and the way it is presented, make it difficult for students to get a sense of the journey ahead of them, of how the courses are related, and of how this specialty is organized. Moreover, the curriculum seems a bit diffuse in that it does not really prioritize among courses or convey how courses fit together. Overall, we feel that there is scope for improvement in showcasing what Strategic Management is about and getting students excited about this specialty.

Thus, our main goal to rejuvenate the Strategic Management specialty, refocus it on what we view as the key elements of strategic management, and give students a sense of how courses fit together and of the progression of the curriculum from simple beginnings to graduating as a Strategic Management specialist.

We are hopeful that our suggested changes will accomplish these objectives, will make the specialty more appealing to students, will improve students’ ability to select the “right” courses, and overall will improve the quality of student learning.

3. As of 2024, the Calendar will publish the individual “Children” (streams) instead of “Parent” programs. The content under the Description / Enrolment Requirements / Completion Requirements has been moved to the two individual streams. This change will facilitate the publishing of Subject POST codes next to program titles.

Impact:

We hope that these changes will have a very positive impact on students, by:

- 1) increasing students’ awareness about what the Strategic Management specialty has to offer,

- 2) clarifying the path to become a specialist,
- 3) shedding light on how course fit together and allowing them to make more informed choices about course selection, and
- 4) giving them an opportunity to deepen their knowledge of Strategic Management by selecting a concentration within the field.

Consultations:

These suggested changes are the fruit of joint work by all faculty members within the Strategic Management area: Jean de Bettignies, Yizhou Jin, Hugh Laurence, Bill McConkey, Kristina McElheran. We conducted a review of the Strategic Management specialization, course requirements, related web pages etc.

We met and had various email exchanges in the winter and spring to discuss where things stood at the time in terms of student enrollment, course requirements, curriculum, webpages etc. This proposal is the result of consensus and teamwork.

We then also consulted with students about these possible changes (always being clear that these proposed changes were hypothetical preliminary thoughts that they had not been approved in any way) in various courses, during the “Strategic Management Fireside Chats” that took place in the spring, and during the Strategic Management Management Pathways event in March. The feedback from students was overwhelmingly positive.

They were very enthusiastic about the refocused requirements, the clarity that the new design offered regarding the path toward becoming a specialist, the idea of understanding how concentration courses fit together, and thought that the new description of the specialty made it sound much more exciting and compelling.

Management Curriculum Committee approved the program revision on June 22, 2023

Resource Implications:

None.

7 New Courses

MGAC80H3: Special Topics in Accounting

Description:

This course covers special topics in the area of accounting. The specific topics will vary from year to year, but could include topics in: data analytics for accounting profession, accounting for finance professionals, forensic accounting, bankruptcy management and integrated reporting, etc. The specific topics to be covered will be set out in the syllabus for the course for each semester in which it is offered.

Prerequisites: MGAB02H3 and MGAB03H3

Corequisites:

Exclusions:

Enrolment Limits: 40

Recommended Preparation:

Notes:

Delivery Method: In Person

Breadth Requirements: Social & Behavioural Sciences

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:

The learning outcome will depend on the topic of each course. It will support the general outcome of the BBA program. Generally, it will include the following: L01: Acquire a thorough understanding of the topic and the role of professional judgement in the interpretation of those topics. L02: Encourage students to think critically, examining the specific topic from different perspectives. L03: Develop and exercise professional judgement and professional skepticism and the ability to prepare well written business reports and presentations based on the analysis and research conducted individually or in groups. L04: Help students to integrate the knowledge learnt from this course and other courses in the program to make better business decisions.

Topics Covered:

The specific topic will depend on the course. The topics may cover:

- Current issues in accounting (eg: Change in accounting standards)
- ESG reporting (IFRS S1 and S2) and risk assessment
- Indigenous views/Indigeneity
- Big data and data analytics
- AI and implications to the accounting profession
- Disruptive business models (such as the rise of the gig economy and subscription-based services) and its implication in accounting
- Bankruptcy Management
- Forensic Accounting

Methods of Assessment:

Methods of assessment will generally include:

- Case Analysis – 20% - Students are provided cases throughout the term. They are required to conduct a thorough analysis and deliver sound recommendation based on what they learn from the course. (L02 & L03)

- Term Project – 20% - Students will be engaged in a WIL project and they are required to conduct market research, conduct thorough analysis and deliver sound recommendation to the company. They also need to integrate what they have learnt in other disciplines in coming up with their analysis and recommendation. (L02, L03 and L04)
- Mid Term Exam – 25%
- Final Exam – 35%

Both the mid term and final exam will examine the knowledge students have acquired in the course. The format will include MCQ, short essay and case analysis. The case analysis will test the critical analysis ability and professional judgement. (L01, L02 and L03)

The ultimate assessment structure will also depend on the specifics of the course and may vary based on the instructor.

Rationale:

Special topics courses provide an opportunity for faculty to present a course on emerging topics of importance in accounting. Faculty members can try out a new course, with the expectation that it is likely to develop into its own course with a proposal entering the next governance cycle.

As well, this course provides a new faculty member an opportunity to teach a course based on that new member’s research. We hire new faculty members for their research expertise which can cover emerging topics in accounting, or areas not otherwise part of the curriculum. There may not be time to enter a proposal for such a course into the next governance cycle. In this case, they have an opportunity to develop a course with the expectation that it would run under its own course code in the next academic year.

Prerequisites MGAB02H3 - Introductory Financial Accounting II and MGAB03H3 - Introductory Management Accounting will provide a suitable foundation for the range of potential topics covered in this course.

Consultation:

Consultation was done within the Accounting area and with Prof. Au, Chair of the Management Curriculum Committee. Since the course does not have specific content at this time, it does not affect other departments and no other consultation should be necessary.

Registrar approved new course code on June 12, 2023

DCC approved September 29,2023

Management Curriculum Committee approved on September 29, 2023

Resources:

The course will be mounted by full-time faculty as part of their normal teaching load. It therefore does not require any further additions to the department’s faculty complement.

If the course is subscribed by more than 30 students, it would require TA support. We would expect that this support would come from the department’s regular TA budget.

No special equipment is required for the course.

Budget Implications:

Overlap with Existing Courses:

Since the purpose of this course is to allow faculty members to explore new topics, there should not be any overlap between the actual subjects taught in this course and other courses in the department.

Programs of Study for Which This Course Might be Suitable:

n/a

Estimated Enrolment:

20 to 40

MGFC85H3: Special Topics in Finance

Description:

This course covers special topics in the area of finance. The specific topics will vary from year to year, but could include topics in Financial Markets, Financial Intermediation, Corporate Governance, Real Estate Finance, Retirement Planning, and Sustainable Finance. The specific topics to be covered will be set out in the syllabus for the course for each semester in which it is offered.

Prerequisites: MGFB10H3 and MGFC10H3

Corequisites:

Exclusions:

Enrolment Limits: 50

Recommended Preparation:

Notes:

Delivery Method: In Person

Breadth Requirements: Social & Behavioural Sciences

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:

While the specific learning outcomes will vary depending on the content of the course, there are some general learning outcomes that this course will support. 1. All Finance courses will help students develop skills in structuring financial problems and coming up with solutions. 2. Students will be introduced to various theories and empirical findings concerning

the topics in question. 3. Students will also be introduced to the merging topics relevant and important to the financial sector such as AI-based investing and asset management. 4. The overall learning objectives support the general learning outcomes of the BBA program, especially in the areas of critical thinking and effective communications.

Topics Covered:

Could be any detailed subjects under the following broad topics:

- Financial Markets
- Financial Intermediation
- Corporate Governance
- Retirement Planning
- Real Estate Finance
- Sustainable Finance
- AI, Machine Learning and Financial Markets

Methods of Assessment:

Methods of assessment will depend on the specifics of the course. They may include:

1) Assignments (two or three): 15%

Reinforce the key theories and concepts and fortify the skills in structuring and solving financial problems [Learning outcomes: 1 & 2]

2) Projects (presentations and term papers): 20%

Apply the relevant theories and empirical findings to real world situations; enhance students' critical thinking and communication skills [Learning outcomes: 1, 2, 3 & 4]

Exams (mid-term: 25%; final exam: 40%)

Reinforce all the aforementioned learning outcomes and evaluate students' performance therein [Learning outcomes: 1, 2, & 3]

Rationale:

Special topics courses provide an opportunity for faculty to present a course on emerging topics of importance in finance. Faculty members can try out a new course, with the expectation that it is likely to develop into its own course with a proposal entering into the next governance cycle. As well, this course provides a new faculty member an opportunity to teach a course based on that new member's research. We hire new faculty members for their research expertise, which can cover emerging topics in finance or areas not otherwise part of the curriculum. There may not be time to enter a proposal for such a course into the next governance cycle. In this case, they have an opportunity to develop a course with the expectation that it would run under its own course code in the next academic year.

We already have a Special Topics Course at the D-level with identical potential topics. Depending on the balance of C- and D-level offerings at the time of a new course proposal and the interest of the faculty member proposing the course, we shall set the course level accordingly.

Prerequisites MGFB10H3 - Principles of Finance and MGFC10H3 - Intermediate Finance will provide a suitable foundation for the range of potential topics covered in this course.

Consultation:

Consultation: Since the course does not have specific content at this time, it does not affect other departments and no other consultation should be necessary. Before finalizing the proposal, Jason Wei (Area Coordinator) consulted Steven Riddiough who serves on the Curriculum Committee and senior finance faculty Syed Ahmed and Derek Chau. Professor Ahmed, Academic Director – Management, also serves on the Curriculum Committee.

Registrar's Office approved new course code on June 13, 2023

The Management Curriculum Committee approved this course on June 22, 2023

Resources:

The course will be mounted by full-time faculty as part of their normal teaching load. It therefore does not require any further additions to the department's faculty complement.

If the course is subscribed by more than 30 students, it would require TA support. We would expect that this support would come from the department's regular TA budget.

No special equipment is required for the course.

Budget Implications:

Overlap with Existing Courses:

Since the purpose of this course is to allow faculty members to explore new topics, there should not be any overlap between the actual subjects taught in this course and other courses in the department.

Programs of Study for Which This Course Might be Suitable:

n/a as management courses are not open to students in other programs.

Estimated Enrolment:

50 students

MGHD60H3: Advanced Special Topics in Organizational Behaviour and Human Resources

Description:

This course covers advanced special topics in the area of organizational behaviour and human resources. The specific topics will vary from year to year, but could include topics in: organizational culture, motivation, leadership, communication, organizational design, work attitudes, job analysis, employee well-being and performance, performance management,

selection, training, or equity, diversity and inclusion at work. The specific topics to be covered will be set out in the syllabus for the course for each semester in which it is offered.

Prerequisites: [MGHA12H3 or MGIA12H3] and [MGHB02H3 or MGIB02H3] and 7.5 credits

Corequisites:

Exclusions:

Enrolment Limits: 40

Recommended Preparation: MGTA38H3 or MGTA35H3 or MGTA36H3

Notes:

Delivery Method: In Person

Breadth Requirements: Social & Behavioural Sciences

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:

While the specific learning outcomes will vary depending on the content of the course, there are some general learning outcomes that this course will support. 1) Any course in OBHR teaches students to consider how humans are affected and can influence organizational outcomes. 2) Students will usually be asked to develop their skills in written and oral communication as well as their analytical and research skills. 3) As a senior course, students will be asked to discuss their analyses of the course material in class. In addition, they will likely be asked to deliver a group or individual presentation in front of the class, or in a pre-recorded format. 4) These learning outcomes support the general learning outcomes of the BBA program. They encourage students to think critically, examining the specific strategy questions from different perspectives. The writing and presentation skills are central to the business management program. As well, the synthetic approach and the longer-term perspective taken in any HR/OB course helps students to learn how to use the specific skills developed in other courses in the program to provide leadership for a business.

Topics Covered:

The specific topics will depend on the focus of the course as prepared by the instructor. The course would likely cover such skills as:

- Critical thinking
- Persuasive writing and presentation skills
- Teamwork

Real-world analysis and application of theory

Potential topics may include, but not limited to

- Resilience and Well-Being at Work
- Sustainability in the Workplace and Human Resources
- Employee Deviance
- Managing Emotions in Organizations

Methods of Assessment:

Methods of assessment will depend on the specifics of the course. Typically, a combination of assignments, projects (presentations and term papers) and exams.

1) Assignments – (suggested weight: 25%)

Applying principles from research to solve practical problems; Integrating knowledge from readings/class sessions; Communicating (in written form) concisely and effectively.

[Learning outcomes: 1, 2, & 4]

2) Projects (presentations & term papers) – (suggested weight: 40%)

Analyzing a particular organization/research study in depth; Conducting a review of a research literature; Working together collaboratively as a team; Communicating clearly and compellingly in written and oral form.

[Learning outcomes: 1, 2, 3, & 4]

3) Exams – (suggested weight: 35%)

Recalling accurately knowledge and content covered in course readings and class meetings; Recognizing and analyzing applicable situations drawing on course content; Accurately differentiating between similar but distinct concepts.

[Learning outcomes: 1 & 2]

Rationale:

Special topics courses provide an opportunity for faculty to present a course on emerging topics of importance in OB/HR. Faculty members can try out a new course, with the expectation that it is likely to develop into its own course with a proposal submission during a future governance cycle.

As well, this course provides a new faculty member an opportunity to teach a course based on that new member's research. We hire new faculty members for their research expertise, which can cover emerging topics in OB/HR or areas not otherwise part of the curriculum. There may not be time to enter a proposal for such a course into the next governance cycle. In this case, they have an opportunity to develop a course with the expectation that it would run under its own course code in the next academic year.

[MGHA12H3 or MGIA12H3], [MGHB02H3 or MGIB02H3] and 7.5 credits The above courses are introductory courses in Human Resource Management and in Organizational Behaviour. These courses are necessary to provide breadth and basic foundational knowledge of HR/OB content enabling students to comprehend more in-depth content of a special topic course. The specified credits are also necessary to ensure only second-year and up students have access and would be better prepared for a D level course

Consultation:

<p>Consultation within the HR area</p> <p>This course has been approved by the Department's Curriculum Committee on June 22, 2023</p> <p>The new course code was approved by RO office on June 19, 2023</p> <p>Management Curriculum Committee approved the updates to the methods of assessment and rationale on December 5, 2023</p> <p>Since the course does not have specific content at this time, it does not affect other departments and no other consultation should be necessary.</p>
<p>Resources:</p> <p>The course will be mounted by full-time faculty as part of their normal teaching load. It therefore does not require any further additions to the department's faculty complement.</p> <p>If the course is subscribed by more than 30 students, it would require TA support.</p> <p>We would expect that this support would come from the department's regular TA budget. No special equipment is required for the course.</p> <p>Budget Implications:</p>
<p>Overlap with Existing Courses:</p> <p>Since the purpose of this course is to allow faculty members to explore new topics, there should not be any overlap between the actual subjects taught in this course and other courses in the department.</p>
<p>Programs of Study for Which This Course Might be Suitable:</p> <p>n/a as management courses are not open to students in other programs.</p>
<p>Estimated Enrolment:</p> <p>20-40</p>

MGMC40H3: Special Topics in Marketing

<p>Description:</p> <p>This course covers special topics in the area of Marketing. The specific topics will vary from year to year but could include topics in consumer behaviour, marketing management, marketing communication, new developments in the marketing area and trends. The specific topics to be covered will be set out in the syllabus for the course for each semester in which it is offered.</p>
<p>Prerequisites: [MGMA01H3 or MGIA01H3] and [MGMB01H3 or MGIB01H3]</p>
<p>Corequisites:</p>
<p>Exclusions:</p>
<p>Enrolment Limits: 20</p>
<p>Recommended Preparation:</p>
<p>Notes:</p>
<p>Delivery Method: In Person</p>
<p>Breadth Requirements: Social & Behavioural Sciences</p>
<p>CNC Allowed: Y</p>
<p>Credit Value: fixed: 0.5</p>
<p>Learning Outcomes:</p> <p>While the specific learning outcomes will vary depending on the content of the course, there are some general learning outcomes that this course will support. All Marketing courses will help students develop skills in understanding Marketing implications and theoretical frameworks that help with that. Students will be introduced to current and emerging theory in the area and for the topics in question. The overall learning objectives support the general learning outcomes of the BBA program, especially in the areas of critical thinking and effective communications. General learning outcomes may include: 1) Critically analyze emerging marketing issues 2) Apply concepts and strategies 3) Identify forces that shape marketing decisions 4) Communicate concepts and analysis</p>
<p>Topics Covered:</p> <p>Potential topics may include, but not limited to:</p> <ul style="list-style-type: none"> - Emerging technologies and Marketing - Consumer Decision Making - Applications of Marketing Frameworks - Data applications in Marketing
<p>Methods of Assessment:</p> <p>Methods of assessment will depend on the specifics of the course. They may include:</p> <p>A. Participation – (15 %) Students are expected to actively participate in lectures. [Learning Outcomes: 1 and 4]</p> <p>B. Projects – (20%) Students will conduct detailed analysis of assigned case(s). This allows them to integrate and apply marketing concepts learned. [Learning outcomes: 1, 2, 3 and 4]</p>

<p>C. Presentation – (15 %) Students will present the findings and analysis of the assigned case(s). [Learning Outcomes: 1 and 4]</p> <p>D. Exams – (50 %) They will focus on materials covered in the lectures. [Learning outcomes: 1, 2, 3 and 4]</p>
<p>Rationale: There is a need for a course at the C level to incorporate new and emerging trends in the marketing area.</p> <p>The 20-enrolment limit is necessary because this course is designed to test new courses based on student and faculty interest. As such initially, it makes sense to have a relatively small enrolment. If and when such a course is regularized, the area will recommend an appropriate limit based on the experience from running the special topics course</p> <p>This course will differ from the Advanced Special Topics courses we offer at the D level in the selection of topics as well as in the depth. The D level courses also have a greater emphasis on research related topics while this the C level course would have a more managerial approach.</p>
<p>Consultation: Consultation within the marketing area as well as across areas in the curriculum committee</p> <p>Registrar approved new course code on May 10, 2023</p> <p>Management Curriculum Committee approved proposal on June 22, 2023</p> <p>Management Curriculum Committee approved updates to the proposal on December 5, 2023.</p>
<p>Resources: The course will be mounted by full-time faculty as part of their normal teaching load. It therefore does not require any further additions to the department’s faculty complement. It would require TA support. We would expect that this support would come from the department’s regular TA budget.</p> <p>Budget Implications:</p>
<p>Overlap with Existing Courses: Since the purpose of this course is to allow faculty members to explore new topics, there should not be any overlap between the actual subjects taught in this course and other courses in the department.</p>
<p>Programs of Study for Which This Course Might be Suitable: n/a</p>
<p>Estimated Enrolment: 20</p>

MGOC50H3: Special Topics in Analytics and Operations

<p>Description: This course will focus on topics in Analytics and Operations Management that are not covered or are covered only lightly in regularly offered courses. The particular content in any given year will depend on the faculty member. Possible topics include (but are not limited to) production planning, revenue management, project management, logistics planning, operations management in shared economy, and health care operations management.</p>
<p>Prerequisites: MGEB02H3 and MGEB12H3</p>
<p>Corequisites: MGOC10H3</p>
<p>Exclusions:</p>
<p>Enrolment Limits: 40</p>
<p>Recommended Preparation:</p>
<p>Notes:</p>
<p>Delivery Method: In Person</p>
<p>Breadth Requirements: Quantitative Reasoning</p>
<p>CNC Allowed: Y</p>
<p>Credit Value: fixed: 0.5</p>
<p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. The students will get skills and knowledge in some modern areas of Analytics and Operations Management, as well as exposure to research issues in these fields. 2. The students will be able to recognize situations where a specific modeling/optimization methodology can be useful, and will be able to apply this methodology using modern software such as Excel Solver, Gurobi, etc. 3. The students will also learn to recognize the limitations of these methodologies. 4. The students will get practice with using basic data analytics coding involving Python and R. Example of additional topic-specific learning objectives (LO), for the topic “Project Management”: 5. The students will understand and be able to apply techniques of project scheduling with known activity times such as PERT/CPM. 6. The students will understand and be able to apply techniques of project scheduling with uncertain processing times modelled by different types of probability distributions. 7. The students will understand and be able to apply time-cost trade-off analysis methods. 8. The students will understand conceptual challenges of project management optimization.
<p>Topics Covered:</p>

The specific topics will depend on the focus of the course as prepared by the instructor. The course will likely cover topics from the following fields:

- Logistics Planning
- Production Planning
- Revenue Management
- Operations Management in Shared Economy
- Project Management
- Health Care Operations Management

For example, if the focus of the course is in Project Management, the specific topics may include:

- The scope of Project Management (roles of project manager and team members, organizational structure, factors for successful projects)
- General techniques for planning and controlling projects
- Using Gantt Charts for controlling projects
- Optimization of projects with known activity times
- Role of uncertainty
- Optimization of projects with uncertain activity times
- Time-Cost Tradeoff Methods
- Crashing Decisions
- Project Management software

Methods of Assessment:

MOA depends on the instructor.

Typically:

A Midterm (30%)

Three Assignments (10%, 10%, and 20%, respectively)

Final Exam (30%)

In each assignment, the students will examine a real-world scenario in the practice of the corresponding topic and apply the relevant technique for its analysis (Learning Outcomes 1-3 for the first assignment, and Learning Outcomes 1-4 for the second and third assignments).

The midterm and final exams will test theoretical knowledge of concepts and methods (Learning Outcomes 1-3).

In the context of the specific example of “Project Management” topic, additional Learning Outcome 5 for Assignment 1, Learning Outcome 6 for Assignment 2, Learning Outcomes 5-8 for Assignment 3, Learning Outcomes 5 and 6 for the midterm, Learning Outcomes 5-8 for the final exam.

Rationale:

Existing courses in Analytics and Operations Management at UTSC provide base skills and basic knowledge of these fields, but do not provide sufficient coverage of many important specialized topics. The “Special Topics” course intends to partially fill this gap by providing an opportunity for interested students to engage with some cutting-edge topics and get exposure to research interests of the instructor.

Special topics courses will require students to have a basic conceptual understanding of optimization modelling approach and the basic quantitative skills. These will be adequately covered in MGEBO2H3 and MGEBO12H3, which are the prerequisites of MGOC10H3 as well.

In the first half of the course, the students may require basic knowledge of linear programming which will be addressed in the first two weeks of MGOC10H3. This understanding will be needed after an introduction to the specific topic and the corresponding application areas which typically also takes two weeks. This structure will allow faculty members to introduce new topics efficiently.

If a more comprehensive knowledge of linear programming is needed, it would be in the second half of the course when research papers are discussed. Hence, MGOC10H3 is sufficient as a co-requisite.

In addition, the exact topics in the special topics course are subject to the faculty’s teaching interests and expertise. Restricting this flexibility by imposing stringent prerequisites could unnecessarily limit the diversity of topics offered and the pool of students eligible to enroll.

A topics course in the area will likely require significant individual interaction with students, hence the limit of 40 students.

Consultation:

Consultation within the Analytics and Operations Management area at UTSC

Registrar approved new course code on May 1, 2023

Management Curriculum Committee approved on June 22, 2023

Management Curriculum Committee approved the updates to the proposal on December 5, 2023.

Resources:

The course will be mounted by full-time faculty as part of their normal teaching load. It therefore does not require any further additions to the department’s faculty complement. It would require TA support. We would expect that this support would come from the department’s regular TA budget.

Budget Implications:

Overlap with Existing Courses:

Since the purpose of this course is to allow faculty members to explore new topics, there should not be any overlap between the actual subjects taught in this course and other courses in the department. The course will differ from the Advanced Special

Topics courses offered at the D level in both the selection of topics and the depth of content. The D-level course is expected to place a greater emphasis on research-related topics.

Estimated Enrolment:

40

MGSC91H3: Special Topics in Strategy

Description:

This course covers special topics in the area of strategy. The specific topics will vary from year to year, but could include topics in business or corporate strategy, strategy and technology, strategy for sustainability, international business strategy, entrepreneurship, or managing emerging enterprises. The specific topics to be covered will be set out in the syllabus for the course for each semester in which it is offered.

Prerequisites: MGSB01H3

Corequisites:

Exclusions:

Enrolment Limits: 40

Recommended Preparation:

Notes:

Delivery Method: In Person

Breadth Requirements: Social & Behavioural Sciences

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:

While the specific learning outcomes will vary depending on the content of the course, there are some general learning outcomes that this course will support.

- 1) These will include learning to analyze strategic situations, i.e., situations in which one's fortunes depend not only on one's actions but also on the actions of one's rivals
- 2) These learning outcomes may also include learning to integrate relevant business information from different contexts; for example, tracing the implications of data drawn from the financial, marketing, human resources and operations areas.
- 3) Students will usually be asked to develop their skills in case analysis in such a course.
- 4) These learning outcomes support the general learning outcomes of the BBA program. They encourage students to think critically, examining the specific strategy questions from different perspectives. The writing and presentation skills are central to the business management program. As well, the synthetic approach and the longer-term perspective taken in any strategy course helps students to learn how to use the specific skills developed in other courses in the program to provide leadership for a business.

Topics Covered:

The specific topics will depend on the focus of the course as prepared by the instructor. The course would likely cover such skills as:

- Case analysis
- Persuasive writing and presentation skills
- Taking a synthetic viewpoint on the specific perspectives from such disciplines as accounting, finance, marketing, human resources and operations management

Potential topics covered may include, but not limited to:

- Sustainable business strategy
- Strategy for industry disruption/disruptive strategy
- Agile strategic management
- Digital transformation and strategy
- AI & Machine learning in strategy
- Other emerging topics

Methods of Assessment:

Methods of assessment will depend on the specifics of the course. They may include, but not limited to:

Assignments – 20%

Students will solve problems related to the topics covered. The assignments may be in the form of mini-case analyses, qualitative, and quantitative problems.

[Learning outcomes: 1, 2, & 4]

Case Project (presentations and report) – 40%

Students will conduct a detailed analysis of assigned case(s) and provide proper recommendations/solutions. Both the presentations and report will require students to apply and integrate knowledge and concepts learnt throughout the term.

[Learning outcomes: 1, 2, 3, & 4]

Exams – 40%

They will focus on materials covered in the lectures.

[Learning outcomes: 1, 2, & 4]

Rationale:

Special topics courses provide an opportunity for faculty to present a course on emerging topics of importance in strategy. Faculty members can try out a new course, with the expectation that it is likely to develop into its own course with a proposal entering into the next governance cycle. As well, this course provides a new faculty member an opportunity to teach a course based on that new member's research. We hire new faculty members for their research expertise, which can cover emerging

topics in strategy or areas not otherwise part of the curriculum. There may not be time to enter a proposal for such a course into the next governance cycle.? In this case, they have an opportunity to develop a course with the expectation that it would run under its own course code in the next academic year.?

Enrolment limit: “The enrolment limit of 40 is in line with our other “C” and “D” level courses. These courses make extensive use of business cases and/or other in-class discussions, which require a class size no larger than 40 in order for the learning objectives to be achievable.

Consultation:

Consultation was done within the Strategic Management Area and with Prof. Au, Chair of the Departmental Curriculum Committee.

Registrar approved new course code June 12, 2023

Management Curriculum Committee approved: June 22, 2023

Resources:

The course will be mounted by full-time faculty as part of their normal teaching load. It therefore does not require any further additions to the department’s faculty complement. If the course is subscribed by more than 30 students, it would require TA support. We would expect that this support would come from the department’s regular TA budget. No special equipment is required for the course.

Budget Implications:

Overlap with Existing Courses:

Since the purpose of this course is to allow faculty members to explore new topics, there should not be any overlap between the actual subjects taught in this course and other courses in the department.

Programs of Study for Which This Course Might be Suitable:

n/a as management courses are not open to students in other programs.

Estimated Enrolment:

20 to 40

MGSD55H3: Strategy and Technology

Impact on Programs: This Proposal triggers modifications in the unit's programs(s)

Description:

This is an advanced course tackling critical issues in technology and information strategy. We focus on the theory and application of platform, screening, and AI strategies

Prerequisites: MGAB02H3 and MGEB02H3 and MGSB01H3 and [MGIC01H3 or MGSC01H3]

Corequisites:

Exclusions: MGSD15H3 and [MGSD91H3 if taken in Fall 2023]

Enrolment Limits: 40

Recommended Preparation:

Notes:

Delivery Method: In Person

Breadth Requirements: Social & Behavioural Sciences

CNC Allowed:

Y

Credit Value:

fixed: 0.5

Learning Outcomes:

1. Understand the topics covered in the course conceptually and quantitatively.
2. Clearly identify platform, screening, and AI strategies and pinpoint how they create value in business cases.
3. Be exposed to foundational scholarly articles and business cases; develop the ability to grasp abstract ideas grounded in rigorous research and apply them flexibly and appropriately in complex real-world business situations. For instance, we will study the origins of the influential idea of adverse selection in George Akerlof’s Nobel Prize-winning paper, “The Market for Lemons,” and dive into the numerical examples used in the paper. In the second half of the course, we will examine how adverse selection has played a role in the high-profile failures of several iBuyers (algorithmic home-buying businesses such as Zillow Offers) as well as the promise and limits of customer reviews on digital platforms in resolving adverse selection.

Topics Covered:

Students are assumed to have foundational knowledge in strategy and industrial organization. On top of that, this course dives into the impact of network effect, information asymmetry, moral hazard, and artificial intelligence on business models, pricing, positioning, contracting, and corporate strategy.

Platform strategy:

- Network Effect and Two-Sided Markets

Screening and Contracting Strategy:

- Information Asymmetry and Adverse Selection
- Moral Hazard and Boundary of Firms

AI Strategy

- AI’s impact on productivity and the future of jobs (current and historical perspectives)
- AI’s impact on price discrimination and collusion
- AI as an innovation in the method of innovation (“IMI”)

- AI as a tool for recombinant growth
- AI's impact on consumer privacy and related regulations

Business cases

- Browser War
- Monitoring and Telematics in Auto Insurance
- The Failure of iBuyers
- Consumer Reviews and Steering on Digital Platforms

Methods of Assessment:

Participation – 20% [LOs # 1, 2]

Participation is necessary for case-based learning. Students are expected to summarize key takeaways from the reading materials (cases for the current week and textbook materials for the prior week). I will assign up to 5 points based on the level of preparedness reflected by the student's responses.

Exams 20% & 30% [LOs # 1, 2, 3]

Both the midterm and the final exams will focus on the slides and the assigned texts. They will mostly consist of multiple-choice and short-answer problems. Both exams are computerized, closed-book, and in-person.

Final Presentation 25% [LOs # 1, 3]

Students will be divided into six groups to conduct the final presentation. These presentations focus on specific aspects of A.I. strategy as outlined by one of six chapters from the book "The Economics of Artificial Intelligence: An Agenda." The presentations aim to evaluate students' ability to grasp conceptual frameworks and apply them to study concrete issues in economics and strategy associated with the advancement of A.I.

Grading is based on the quality of the following criteria:

1. describe background information and the central questions posed in the chapter succinctly. [5 points]
2. introduce the most important conceptual framework used in the chapter using words, math, and/or simulations. [5 points]
3. use examples and empirical research introduced in the chapter to apply the framework in one or two economic or strategic situations [5 points]
4. conduct due diligence outside the content of the chapter and offer real-world examples [5 points]
5. present (at least 2 presenters) in English in a polished and easy-to-understand style [3 points]
6. present succinctly between 20 to 30 minutes [2 points]
7. Students will rate their group members at the end of the semester. A student's final score is group score * (peer score / average of peer score within group), up to 30 points.

Rationale:

This course was developed by our new faculty member, Yizhou Jin, and is currently being taught as a D-level Special Topics course in the Department of Management.

The course was designed specifically with our proposed revised curriculum for the Specialist Program in Strategic Management in mind; and indeed, fits perfectly as a "concentration course" as part of the "Quantitative Strategy and Analysis" and the "Technology Strategy" concentrations within this new curriculum; however, it is also open to all BBA students who may be interested in this topic. We are also responding to student feedback where they expressed the desire to have a more quantitative course in strategy.

Consultation:

Consultation within the Strategy Area, and with Prof. Au, Chair of the Curriculum Committee Registrar's Office approved course code Nov 20, 2023 Management Curriculum Committee approved proposal December 5, 2023

Resources:

The course will be mounted by full-time faculty as part of their normal teaching load. It therefore does not require any further additions to the department's faculty complement.

It would require TA support. We would expect that this support would come from the department's regular TA budget.

Budget Implications:

Overlap with Existing Courses:

None.

Estimated Enrolment:

35 - 40

2 Course Modifications

MGFD15H3: Private Equity

Title:

~~Special Topics in Finance: Private Equity~~ Private Equity

Exclusions:

RSM439H1, MGT495H5

Learning Outcomes:

- 1) This course will provide students with deep firsthand experience into the private equity investing process. It will also build upon previously covered topics including valuation.
- 2) This course will cover methodologies in deal sourcing, financial modelling and valuations, transaction structuring, financing, diligence, negotiations, corporate strategy and governance.
- 3) The significant experiential and simulation components of this course will allow students to better understand the practical aspects of the private equity process, including best practices in financial modelling, deal origination, valuation, research tools (Capital IQ, Bloomberg, SEDAR, EDGAR), negotiation, etc.

- 4) While this course will provide a comprehensive overview of the private equity process, many topics in the class will be covered on an introductory basis. Private equity, by nature, requires investors to make decisions based on imperfect and incomplete information. This is one of the reasons why the practical component of the course is so important.
- 5) Communication skills will be a core component of the course through the simulations and case study discussions. Almost all aspects of the private equity investing process will require some form of communication (written, verbal, effective listening) and this will be tested as part of the simulations and case study discussions.
- 6) As discussed above, the concepts taught in this course will be highly relevant for students pursuing corporate finance careers. The practical component of the course will provide students with the same “on the job” learning that first- and second-year private equity analysts receive. This practical experience will serve as a differentiator for the students during recruiting and while on the job.

Topics Covered:

PE Asset Class Overview

- Brief history and overview of the Private Equity asset class in North America from the perspective of key stakeholders involved (PE fund sponsors, General and Limited partners, managers of portfolio companies, sellers and intermediaries)
- Overview of the private equity investment process and various auction types

Levers for Value Creation

- Exploration of various levers for value creation within an LBO context
- Case studies to illustrate merits and risks of alternative valuation strategies

Elements of Transaction Structuring

- Analysis of key levers available for transaction structuring and related implications for stakeholders

Valuation Methodologies

- Overview of valuation methodologies with an emphasis on leveraged buyouts and structuring transactions with debt

Financial Modeling

- Introduction to financial modeling and scenario analysis in the context of private equity

Negotiation Theory and Simulation

- Overview of negotiation theory, including influence strategies and dispute resolution, in the context of private equity
- Negotiating deal documents related to private equity transactions such as non-disclosure agreements, letters of intent and purchase agreements
- In class, team-based negotiation simulation

Corporate Strategy Considerations

- Assessment of attractiveness of target companies leveraging a variety of corporate strategy frameworks (e.g. SWOT, Porter’s forces)

Due Diligence Process

- Analysis of key areas of accounting and finance due diligence (e.g. determining normalized EBITDA, testing quality of earnings, etc), commercial, HR, environmental and legal diligence
- Operational forecasting

Governance Theory

- Board member selection, role of independent directors, attributes of a high performing board, related governance topics

Post-Acquisition Plan and Exit Considerations

- Maximizing value of operating companies
- Holding periods and exit / liquidation timing and related strategy

In addition to theories learned, students also develop the following skills:

Soft Skills:

- Critical and strategic thinking
- Negotiation, influence strategies, dispute resolution, salesmanship
- Research skills
- Verbal and written communication skills
- Making decision based on imperfect information

Technical, Software and Database Skills:

- Financial modelling
- Capital IQ, Bloomberg
- SEDAR, EDGAR
- Excel, Word, PowerPoint

Methods of Assessment:

50% In-class Assessments: Two in-class assessments will be conducted to test the students’ grasp of key theoretical components of private equity including financial valuation, transaction structuring and negotiation theory. These assessments may include a combination of multiple choice, short answer and live exercises.

Learning outcome: 2

This component directly measures the second item on the learning outcomes, which, as shown in the topic list, accounts for a major portion of the course.

20% Participation: Participation will be judged based on students' active involvement in class discussions, particularly during case study discussions. In addition, attendance is mandatory for all students and short 5-10 bullet point written submissions will be expected before most classes. Written submissions are expected to take approximately 10 minutes to complete and will be graded on a completion basis. Breakdown of the participation grade is as follows: 10% in class participation, 5% attendance, 5% written submissions.

Learning outcomes: 1 - 4

This component is designed to reinforce virtually all the items on the learning outcomes list, especially for the first four items.

30% Group Project: Private equity deal evaluation group project which will include a comprehensive evaluation of an investment opportunity and an in-class presentation. This exercise will allow the students to apply the theoretical teachings of the course practically. The breakdown of the project grade is as follows: 20% for a written report and 10% for the presentation.

Learning outcomes: 1, 3 – 6

This component is designed to reinforce all items on the learning outcomes list other than the second. In other words, the group project will allow a chance for students to apply the learnt theories in practice. While doing so, they will also acquire and build their communication skills both in writing and in verbal presentations.

Rationale:

Rationale for changing the course title:

The Department is introducing a new system wherein new courses are first offered via a shell as a special topics course before it is changed to a permanent offering. In the case of Finance, the shell is named as “Special Topics in Finance” and each time a new course is offered, the subject title will be added to the prefix (e.g. Special Topics in Finance – Fixed Income). Since MGF15H3 is already a mature course, to avoid confusion under the new system, we propose to drop the prefix “Special Topics in Finance” and change the title to “Private Equity.”

Rationale for adding exclusions:

At the time of our first offering of MGF15H3, we were not aware of a similar offering at Rotman Commerce and UTM. Now, both campuses have a course on the same topic. Detailed course number and title are as follows. UTM: MGT495H5 (Entrepreneurial Finance and Private Equity); Rotman Commerce: RSM439H1 (Private Equity and Entrepreneurial Finance).

Consultation with UTM and Rotman revealed that Rotman doesn’t exclude either MGF15H3 or MGT495H5; while UTM used to exclude RSM439H1, but they removed the exclusion in the latest round of calendar submissions. Rotman’s rationale: commerce/business students are not allowed to take program courses across campuses anyway and hence they don’t exclude any business/commerce courses from the other two campus. UTM’s rationale of removing the exclusion: the course contents have been modified such that the overlap with RSM439H1 is minimum. Evidently exclusion decisions are campus specific, and we were not consulted by either campus on their decisions. We still firmly believe in the exclusions for three reasons: 1) as seen in the attached outlines, there are common elements such as venture capital, deal structure and valuation, and exit options; 2) basing the exclusion decision on temporary course content revision is not wise and sound, for there is a great deal of leeway in topics coverage and the change of instructors can lead to a great deal of overlap again; 3) that students are not allowed to take program courses across campuses is not a valid reason for not mutually excluding similar courses. Students do transfer between campuses; in which case the exclusions of similar courses will be a proper and prudent course of action. In cases where the contents of the course taken from Rotman or UTM are substantially different and a particular student desires to take our MGF15H3, the Academic Director can exercise his/her discretion and give permission.

Consultation:

Consulted the instructors who have taught (and/or are currently teaching) the course: Rameez Ansari, Razmig Boghossian, Stuart Browne, and Steve Lau.

Also consulted Professors Ahmed Syed (Academic Director) and Jason Wei (Area Coordinator). Coincidentally, Professors Ahmed and Wei are also the faculty supervisors of this course.

Externally, at Rotman, we consulted Professor David Goldreich, the Finance area coordinator (who in turn consulted the program director); at UTM, we consulted Professors Otto Yung and Camille Hebert who taught/teach the course, and Professor Tanya Kirsch, the Director of Undergraduate Programs.

Departmental Curriculum Committee approved on: June 22, 2023

Departmental Curriculum Committee approved updates to the consultation on December 5, 2023.

Resources:

None

MGSC01H3: Strategic Management I

Title:

~~Corporate Strategy~~ Strategic Management I

Learning Outcomes:

- 1) Develop decision-making and critical thinking capabilities
- 2) Acquisition and internalization of strategy tools
- 3) Ability to navigate the complexity of real-world information and distinguishing relevant from irrelevant information
- 4) Articulate and defend managerial decisions

Topics Covered:

- What is strategy?
- Industry Analysis
- Industry structure: Competitors and Competition
- Horizontal and vertical boundaries of the firm
- Competitive advantage: Resources and capabilities of the firm
- Globalization and Global Strategies for competing in international markets
- Corporate Strategy: Diversification and the Multinational Firm
- Innovation Strategy

Sample readings & cases:

“What is Strategy?” by Michael Porter, Harvard Business Review Nov/Dec 1996, pp. 61- 78.

“Learning by the Case Method” by John Hammond

“The Five Competitive Forces that Shape Strategy” by Michael Porter, Harvard Business Review, January 2008, pp. 78-93.

"Economic Change and the Boundaries of the Firm" by Richard N. Langlois. Journal of Institutional and Theoretical Economics. September 1988, Vol. 144, No. 4

“Looking Inside for Competitive Advantage” by Jay Barney, Academy of Management Executive, 1995 vol. 9 # 4, pp 49-61

Case study: Walmart takes on Amazon

Case study: Walmart around the World

Case study: Reawakening the Magic: Bob Iger and the Walt Disney Company”

Cast study: Mobileye: The Future of Driverless Cars

Cast study: Ailbaba Group

Cast study: Netflix in 2021

Cast study: Zynga and the Launch of Farmville

Methods of Assessment:

Methods of assessment may include:

Quizzes – 10%

Case analyses require students to come prepared. We will conduct quizzes to test the extent to which students have read the cases assigned for the class and the readings assigned for previous classes.

[Learning outcomes: 1 and 4]

Participation – 30%

In-class participation provides an essential opportunity to practice and nurture the communication and thinking skills required in today’s business setting. Case-based learning model which will be used for this course depends critically both on before-class preparation (assigned cases/readings) and in-class discussion to arrive at the insights for which they were designed.

[Learning outcomes: 1 and 4]

Exams – 40% (midterm: 20% & final exam: 20%)

Exams will focus on materials covered in lectures. It may consist of multiple-choice questions, mini case problems and written responses.

[Learning outcomes: 1, 2, 3 and 4]

Case Presentations – 20%

The goal of these presentations is to evaluate students’ ability to apply, combine, integrate, and synthesize frameworks learnt in the course to an assigned case study.

[Learning outcomes: 1, 2, 3 and 4]

Rationale:

While in everyday usage “corporate strategy” may be interpreted as “strategy in corporations”, however, in strategic management corporate strategy typically refers to specific decisions about where to compete, and includes topics like boundaries the firm and vertical/horizontal integration, diversification, etc.

This contrasts with business strategy (aka competitive strategy), which is about how to compete and includes industry analysis, competitive advantage, etc.

MGSC01H3 is really the flagship strategic management course in our program, and covers elements of both business and corporate strategy, and hence our area feels that the current title is reductive in that it does not capture all the elements of strategy discussed in the course.

We believe that the proposed new course title – “Strategic Management I” – would:

1. More accurately represent the content of the course;
2. Be general enough to represent all content covered in the course;
3. Have the “stature” fitting for this flagship course;
4. Go well with the new name we are proposing for the sequel course, MGSD05H3 (Corporate Strategy – Competitive Advantage). Indeed, the new name we are proposing for MGSD05H3 is “Strategic Management II” (see separate curriculum change application).
5. Help clarify the content of the Strategic Management specialization for students. Indeed, this change is part of our broader strategy to revamp, rejuvenate, refocus and improve the curriculum for this specialization. See other concurrent curriculum change applications.

Consultation:

This suggested course title change is the fruit of collaborative discussions between all faculty members within the Strategic Management area: Jean de Bettignies, Yizhou Jin, Hugh Laurence, Bill McConkey, and Kristina McElheran.

Management Curriculum Committee approved on: June 22, 2023

Resources:

None