

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

**Term:** Fall 2020

**Section:** C

**Course Director:** Prof. Eytan Lasry

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

**Office Hours:** Tuesday 3-4pm, or by appointment (via Zoom)

**Class Meeting Time:** Tuesday 4-7pm. Classes will run synchronously at the scheduled meeting time every week.

**Location:** Zoom meeting room (link to be posted on Moodle). Please note that this course depends on remote teaching and learning. There will be no in-person interaction or activities on campus.

**Technical Requirements:** Stable, higher-speed internet connection as well as a computer with webcam and microphone, or a smart device with these features.

Several platforms will be used in this course (e.g., Moodle, Canvas, Zoom, etc.) through which students will interact with the course materials, the course director, as well as with one another. This course will also require the use of Moodle and Turnitin for examinations. Please review the syllabus to determine how the class meets (in whole or in part), and how office hours and presentations will be conducted. Students should note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it. Technology requirements and FAQs for Moodle can be found here - <http://www.yorku.ca/moodle/students/faq/index.html>

### **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. ***Please note that you are expected to participate in the course through video conferencing.***

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. 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)

### **COMPUTING INFORMATION**

Here are some useful links for computing information, resources and help:

[Student Guide to Moodle](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

### **COURSE EVALUATION**

**Midterm: 30%** [in week 6 on Saturday October 24]

**Group Work: 30%** [5% for one case recommendation and 25% for the final presentation]

**Final Exam: 20%** [in the last class on July 28]

**Class Participation: 20%** [10% for weekly participation; 5% for learning objectives presentation; 5% for online forum contributions]

### **FORMAT OF THE COURSE**

This section of 4900 is a remote delivery course. **By remote, it means that the instructor and students will meet on Zoom at a specified schedule (4-7pm on Tuesdays).** The quality of the course depends in part on the quality of technology each participant has access to. Therefore, it is extremely important that you have a device and stable internet access that meet Zoom requirements. Importantly, you are expected to participate each session in Zoom meeting room. Please take time to get yourself familiar with how to use Zoom regarding various functions and applications Zoom provides. Further, the course will use videos on Youtube to elaborate theoretical concepts. Thus, it is important that you have access to Youtube.

Each session is about three hours. Normally, there are assigned chapters, Youtube videos, and a case in each session. In the first half of the session, we will mainly focus on the assigned chapters and videos. You are required to read the assigned chapters, watch Youtube videos, and review the lecture slides before the Zoom meeting. There will be students who are responsible for leading discussion on assigned chapters (see **CLASS PARTICIPATION** below). In the second half of the session, we will focus on the cases and apply relevant theories to make sense of case situations. There will be students who are responsible for leading case discussion (see **CLASS PARTICIPATION** below).

### **MID-TERM EXAM (30%)**

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 8-9 (i.e. Chapters 1-9 except for Chapter 6-7), irrespective of whether the material was covered in class.** You are not responsible for the case studies. This will be an online exam worth 30% of your final grade that will be held on **October 24<sup>th</sup> at 10am.**

Students who miss the original midterm for medical or other legitimate reasons (such as work-related conflict) are required to notify the instructor by email within two days of the date of the scheduled exam to be eligible to write the make-up midterm.

**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 (30%) 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 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 (5%):** The purpose of this exercise to provide groups with an opportunity to share responsibility for class learning. More specifically, each group will have an opportunity 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 a group for each week to provide their recommendations to the case for that week. Groups should 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. Presentations are limited to a maximum of 10 minutes and groups may use a maximum of five (5) 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 assigned one of three cases and act as a *consulting team* to develop and present the case analysis. In Sessions 9, 10 and 11 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 before 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 only on attendance but rather on your contributions to class discussion.**

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.

There are nine sessions starting in week 2 in which students will have the opportunity to participate in class discussions. Specifically, there are three components to class participation as follows:

**Online discussion forum posts (5%):** There will be six online discussion forums in throughout the term (Sessions 2 – 5 and 7- 8). You can access the online discussion forum link for each session on Moodle. The link will be available from the end of the prior session until 6pm the day before the next session.

In each discussion forum, there will be three topics in which you are invited to post your ideas related to the topics. There will be 18 topics in total (3x6). Each post should be limited to 150 words. For each topic, you can only post once. You are required to post your ideas for five (5) topics throughout the term. An excellent post is one that adds to our understanding of the topic by applying it to Repeating the ideas that have been expressed

in earlier posts will not result in high marks. Online forums will be closed to posting on 6pm the day before the session so that everyone can read them before the class.

**Learning objective presentation (5%):** This component is based on a short presentation made by each student on one of the learning objectives from the textbook to be discussed in class. Each student will be assigned one learning objective from weeks 3-9 (except the week 6 midterm). Students will then be challenged to make a short presentation **(maximum 5 minutes)** to the rest of the class explaining the learning objective and how it relates to our understanding of strategy.

Students can highlight the learning objective by providing a specific example of a real organization that illustrates the learning objective and explaining how the example helps to understand the concept. Students may also research and share an article from the Harvard Business Review or another business publication (not a daily newspaper or an online blog) that illustrates the learning objective and explain how it helps us to understand the learning objective.

**Weekly participation (10%):** This component is evaluated on a weekly basis, including lectures and case discussions. There are nine (9) sessions (starting in Session 2) in which students have the opportunity to participate in class discussions, including the three sessions with group presentations (weeks 9-11). You are required to participate in the Question and Answer (Q&A) sessions in the week of the other students' group presentations. 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 nine (9) sessions.**

## **FINAL EXAM**

The final exam is a 3-hour, open-book exam held during the final class of the term. The final is worth 20% of your final grade and will be done online and submitted via Turnitin on Moodle. 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>September 15</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>September 22</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>September 29</b>	<p><u>Chapter 3: Evaluating a Firm's Internal Capabilities</u></p> <p>Case: <b>Nintendo: Game On! (Product # 9B16M158)</b></p> <p><b>Case Recommendations: Group 1</b></p>
<b>Session 4</b> <b>October 6</b>	<p><u>Chapter 4-5: Business-Level Strategies</u></p> <p>Case: <b>Banff Aspen Lodge: Evolving the Business Strategy (Product # 9B18M126)</b></p> <p><b>Case Recommendations: Group 2</b></p>
<b>October 13</b>	<p><b>NO CLASS FOR READING WEEK! ☺</b></p>
<b>Session 5</b> <b>October 20</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 3</b></p>
<b>Session 6</b> <b>Saturday</b> <b>October 24</b>	<p><b>MIDTERM EXAMINATION</b>            Time: 10am-12pm</p> <p><b>*** NO CLASS ON OCTOBER 31 – HAPPY HALLOWEEN!***</b></p>
<b>Session 7</b> <b>November 3</b>	<p><u>Chapter 7: Collusion; Chapter 10: Organizing for Diversification</u></p> <p>Case: <b>Tesla Inc.: Strategic Partnerships for Growth (Product #9B18M033)</b></p> <p><b>Case Recommendations: Group 4</b></p>

<b>Session 8</b> <b>November 10</b>	<u>Chapter 11-12: Strategic Alliances + Mergers and Acquisitions</u>  Case: <b>Foxconn Technology Group: Acquiring Sharp to Move up the Value Chain (Product #9B19M058)</b>  Case Recommendations: Group 5/6
<b>Session 9</b> <b>November 17</b>	<b><u>Group Presentations</u></b>  Case: TBA
<b>Session 10</b> <b>November 24</b>	<b><u>Group Presentations</u></b>  Case: TBA
<b>Session 11</b> <b>December 1</b>	<b><u>Group Presentations</u></b>  Case: TBA
<b>Session 12</b> <b>December 8</b>	<b><u>Final Case Analysis Exam</u></b>  Open book (3hrs) to be submitted on Moodle/Turnitin

**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>

***As communicated to the University community on March 13, 2020, Senate Executive has agreed to waive until further notice the requirement for students to submit an Attending Physician's Statement in support of a request for deferred standing or petitions.*** In order to apply for deferred standing, students must register at:

<http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf>

**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:  
<https://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.