

**YORK UNIVERSITY**

**Faculty of Liberal Arts and Professional Studies  
School of Administrative Studies**

**AP/ADMS 4900 3.0 - Management Policy: Part 1**  
**Summer 2019, Section D**  
**Thursday at 7PM in HNE 030**

**Course Outline**

**Course Director: Julian Mason-Espin**  
**E-mail: jmsnespn@yorku.ca**  
**Appointments available upon request**

**COURSE OVERVIEW**

This course outlines and examines the interdependent elements of the strategic management process: understanding strategy and performance, analysing the environment, assessing firm resources, formulating strategy, and implementing strategic decisions. Building upon the course's textbook, *Strategic Management and Competitive Advantage*, class discussions will break down theory and apply it to case analysis.

This course will take a high-level view of organizations and will apply the case study method. This approach will enable us to take a high-level view of organizations, and a macroeconomic view of the environment, while practicing decision-making within the simulated parameters of cases. Please read assigned cases prior to class in order to participate in the discussion and earn participation marks.

In addition to learning strategic management concepts and frameworks, you can expect to further develop your ability to analyze business information and identify key issues. You will learn to identify and evaluate existing, and alternative, strategies. You will also grow your confidence to recommend specific courses of action.

**PREREQUISITES AND ENROLMENT POLICY:**

Prerequisites: 78 credits including AP/ECON 1000 3.00; AP/ECON 1010 3.00 and AP/ADMS 2320 3.00 (or equivalent). Course credit exclusions: None.

PRIOR TO FALL 2009 Prerequisites: 78 credits including AK/ECON 1000 3.00; AK/ECON 1010 3.00 and six credits in management science. Course credit exclusion: AK/ADMS 4900 3.00.

Students are personally responsible to ensure that they have the required prerequisites as stated in the course outline or in the course calendar. Students who do not have the

prerequisites are at risk of being dropped from the course at any time during the course. The department will not be responsible for refunds resulting from students being dropped from a course due to a lack of the appropriate prerequisites.

Should students have any questions about enrolment policy, please contact the Office of Administrative Studies (Room 282, Atkinson Building). Instructors do not handle enrolment related issues. Due to the nature of the course, there is no permission for late enrolment.

### **REQUIRED TEXT**

Barney, J., Hesterly W. Strategic Management & Competitive Advantage, Concepts and Cases, Sixth Edition. Pearson Education, 2019.

### **CASES**

Students are responsible for obtaining copies of cases. Cases can be purchased through Ivey Publishing's website, by searching the product number: <https://www.iveycases.com>

### **COURSE EVALUATION**

Midterm: 25%

Group Work: 35% [10% for each of two case recommendations and 15% for the final case presentation]

Final Exam: 20%

Class Participation: 20%

### **FORMAT OF THE COURSE**

Each session is of a three-hour duration. In the early stage of the course, the role of the instructor is as a lecturer. As time goes by, the role of the instructor will shift to enable class discussions and student participation. There are assigned chapters and a case in each session. In the first half of the session, we will mainly focus on the assigned chapters. In the second half of the session, we will focus on the cases and apply relevant theories to make sense of case situations. Moreover, this is a highly interactive course in which students are encouraged to participate in all class activities and exercises.

### **MID-TERM EXAM**

The mid-term exam will be based on the theories, constructs and other content from the textbook and the instructor's lectures. The exam will include both multiple-choice and short-answer questions. You will be responsible for the assigned textbook readings from Chapters 1 through 5, irrespective of whether the material was covered in class. Case studies from class sessions will not be tested on this exam. This will be a closed-book exam worth 25% of your final grade.

Students who will miss the original midterm due to religious reasons are required to provide notice not less than 14 days prior to the date of the exam (see the Senate policy on religious observance:

<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>).

Students who will miss the original midterm due to other legitimate reasons (such as

work-related conflict) are required to provide valid documents 7 days prior to the date of the exam.

Students who have missed the original midterm for medical reasons are required to submit an attending physician's statement form no later than 5 business days after the exam. The form should be submitted to the SAS main office with attention to the management area assistant.

Please note that the weight of the midterm cannot be transferred to other grade components in this course. Accordingly, students who have missed both original and make-up midterms will have to defer the midterm component to another term when the course is offered again.

### **GROUP WORK**

This course puts great emphasis on group work (35%) since teams are a critical feature of contemporary work design in the business world. Accordingly, students will be grouped into teams of four-to-five students in session one.

Groups are expected to communicate regularly to review the assigned cases prior to each session and to work cooperatively to complete the group presentation exercises.

Students are not allowed to switch groups after they are formed.

The instructor will be involved with group issues only if necessary.

### **There are two components of group work:**

**Presentations 1 and 2 - case recommendations (20%):** Each group will have two opportunities during the term to provide recommendations to a weekly case with accompanying analytical rationale. Starting in Session 3 the instructor will assign groups for each week to provide their recommendations to the case for that week. Both groups can make a short presentation that may include the identification of the issue(s), recommendations, and accompanying analytical rationale. Each case recommendation presentation and discussion is worth 10% and will be evaluated based on: the quality and completeness of the recommendations, the clarity of the presentation, and the effective application of relevant theory. PowerPoint slides may be used for the presentation. If your team uses PowerPoint slides, please e-mail the slides to the instructor immediately after delivering the presentation. Presentations may be a maximum of 15 minutes. Presentations should not include an overview of the case – case details should be used to support recommendations. The analysis should be limited to the case materials and no additional research is necessary or recommended.

**Case presentation (15%):** The purpose of this group presentation is to develop case analysis, presentation, and discussion facilitation skills. Your efforts here will build on the learning from your prior presentations. Each group is randomly assigned one of two cases. Each group, acting as a consulting team, will do the case analysis. In Sessions 9 and 10, each group will do a 30-minute presentation (20-minute presentation and 10-minute Q&As) to the class. While the class may have questions for you, please prepare

four or five prompting questions to ask the class, to facilitate a dynamic Q&A session if needed.

When constructing your presentations, make use of the framework that is described on page six of the Introductory Note on the Case Method (Product# 9B08M085). Roughly, the framework breaks down this way:

- executive summary
- issue identification, identify salient problems, issues, opportunities, or objectives
- case analysis using relevant theories and frameworks
- identification and evaluation of alternatives
- recommendations, both strategic and tactical - decision, course of action, and implementation

The analysis should be limited to the case materials and no additional research is necessary or recommended. Groups are required to submit their presentation slides by email the day of the presentation.

Presentations will be evaluated based on:

- the quality and completeness of the presentation's elements (e.g., executive summary, issues, analysis, alternatives, recommendations);
- alignment between the case and the ideas noted as issues, outputs of the analysis, alternatives, and recommendations;
- the clarity of the presentation;
- effective application of relevant theory.

### **Advice for Presentation Audience**

To be an effective audience, you need to (1) read the assigned case in advance, (2) pay close attention to the group's presentation, and (3) make note of any questions you might have for the Q&A session. Keep in mind that your questions need to be constructive and relevant to the presentation and course materials. Your participation in the Q&A part of the presentations is an important part of your overall class participation (see below).

### **PARTICIPATION (20%)**

To create a shared learning environment, students are expected, and encouraged, to both attend class and participate in class. Treat each class as if it is an important meeting you are scheduled to attend and participate in.

Your participation grade will be based on both the quality and frequency of your contributions to class activities and discussion. Class discussions provide an opportunity to practice speaking in a group setting, listening actively, and responding constructively. Students who advance the discussion and add to the collective learning experience will be rewarded. To succeed here, you must both: prepare to discuss the assigned case and read assigned chapters.

The best examples of active participation:

- show respect for the opinions of others and build upon their comments
- show curiosity and innovative thought, or lead to new areas of discussion
- apply relevant personal knowledge and/or experience to the conceptual material
- incorporate concepts from the reading
- are relevant to the current focus of the class.

To account for the potential errors in evaluating participation and for situations where students might have to miss a class for unexpected reasons (e.g., illness), your participation in this component will be based on the eight highest scores.

### **FINAL EXAM**

The final exam is a closed-book, 3-hour exam held during the final class of the term. The final is worth 20% of your final grade. Students are permitted to bring notes up to 10 pages. The exam is a case analysis in which students are required to apply ALL knowledge and materials from the course to identify issues, analyze the case, identify alternative solutions, and make recommendations.

### **COURSE SCHEDULE:**

<b>Session 1</b> <b>May 2<sup>nd</sup></b>	<ul style="list-style-type: none"> <li>• Review course outline</li> <li>• Chapter 1</li> <li>• Introductory Note on the Case Method (Product# 9B08M085)</li> <li>• Team formation</li> </ul>
<b>Session 2</b> <b>May 9<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Chapter 2</li> <li>• Case: Toys "R" Us Canada: Is Playtime Over? (Product# 9B18M167)</li> </ul>
<b>Session 3</b> <b>May 16<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Chapter 3</li> <li>• Case: Tim Horton's Inc. (Product# 9B14M114)</li> <li>• Case recommendations 1: Groups 1 and 3</li> </ul>
<b>Session 4</b> <b>May 23<sup>rd</sup></b>	<ul style="list-style-type: none"> <li>• Chapter 4</li> <li>• Case: Walmart Stores Inc. (textbook PC 1-27)</li> <li>• Case recommendations 1: Groups 6 and 2</li> </ul>
<b>Session 5</b> <b>May 30<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Chapter 5</li> <li>• Case: The Levi's Personal Pair Proposal (textbook PC 2-7)</li> <li>• Case recommendations 1: Groups 4 and 5</li> </ul>
<b>Session 6</b> <b>June 6<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• Case: TLO Developers: Strategic Options (Product# 9B18M156)</li> <li>• Case recommendations 2: Groups 1, 3, and 6</li> </ul>
<b>Session 7</b> <b>June 8<sup>th</sup></b>	<b>COMMON MIDTERM EXAM</b> <b>2pm – 430pm, location: TBA</b>
<b>Reading Week</b> <b>June 13<sup>th</sup></b>	No session, summer reading week
<b>Session 8</b> <b>June 20<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Chapter 7</li> <li>• Chapter 8</li> </ul>

	<ul style="list-style-type: none"> <li>• Case: Amazon.com: Evolving into Offline Retail (Product# 9B18M026)</li> <li>• Case recommendations 2: Groups 2, 4, and 5</li> </ul>
<b>Session 9</b> <b>June 27<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Chapter 10</li> <li>• Group Presentations: Groups 1, 3</li> <li>• Case: Rayovac Corporation: International Growth and Diversification (textbook PC 3-19)</li> </ul>
<b>Session 10</b> <b>July 4<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Chapter 11</li> <li>• Group Presentations: Groups 6, 2</li> <li>• Case: Aegis Analytical Corporation's Strategic Alliances (textbook PC 3-31)</li> </ul>
<b>Session 11</b> <b>July 11<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Chapter 12</li> <li>• Group Presentations: Groups 4, and 5</li> <li>• Bayer-Monsanto: The Challenges of a Mega Merger (Product # 9B17M182)</li> </ul>
<b>Session 12</b> <b>July 18<sup>th</sup></b>	<ul style="list-style-type: none"> <li>• Final Case Exam</li> <li>• Closed book</li> <li>• 10 pages of notes can be brought to the exam for reference</li> </ul>

**NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE THE SEQUENCE OF TEXT MATERIALS AND THE ASSIGNMENT OF CASES.**

## **RELEVANT UNIVERSITY REGULATIONS**

Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. In order to apply for deferred standing, students must register at <http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf> then subsequently submit a completed DSA (Deferred Standing Agreement) form with supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson). Write your ticket number from the online registration system directly onto the DSA form. The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam to the main office of the School of Administrative Studies (282 Atkinson), NOT to the Course Director.

These requests will be considered on their merit and decisions will be made on a case by case basis. Decisions will be made available by logging into the following link: <http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf>. No individualized communication will be sent by the School to the students (no letter or e-mails).

Students with an approved DSA will be able to write their deferred examination during the School's deferred examination period. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not. Any request for deferred standing on medical grounds must include an Attending Physician's Statement form.

DSA Form: [http://www.registrar.yorku.ca/pdf/deferred\\_standing\\_agreement.pdf](http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf)

Attending Physician's Statement form: <https://secure.students.yorku.ca/pdf/attending-physicians-statement.pdf>

Academic Honesty: The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters.

The Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist. Students should review the York Academic Honesty policy for themselves at: <http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at: [http://www.yorku.ca/tutorial/academic\\_integrity/](http://www.yorku.ca/tutorial/academic_integrity/)

In-Class Tests and Exams - the 20% Rule: For all Undergraduate courses, except

those which regularly meet on Friday evening or on a weekend, tests or exams worth more than 20% will not be held in the two weeks prior to the beginning of the official examination period. For further information on the 20% Rule, please visit:  
<http://www.yorku.ca/secretariat/policies/document.php?document=141>

For further information on examination scheduling and other important dates, please refer to:  
<http://www.registrar.yorku.ca/enrol/dates/index.htm>

Religious Accommodation: York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit:  
<https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

#### Academic Accommodation for Students with Disabilities

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information please visit the Disabilities Services website at <http://www.yorku.ca/cds/>

York's disabilities offices and the Registrar's Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>

Please alert the Course Director as soon as possible should you require special accommodations.