

***ADMS 4900 – Fall 2020
Management Policy – Part I
Section E***

CLASS: Wednesdays: 4 - 7 pm
Location: Cyberspace

Course Director:

Ken Ogata
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Office Hours: By appointment

NOTE: Due to the COVID-19 pandemic, this course has been shifted to an asynchronous Remote Teaching format, meaning that all course activities and interactions will be conducted online via Moodle and Zoom. Accordingly, please ensure that you are sufficiently familiar with the usage and capabilities of each platform, and have installed Zoom on whichever device you will be using for the online sessions.

Given the evolving nature of circumstances related to the COVID-19, I reserve the right to change aspects of this course as necessary to preserve academic integrity and/or adapt to changing conditions, but will endeavour to keep these to a minimum. It is strongly advised that you check Moodle regularly to stay abreast of all activities. In addition, please check that Moodle has your preferred email address (i.e. one that you check regularly) to ensure that you receive all course/program related communications.

Organization of the course:

Please review the following information in detail, as it contains information essential to your participation in the course.

From Senate (*italics only*):

“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 / TA, as well as with one another. 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 shall 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>”

Technical requirements:

Stable, higher-speed Internet connection (to determine Internet connection and speed, use an online test such as [Speedtest](#))

- Computer with a webcam and microphone, and/or a smart device with these features, and Zoom installed in on your device.
- Students will participate:
 1. through video conferencing (i.e. Zoom)
 2. appear on video for seminar discussions and presentations.
- It is highly recommended that students ‘attend’ class in a location that will minimize potential disruptions.
- Assignments will be due electronically via Moodle/Turnitin, or via email direct to the Instructor in the event of technical difficulties.

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

[Student Guide to Moodle](#)

[Zoom@YorkU Best Practices](#)

[Zoom@YorkU User Reference Guide](#)

[Computing for Students Website](#)

[Student Guide to eLearning at York University](#)

Class Sessions:

Zoom Meetings have been scheduled for each class on Moodle at the previously designated times/dates. Only the introduction/lecture part of each class will be recorded (see above).

This course will be delivered in an asynchronous format. With the shift to online learning, some content previously addressed in-class has been shifted to both pre- and post-class individual review (check Moodle for these additional materials). I will be operating on the basis that this work has been completed and likely will not review it in-depth in-class.

In order to adapt to this alternate form of course delivery, we will also be experimenting with different approaches. This means that rather than lecturing on all of the material, greater emphasis will be placed upon individual student learning (asynchronous). In addition, there will also be additional emphasis upon in-class active learning. Accordingly, the quality of the course will depend equally upon the instructor and the class. Unlike knowledge intake-based courses, active class participation is essential for the learning process, including the discussion of course materials and subject matter. Therefore, your input is necessary and greatly appreciated.

In terms of class discussions, these will occur in both large and small group formats. Regardless of which format is involved, frank and open discussion is a necessary part of the strategic management process; however, comments should be restricted to the arguments/issues under discussion (i.e. challenge the ideas, not the speaker).

Class participation is not only about attendance, but also your contribution to class discussions (however you cannot participate if you don't attend). Thus, it is possible for students who attend weekly, but do not participate, to receive a low grade on this component. Class participation will be evaluated throughout, based upon the quality and quantity of comments. Good comments help move the discussion forward, while summary or repetitive comments are considered modest participation. Please note that good questions also count as quality participation.

COURSE DESCRIPTION

This course in Management Policy is designed to expose students to the many facets of business strategy that contribute to variances in firm performance (why some outperform, and others fail). Strategy and policy identification, formulation, and evaluation are developed through lectures, readings and case discussions. Emphasis is upon integration of the Administrative Studies subject areas that you have become familiar with during the course of your studies, and provide a framework for the analysis of strategic problems of general management.

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 will draw upon and integrate into our analysis your understanding of the various functional areas of business (accounting, finance, HR, marketing, operations, and management), as well as external factors (e.g. economy, oil prices, NAFTA 2.0, TSX/NASDAQ).

To increase your competence in managing the strategy 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 are prepared to discuss the assigned cases.** Therefore, adequate student preparation and participation is essential for the success of this course (and yours).

In addition to learning about strategic concepts, you should expect to further develop your abilities 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 they 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 issues of execution and control.

PREREQUISITES AND ENROLLMENT 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.*

For those admitted prior to FALL 2009: 78 credits including AK/ECON 1000 3.00; AK/ECON 1010 3.00 and six credits in management science.

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 de-enrolled at any time** during the term (and have been). The department will not be responsible for refunds resulting from students being de-enrolled from the course due to a lack of appropriate prerequisites.

Course directors will not handle enrolment related issues. Students who have any questions concerning the enrolment policy should contact the Office of Administrative Studies, and/or an academic advisor.

NOTE: Due to the intensive nature of this course, NO students will be admitted to the course after the second week of classes (September 18th) unless they have attended at least one of the first two weeks of classes.

RELEVANT UNIVERSITY REGULATIONS

Please refer to the website (<https://sas.laps.yorku.ca/students/>).

REQUIRED TEXT AND READINGS

Barney & Hesterly. 2019. Strategic Management & Competitive Advantages, 6th Edition, Pearson Education.

Cases:

Students are responsible for obtaining copies of the cases. Cases can be purchased through the Ivey Publishing website (<https://www.iveycases.com>). Harvard cases are also be available through the Ivey website; if not, see Harvard Business Press (<https://hbsp.harvard.edu/home/>). The cases to be covered are listed in the Outline of Classes (p. 9).

Recommended Readings:

Students are also advised to keep abreast of major current business issues/stories, including economic developments (e.g. NAFTA 2.0, Brexit, climate change). This may include reading the business section of major newspapers (Globe and Mail, Financial Post, NY Times), watching televised business reports (e.g. CNBC), reading the popular business press (e.g. Bloomberg, Economist, Business Insider), and the Harvard Business Review.

COURSE EVALUATION

Midterm – 30%
Group Work - 30%
Final Exam - 20%
Class Participation – 20%.

COURSE FORMAT

Each session will be about three hours in duration. We will meet virtually at the specified scheduled time and day (Wednesdays from 4 – 7 pm). **Due to the shift to a remote, asynchronous format, greater emphasis will be placed upon student learning outside of the live sessions.** In the early stage of the course, there will be greater emphasis upon the assigned chapters and videos to help students understand the material and how to apply it. It is expected that students will have read both the assigned chapters and case, and reviewed the assigned videos. Students will also be assigned responsibility for discussing the learning objectives and cases (see CLASS PARTICIPATION below). Be forewarned. This is a highly interactive course in which students are **expected** to participate in all class activities and exercises. As we progress, more time may be spent on the cases and application of the relevant theories.

MID-TERM EXAM (30%)

The mid-term exam is weighted 30% towards your final grade. It is a closed book, 2-hour exam. The purpose is to examine your knowledge and understanding of the course materials (Chapters 1-5, 8, 9 in the text), and the instructor's lectures. The exam consists of two parts – multiple choice questions and short essay questions. The mid-term will be held on **Saturday, October 24th, from 10 am – noon**. Additional details will be discussed in class.

Students who miss the original midterm are required to notify me by email within two days of the midterm (i.e. Monday noon) to qualify for the makeup. Without an email, students will receive a grade of zero for the midterm. The weight of the midterm **cannot** be transferred to other grade components. Students who miss both the original and makeup midterms will have to defer completion of the midterm until the course is offered again (next term).

GROUP WORK (30%)

This course puts great emphasis on group work (30%), as group work is an important feature of contemporary work life in the real business world. Accordingly, students will form groups of about 6 members each (depending upon the final size of the class). Individuals may self-select their groups, with names of group members to be submitted to me via email, no later than September 16th (2nd class). Students who have not found a group by that point will be assigned to one. Students are not allowed to switch groups once they have been formed. **Please note that teams are expected to be self-managed, and resolve issues on their own.** In other words, I **will not** intervene or adjudicate in the event of group difficulties. If I have to intervene, group members may lose all of their participation marks.

Group Participation:

All group members will share the same mark for the presentations (adjusted as noted below if required). Empirical evidence shows that a high level of group performance requires effective team work and input from individual team members. However, past experience also shows that groups are more likely to experience free rider problems without mechanisms in place to motivate members to contribute. Accordingly, individual participation marks will also be based upon peer evaluation. Each team/member will submit a peer evaluation form (see Moodle) the day after your group presentation. In the event that all members contributed equally, a single team report can be submitted. Where members feel that individuals varied significantly in their participation, each team member will submit an individual peer evaluation, which may result in the loss of individual participation marks (the 20%). Severe cases of team dynamics issues (e.g. plagiarism, fighting, non-participation) may result in the loss of individual group work marks (the 30%). Please be advised that in the event peer evaluations are not submitted, I will assume that there were no team dynamics issues.

Case Presentations:

In Sessions 9 to 11, we will be having group case presentations and critiques. Each week, two groups will present their case solutions, and two groups will critique the presenting group's solution. The order of presentation will be assigned in advance; however, the order of critique will be assigned randomly. For example, in Session 9, after group 1 has presented their solution, one of the other groups will be randomly assigned to critique their presentation (1 critique per group, so once you have critiqued, your group is done). The structure for these sessions is:

- 25 minute group presentation (pre-assigned)
- 15 minute break
- 10 minute group critique (randomly assigned)
- 5 minute presenting group rebuttal (if any)
- 10 minute class Q&A.

Group Presentation (25%):

The purpose of the group presentation is to help students develop their case analysis and presentation skills. Each group will select one of the available weeks (1 case per session). Each group will act as a *consulting team*, presenting the results of their case analysis to the class (as senior management). **Your job is to convince the class that you have the right solution.**

There is no required format to the presentation, but clarity of presentation and cohesiveness of solutions are key. (Note: do not assume that what the company did was the right solution.) Groups are required to email me a copy of their presentation slides **the day before** their presentation (i.e. Tuesday by 6 pm).

Advice for the Group Presentation:

Your presentation can be as creative as you want, but content is key. Your presentation should cover these following topics:

1. Background about the company (and its environment)
2. Issue identification (what are the issues)

3. Analysis of the issues (using various analytical tools)
4. Identification of key problem (what is it and why)
5. Recommendations/solutions (justify)
6. Implementation/action (what needs to be done)

You are advised to test your presentation on Zoom in advance to avoid technical problems.

Group Critique (5%):

The purpose of the group critique is to assess the quality of analysis by the presenting group. Each group presenting their critique will have up to 10 minutes. You should address positive and negative aspects of the presentation (content and style). You can challenge the presenting group's analysis and ideas, and present your own recommendations, but do not get personal (remember, someone else will critique your presentation). Only group members present at the time of critique will receive credit for their group's critique (without prior excused absence or valid technical reasons).

Advice for the Audience:

To be a good audience participant, **you should read the case in advance**, and listen closely to the presentation. Consider how their understanding and analysis of the case is consistent with/different from your interpretation. (Note: this will also help you prepare for the final exam.) Be prepared to ask questions of the presenting group, but be fair and constructive in your questions/comments.

CLASS PARTICIPATION

The quality of the course will depend equally upon the instructor and the class. Unlike other courses, active class participation is essential for the learning process. Accordingly, class participation is weighted at 20% of your final grade. **Class participation is not about attendance only, but includes your contribution to the class discussion** (however you cannot participate if you don't attend). Thus, it is possible for students who attend weekly, but do not participate, to receive a low grade on this component.

Class participation will be evaluated on a regular basis, based upon the quality and quantity of comments. In order to actively participate in discussions, read the materials in advance, and formulate questions. Good comments help move the discussion forward, while summary or repetitive comments will be considered as modest participation. Please note that good questions also count as quality participation. Students who have difficulty participating in class are invited to speak with me on ways they can help engage in the discussion.

With the shift to asynchronous instruction, additional emphasis has been placed upon non-class learning activities. There are four components to participation:

1. Chapter learning objectives (4%)
2. Lead case discussion (3%)
3. Online discussion forum (5%)
4. Live class participation (8%)

Chapter learning objectives (4%):

Each student will sign up on Moodle to present on a course learning objective from the assigned chapters (sessions 2-5, 6, 9). Students will prepare a 5-minute, 2 slide (Powerpoint) summary of the selected learning objective, and provide a real-world example of that objective. These summaries will be presented in the first hour of class each session. These summaries will supplement in-class lectures (you are still responsible for these for exam purposes).

Lead case discussion (3%):

Each student will sign up on Moodle to help lead the discussion on a case (session 2-6, 9). Students will prepare a 1 slide (Powerpoint) summary of the following:

- Company background
- Environmental context
- Industry context
- Key issues/problems
- Recommendation 1
- Recommendation 2

Online discussion forum (5%):

There will be 6 online discussion forums with three topics each (total of 18 topics). These forums are intended to address additional issues arising from the material discussed in class each week. These forums will be posted following class after sessions 2-6 and 9 (discussions open on Thursday and close on Tuesday at noon). You are required to post comments on 5 topics during the term (your choice for which topics, limit 1 per session). Each post is limited to 150 words maximum, and should build upon previous posts (not summarize or repeat). We may also discuss these posts in our next class (time permitting).

Live class participation (8%):

Finally, you are expected to actively participate in class. Part of your mark for this component will be based upon attendance, but to do well, you need to be actively engaged in each class. This will include both the lecture and case discussion parts of the class.

FINAL EXAM (20%)

The final exam will count for 20% towards your final grade. It is a 3-hour, case analysis exam (provided in the exam). You will be required to apply ALL materials covered during the course.

Be advised that both the midterm and final exam must be submitted via Moodle/Turnitin.

OUTLINE OF CLASSES

This course will be run as a seminar where students are expected to come to class prepared to discuss the readings. Students should also be prepared to share their opinions and experiences (both good and bad). Although I may not cover all of the material in class, you are still responsible for anything noted in class or on the course outline.

Week	Date	Agenda	Case
1	Sept. 9	Ch. 1 – What is strategy	
2	Sept. 16	Ch. 2 – Evaluating External Environment <i>Form Teams</i>	Canopy Growth (Ivey-9B18M089)
3	Sept. 23	Ch. 3 – Evaluating Internal Capabilities	Marvel Way (IN-1182)
4	Sept. 30	Ch. 4 – Cost Leadership Ch. 5 – Product Differentiation	Toys R Us (Ivey-9B18M118)
5	Oct. 7	Ch. 8 – Vertical Integration Ch. 9 – Corporate Diversification	Ryanair (Ivey-9B19M057)
	Oct. 14	READING WEEK	<i>No Class</i>
6	Oct 21	Ch. 7 - Collusion	Lance Armstrong (HBP-9314015)
7	Oct 24	<i>MIDTERM</i>	<i>Details TBA</i>
8	Oct. 28	No class	
9	Nov. 4	Ch. 11 – Strategic Alliances Ch. 12 – Mergers and Acquisitions	Majestica Hotel (Ivey-9B05M035)
10	Nov. 11	Team Presentations A	
11	Nov. 18	Team Presentations B	
12	Nov. 25	Team Presentations C	
13	Dec. 2	Final Exam (in class)	