

**York University**  
**Faculty of Liberal Arts and Professional Studies**  
**School of Administrative Studies**  
**Winter 2020**  
**AP/ADMS4900 3.0**  
**Management Policy: Part 1**

**Term: Winter 2020**

**Section: Q**

**Time: Thursday 11:30am-2:30pm**

**Location: HNE 036**

**Course Director: Prof. Eytan Lasry**

**Email: [eytan@yorku.ca](mailto:eytan@yorku.ca)**

**Phone: 416-736-2100 ext: 22878**

**Office Hours: Thursday 3-4pm (Atkinson 258B) or by appointment**

**COURSE OVERVIEW**

This course examines the challenges of the strategic management process - identifying, formulating, evaluating and implementing viable business strategies. The emphasis is on issues that affect the success of the entire organization. As such, we will view the firm as a whole, but we will draw upon, and integrate into our analysis, your understanding of the various functional areas of business and the external environment.

To increase your competence in managing the strategic process, extensive use of the case study method is employed. This allows us to practice business decision-making skills in simulated management roles. To maximize the learning experience, it is essential that all students be prepared to discuss the assigned cases. Therefore, student participation is essential for the success of this course.

In addition to learning about strategic concepts, you can expect to further develop your abilities in sizing up complex business situations and identifying the core problems or issues. You will have opportunities to analyze qualitative and quantitative data, both internal and external to the firm, and assess what implications it may hold for a firm's success. Through the case studies, you will learn to identify and evaluate existing and alternative strategies and gain the confidence to recommend specific courses of action. Finally, you will gain an understanding of the issues involved in implementing a change in strategic direction, including addressing the issue of control.

**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, permission for late enrolment cannot be granted.**

### **REQUIRED TEXT**

**Strategic Management & Competitive Advantage: Concepts and Cases.** 6<sup>th</sup> Edition. Jay B. Barney and William S. Hesterly. Pearson, New York, NY

### **CASE STUDIES**

Students are responsible for obtaining copies of cases. Cases can be purchased through Ivey Publishing's website (<https://www.iveycases.com>).

### **RECOMMENDED READINGS:**

[Report on Business](#); [Financial Post](#); [Fortune](#); [Canadian Business](#) (Try to read at least once a week)

### **COURSE EVALUATION**

Midterm: 25%

Group Work: 35% [10% for two case recommendations and 25% for the final 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 to help students make sense of the material. As the time goes by, the role of the instructor will shift to facilitate class discussions. There are assigned chapters and a case in each session (the assigned case will be announced at least two weeks in advance). 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 required to participate in **ALL** class activities and exercises.

### **MID-TERM EXAM (25%)**

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-essay questions. You will be responsible for the assigned textbook readings from **Chapters 1- 5 and Chapters 7-9 (i.e. Chapters 1-9 except for Chapter 6), irrespective of whether the material was covered in class.** You are not responsible for the case studies. This will be a closed-book exam worth 25% of your final grade that will be held on

**Saturday, February 29<sup>th</sup> from 10 am – 12pm (Location TBA)**

Students who will miss the original midterm due to religious reasons are required to provide the 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 miss the original midterm for medical reasons are required to notify the instructor by email within two days of the date of the scheduled exam (i.e. Monday for the midterm). An Attending Physician's Statement form must be submitted to the Administration Office within 3 business days of the exam (makeup exam scheduled for Friday, November \_\_\_\_).

**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 form groups of 5 or 6 students (names of group members are to be submitted no later than Session 2), depending upon the size of the class. Groups are expected to meet 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 intervene in internal group issues only if absolutely necessary.

There are two components of group work:

**Case recommendations (10%):** The purpose of this exercise is to provide you with an opportunity to share responsibility for class learning. More specifically, each group will have two opportunities during the term to provide recommendations to a weekly case with accompanying analytical rationale. Starting in Session 3 (after the formation of the groups has been finalized), the instructor will assign two groups for each week to provide their recommendations to the case for that week and may also ask the two groups to debate their recommendations. Both groups can make a short presentation that may include the identification of the issue, their recommendations, and accompanying rationale. Each case recommendation presentation and discussion is worth 5% and will be evaluated based on the quality and completeness of the recommendations/debates. Presentations are limited to a maximum of 10 minutes and groups may use a maximum of three (3) presentation slides if they choose to (slides are optional and not required). **Only group members who are present at the time of the presentation will get the credit.**

**Group presentation (25%):** The purpose of the group presentation is to help students to develop case analysis and presentation skills. Therefore, all group members are required to do the presentation. Each group will be 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 40-minute presentation (25-minute presentation and 15-minute Q&As) to the class. There is no prescribed format for the presentations but clarity, logic and creativity are key. 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.

Empirical evidence shows that to achieve a high level of group performance requires effective teamwork and input from all group members. However, past experience also shows that groups are subject to the ‘free rider’ problem if there are no mechanisms in place to motivate group members to contribute their fair share of the work. Accordingly, individual grades for this component will be adjusted based on each student’s peer evaluation score. Therefore, no later than one day after their group’s case analysis presentation, each group member will be required to submit peer evaluations of their teammates using the form available on course website. The evaluations will rate the performance of other group members in each of the following categories that were selected because they represent the most important aspects of team performance:

1. **Teamwork:** Contributes to the group’s overall performance and effectiveness i.e. helps draw out the best from others; helps move the group toward task completion; communicates effectively; and provides value added inputs.
2. **Initiative and Dependability:** Fulfills responsibilities on time and according to expectations of group or evaluator.
3. **Quality of Outputs:** Provides high quality and organized oral and written reports.
4. **Contribution to Knowledge and Learning:** Effectively understood, utilized, and demonstrated knowledge of course materials and added value to group skill level.

Peer evaluations that are one standard deviation above the average of the group’s will be awarded an additional three (3) points. However, peer evaluations that are one standard deviation below the average of the group’s will be penalized three (3) points. The example below illustrates how presentation grades will be calculated. In this hypothetical scenario, a group consists of four (4) members and receives a grade of 80% for its presentation.

	Teamwork	Initiative/dependability	Quality of output	Knowledge and learning	<b>Average</b>
Member 1	4	4	4	4	<b>4</b>
Member 2	4	3	2	3	<b>3</b>
Member 3	3	2	2	1	<b>2</b>
Member 4	2	0	1	1	<b>1</b>

Given that the average peer evaluation is 2.5 and the standard deviation is approximately 1.3, Member 1 will receive 83% because his/her peer evaluation is one standard deviation above the average ( $4 > 2.5 + 1.3$ ). In contrast, Member 4 will receive 77% because his/her peer evaluation is one standard deviation below the average ( $1 < 2.5 - 1.3$ ). Both Members 2

and 3 will receive 80% as their individual grades are not more than one standard deviation away from the average peer evaluation mark of 2.5.

Obviously, peer evaluations can significantly affect your individual grade so you should take them seriously. As mentioned, you are required to submit your evaluation **the day after your group presentation**. It is important to submit your evaluation on time because individual grades will be calculated two days after your presentation. Accordingly, no late submissions are accepted and you will receive a five (5)-point penalty if you fail to submit your evaluation on time.

### **Advice for Group Case Analysis Presentations**

While your presentation can be as creative as you'd like, you should at least cover the following:

1. Issue identification (what key issues/challenges does the organization face?)
2. Issue analysis (why are they important?)
3. Recommendations/Solutions and Supporting Rationale
4. Implementation/Action Plan

Please let me know in advance if you need any equipment assistance.

### **Advice for Presentation Audience**

To be a good audience, you need to (1) read the assigned case in advance and, (2) pay close attention to the group's presentation. By doing so, you will find that you can learn a great deal from the presenting groups. You will be invited to ask any questions you may have. 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).

### **CLASS PARTICIPATION**

Given the interactive nature of ADMS4900, the quality of the learning is the responsibility of both the instructor and students. Class participation is therefore essential to the process and is worth 20% of your final grade. **Class participation is not based on attendance but rather on your contributions to class discussion.**

Specifically, the course puts great emphasis on discussion of the course materials (both textbook and cases) so your regular input is expected. In order to actively participate in discussions, you are required to read the materials in advance. Class participation is evaluated on a regular basis so it's entirely possible that students who attend class each week but do not participate in discussions may fail this grade component.

The instructor will evaluate students' participation based on quantity and quality. Two criteria are essential to a meaningful participation that will enhance the class discussion: **comments should be both informative AND relevant.** Good quality participation is one that can stimulate in-depth, meaningful discussions. On the other hand, a repetitive comment or simply summary of the materials would be considered of modest quality. If students have any difficulty in participating in discussions, they should contact the instructor as soon as possible to discuss how to help them to engage in class discussions.

Weekly participation (20%): This component is evaluated on a weekly basis, including lecture and case discussions. There are eight (8) sessions (starting in Session 2) in which students have the opportunity to participate in class discussions, in addition to the two sessions with group presentations (weeks 9-10). You are required to participate in the Question and Answer (Q&A) sessions in the week of the other students' group presentations (i.e., Sessions 9 and 10). During the Q&A sessions, you are invited to ask constructive questions to the presenting groups. Similar to participation in weekly lectures, your performance is based on the quality of the questions you ask. For each session, every student will receive a participation score according to his/her participation in both lecture and case discussions. 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 five (5) highest scores from the eight (8) sessions.

### **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 (1 sheet of paper = 2 pages). The exam is a case analysis in which students are required to apply ALL knowledge and materials from the course to analyze the case and make recommendations.

## COURSE SCHEDULE

<b>Session 1</b> <b>January 9</b>	<p>Introduction  <u>Chapter 1: What is Strategy and the Strategic Management Process?</u>            Course outline review/Course Expectation/Administrative issues</p> <p>Case: <b>Introductory Note on the Case Method (Product # 9B08M085)</b></p>
<b>Session 2</b> <b>January 16</b>	<p><u>Chapter 2: Evaluating a Firm's External Environment</u></p> <p>Case: <b>The Chinese Fireworks Industry (Product # 9B11M006)</b></p> <p><b>Submission of Group Members</b></p>
<b>Session 3</b> <b>January 23</b>	<p><u>Chapter 3: Evaluating a Firm's Internal Environment</u></p> <p>Case: <b>Nintendo: Game On! (Product # 9B16M158)</b></p> <p><b>Case Recommendations: Group 1-3</b></p>
<b>Session 4</b> <b>January 30</b>	<p><u>Chapter 4-5: Business-Level Strategies</u></p> <p>Case: <b>Coral Divers Resort (Product # 9B08M041)</b></p> <p><b>Case Recommendations: Group 4-6</b></p>
<b>Session 5</b> <b>February 6</b>	<p><u>Chapter 8-9: Corporate-Level Strategies</u></p> <p>Case: <b>The Lego Group: Building Strategy (Product #9B11M086)</b></p> <p><b>Case Recommendations: Group 2-5</b></p>
<b>Session 6</b> <b>February 13</b>	<p><u>Chapter 7: Collusion</u></p> <p>Case: <b>Amazon.com: Evolving into Offline Retail (Product #9B18M026)</b></p> <p><b>Case Recommendations: Group 3-1</b></p>
<b>February 20</b>	<p><b>NO CLASS FOR READING WEEK! ☺</b></p>
<b>Session 7</b> <b><u>Saturday</u></b> <b><u>February 29</u></b>	<p><b>Midterm Exam</b>            Date: <b>February 29</b>            Time: 10am-12pm            Location: TBA</p>

<b>Session 8</b> <b>February 27</b>	<u>Chapter 11-12: Strategic Alliances + Mergers and Acquisitions</u>  Case: <b>FORTIS Inc. and the \$11.8 Billion ITC Decision (Product #8B18M020)</b>  <b>Case Recommendations: Group 6-4</b>
<b>Session 9</b> <b>March 5</b>	<b><u>Group Presentations</u></b>  Case: TBA
<b>Session 10</b> <b>March 12</b>	<b><u>Group Presentations</u></b>  Case: TBA
<b>Session 11</b> <b>March 19</b>	Course Review and wrap-up  Case: <b>Banff Aspen Lodge: Evolving the Business Strategy (Product #8B18M126)</b>  <b>Case Recommendations: Group 5-2</b>
<b>Session 12</b> <b>March 26</b>	<b><u>Final Case Analysis Exam (in class)</u></b>  Closed book; you can bring up to 10 pages of notes

**NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE THE SEQUENCE OF TEXT MATERIALS AND THE ASSIGNMENT OF CASES. IN ADDITION TO THE TEXTBOOK READINGS, ANY SUPPLEMENTARY ARTICLES ASSIGNED BY THE INSTRUCTOR WILL BE POSTED ON THE WEB SITE OR HANDED OUT IN CLASS**

### **RELEVANT UNIVERSITY REGULATIONS**

**Deferred Exams:** 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. Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>  
Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a "Doctor's Note" will not be accepted.

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: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>

In order to apply for deferred standing, students must register at <https://sas-app.laps.yorku.ca/>



Followed by handing in a completed DSA form and supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson) and add your ticket number to the DSA form. The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam. These requests will be considered on their merit and decisions will be made available by logging into the above mentioned link. No individualized communication will be sent by the School to the students (no letter or e-mails).

Students with 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; a "Doctor's Note" will not be accepted.

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

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

**Grading Scheme and Feedback Policy:** The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

*Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.* For more information on the Grading Scheme and

Feedback Policy, please visit:

<http://www.yorku.ca/univsec/policies/document.php?document=86>

**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://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>

**Reappraisals:** Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

**Accommodation Procedures:** LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: <http://ds.info.yorku.ca/academic-support-accomodations/>

**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: <http://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

### **Academic Accommodation for Students with Disabilities (Senate Policy)**

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 Counselling and Disability Services website at <http://www.yorku.ca/dshub/>

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.