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AP/ADMS 3900 N 3.0
The Practice of General Management
Online course – Winter 2021

This course develops the required organizational skills and practices of managers to meet their objectives in small, medium and large organizations. Theoretical instruction is combined with cases and experiential exercises to help students develop a comprehensive understanding of the subject and the integration of functional areas in strategic analysis.

The course is divided into three four-week modules. We will start by exploring purpose, principles and leadership in management. We will then move on to studying the process of managing the activities of a competitive firm, from planning to execution. We will end by looking at the challenges associated with managing change, innovation and risk.

The majority of the course readings are cutting edge articles that you will download from the York library website for free. The exceptions are the book *Fifteen Paths* and the cases/simulations/course kit, which will be available for purchase through the bookstore or online. The supporting videos can be accessed via the links below. All but one are hosted on YouTube. The professor will also post slides to guide your reading, thinking and watching.

The professor will offer scheduled interactive mini-lectures and conversations online every week. These conversations are meant to simulate a real-time classroom environment where students and the professor can explore the module topics in greater detail. The sessions will be recorded and posted for all students, including those who did not participate, to access and review at their leisure. While participation in the session is optional (although strongly encouraged), listening to the recording is mandatory and should be considered an extension of the required readings.

Prerequisites for this course: ADMS 2400

Required purchases:

- 1) **Weitzner, D. 2019. Fifteen Paths. Toronto: ECW Press** – Hardcopy available through the York Bookstore. Hard and e-copies available via Amazon, Indigo, etc.
- 2) **ADMS 3900 Course Kit** – Hard copy available through the York Bookstore. E-copy available via Harvard: <https://hbsp.harvard.edu/import/785644>
- 3) **Simulations** – E-access via Harvard: <https://hbsp.harvard.edu/import/785645>

Grading:

Case assignments - 25%

Students will be expected to submit full-length written solutions to **2 assigned cases (12.5% per case)**. Those cases are due in weeks 5 and 11. Each case should be a **minimum** of 7 typed, 12-point font, double-spaced pages. A detailed outline of how to write a case is included in this course outline.

Simulations – 5%

Students are also required to complete two simulations (**2.5% each**). You must pay for it directly through the Harvard website.

Mid-term assignment – 30%

The mid-term is a written assignment due in week 7 where students will choose a company that they aspire to work for, find a recent (past 6 months) story about them in the business press that highlights a challenge faced by their management team and propose a path forward. The assignment should be a **maximum** of 10 typed, 12-point font, double-spaced pages. A detailed grading rubric will be posted on Moodle.

Final exam - 40%

Students will write a take-home final exam that will test comprehension of the assigned material. The exam will be cumulative, consist of three essay questions and the time/date will be set by the University.

Bonus Marks: Students who are regularly active on Moodle message boards posting about the weekly readings will receive **2** bonus points towards their final grade. You must post on **ALL** the readings, **EACH** week, on time to qualify.

Please note: **Late assignments will not be accepted.**

How to write a case

When analyzing cases, it is important to isolate critical facts, evaluate whether assumptions are useful or faulty, and distinguish between good and bad information.

Cases are to be written in **essay format**, not point form.

When you use tools that require extensive analysis (like the Five Forces, Shared Value Creation or Stakeholder Theory), do the work in an **appendix** and only talk about the most relevant findings in the body of the text (i.e. the industry forces or stakeholders that matter most to the development of your analysis).

Every case should include each of the following steps (but not as subject headers – incorporate them into a narrative):

- 1) **Identify your role:** CEO? Board member? Outside consultant? Etc. One sentence max.
- 2) **Identify the problem:** Write a concise problem statement. This should just be one or two sentences, and appear at the very beginning of your work. Use it as a reference point as you proceed through the analysis.

The process of thinking about possible solutions may lead you away from the initial problem. Don't fall into this trap. Make sure your recommendation actually addresses the problem you have identified.

There generally is not one "correct" problem to be identified. Instead, you are graded based on how well you analyze and solve the problem you chose to work with.

- 3) **Conduct your analysis:** Use the analytical tools from the **course reading**. **DO NOT** do external research.

The point of the exercise is to see how you apply the tools of the course to a real-world challenge, NOT to see if you can find out what the company actually did. Very often a strong case will make recommendations that are quite different from what the company did because you are working with different information than they were.

The analysis should be the longest section of your write-up, at least one full page per tool plus the work you do in the appendix.

Each assigned reading has at least one tool (like shared value, stakeholder theory, five forces, etc.). Use at least two tools. **ONLY** use tools from our readings, **NOT** tools from other courses (like SWOT or PESTEL). Furthermore, you **must** use one of the specific tools assigned in the same week that case is due.

Make sure the tool you use fits the problem – i.e. five forces looks at the industry, while other tools, like those on organizational culture, look within the firm.

Also, ask yourself why you have chosen one type of analysis over another. Assumption checking can also help determine if you have gotten to the heart of the problem or are still just dealing with symptoms.

- 4) **Propose alternative solutions:** Generally, three. Make sure each alternative is justified and supported by your analysis.

It is important to remember that in management cases there is rarely one right answer or one best way. Even when members of a class or a team agree on what the problem is, you may not agree on how to solve the problem. Therefore, it is helpful to consider several different solutions.

- 5) **Make recommendations:** Choose **ONE** of the three alternatives.

Describe exactly what needs to be done. Explain why this course of action will solve the problem.

The recommendation should also include suggestions for how best to implement the proposed solution because the recommended actions and their implications for the performance and future of the firm are interrelated.

The solution you propose must solve the problem you identified. This point cannot be overemphasized; too often, students make recommendations that treat only symptoms or fail to tackle the central problems in the case. Make a logical argument that shows how the problem led to the analysis and how the analysis led to the recommendations you are proposing.

Remember, an analysis is not an end in itself; it is useful only if it leads to a solution. The actions you propose should describe the very next steps that the company needs to take.

Module 1: Purpose, Principles and Leadership

W1: Managing with Purpose

Blount, S. & Leinwand, P. 2019. Why Are We Here? Harvard Business Review, 97(6):132-139.

Quinn, R.E. & Thakor, A.V. 2018. Creating a Purpose-Driven Organization. Harvard Business Review, 96 (4):78-85.

Video: IHMA Necessary Conversation with Ed Freeman

<https://www.youtube.com/watch?v=leDhu6XXr3Q>

W2: Responsible Management

Weitzner, D. 2019. Fifteen Paths. Chapter 5: Trade Fairly. ECW Press.

Weitzner, D., & Deutsch, Y. 2019. Why the time has come to retire instrumental stakeholder theory. Academy of Management Review, 44: 694-698.

Porter, M.E. & Kramer, M.R., 2011. Creating Shared Value. How to reinvent capitalism—and unleash a wave of innovation and growth. Harvard Business Review, 89(1-2):62-77.

Video: Shared Value as Corporate Strategy

https://www.youtube.com/watch?v=vaEv4frj-88&t=0s&list=PL4pqY0N7PHPaF5VWDZ_NUBEqfN702cfOM&index=4

W3: Sustainable Management

Scoblic, J.P. 2020. Learning from the Future. Harvard Business Review. 98(4): p38-47.

Aldy, J.E. & Gianfrate, G. 2019. Future-Proof Your Climate Strategy. Harvard Business Review, 97(3):86-97.

Kiron, D. & Unruh, G. 2018. Business Needs a Safety Net. MIT Sloan Management Review, 59(3):1-6.

Video: The Business Logic of Sustainability - Ray Anderson

https://www.youtube.com/watch?v=A35hen_d6eA

W4: Managerial Leadership

Lingo, E.L. & McGinn, K.L. 2020. A New Prescription for Power. Harvard Business Review, 98(4):66-75.

Frei, F. & Morriss, A. 2020. Begin With Trust. Harvard Business Review, 98(3):112-121.

Gulati, R. 2018. Structure that's Not Stifling. Harvard Business Review, 96(3):68-79.

Video: Social Intelligence and Leadership

<https://www.youtube.com/watch?v=7Qv0o1oh9f4>

Organizational Design Simulation: Evolving Structures

Module 2: From Planning to Execution

W5: Managerial Strategy Formulation

Porter, M.E. 1996. What Is Strategy? Harvard Business Review, 74(6):61-78.

Porter, M. E. 2008. The Five Competitive Forces that Shape Strategy. Harvard Business Review, 86(1):78-93.

Video: The Five Competitive Forces That Shape Strategy

https://www.youtube.com/watch?v=mYF2_FBCvXw&t=184s

First full-length written case due: Huawei: A Global Tech Giant in the Crossfire of a Digital Cold War

W6: Management Communication and Negotiation

Hughes, J. & Ertel, D. 2020. What's Your Negotiation Strategy? Harvard Business Review, 98(4):76-85.

Weitzner, D. 2019. Fifteen Paths. Chapter 4: Change the Way You Listen. ECW Press.

Sull, D., Turconi, S. & Sull, C. 2018. Six Steps to Communicating Strategic Priorities Effectively. MIT Sloan Management Review, 59(3):1-4.

Video: Think Fast, Talk Smart - Communication Techniques

<https://www.youtube.com/watch?v=HAnw168huqA>

Organizational Behavior Simulation: Judgment in a Crisis

W7: Managing Curiosity

Thomke, S. 2020. Building a Culture of Experimentation. Harvard Business Review, 98(2):40-48.

Weitzner, D. 2019. Fifteen Paths. Chapter 9: Be Curious. ECW Press.

Francesca, G. 2018. The Business Case for Curiosity. Harvard Business Review, 96(5):48-57.

Mid-term assignment due

W8: Managerial Strategy Execution

Sull, D., Homkes, R. & Sull, C. 2015. Why Strategy Execution Unravels and What to Do About It. Harvard Business Review, 93(3):57-66.

Sull, D., Turconi, S., Sull, C. & Yoder, J. 2018. Turning Strategy into Results. MIT Sloan Management Review, 59(3):1-12.

Video: Why Strategy Execution Unravels and What to Do About It

<https://hbr.org/video/5143339694001/why-strategy-execution-unravelsand-what-to-do-about-it>

Case: Tesla, Inc.

Module 3: The Challenge of Change

W9: Managing AI

Babic, B., Chen, D.L, Evgeniou, T. & Fayard, A.L. 2020. A Better Way to Onboard AI. Harvard Business Review, 98(4):56-65.

Iansiti, M. & Lakhani, K.R. 2020. Competing in the Age of AI. Harvard Business Review, 98(1), 60-67.

Fountain, T., McCarthy, B. & Saleh, T. 2019. Building the AI-Powered Organization. Harvard Business Review, 97(4): 62-73.

Case: Toys "R" Us Canada: Is Playtime Over?

W10: Managing Change

Corritore, M., Goldberg, A. & Srivastava, S.B. 2020. The New Analytics of Culture. Harvard Business Review, 98(1):76-83.

Groysberg, B., Lee, J., Price, J. & Cheng, J.Y. 2018. The Leader's Guide to Corporate Culture. Harvard Business Review, 96(1):44-52.

Leetaru, L. 2019. The Wrong Ways to Strengthen Culture. Harvard Business Review, 97(4):21-24.

Weitzner, D. 2019. Fifteen Paths. Chapter 14: Re-create Yourself. ECW Press.

Case: The Video-Streaming Wars in 2019: Can Disney Catch Netflix?

Video: The 8 Types of Company Culture

<https://www.youtube.com/watch?v=GtadBlEgHQ4>

W11: Managing Innovation

Pisano, G.P. 2019. The Hard Truth about Innovative Cultures. Harvard Business Review, 97(1):62-71.

Weitzner, D. 2019. Fifteen Paths. Chapter 11: Play the Spaces. ECW Press.

Christensen, C.M., Raynor, M. & McDonald, R. 2015. What Is Disruptive Innovation? Harvard Business Review, 93(12):44-53.

Video: The Explainer: Disruptive Innovation

<https://www.youtube.com/watch?v=mbPiAzzGap0>

Second full-length written case due: Loblaw in Canada's Stagnant Grocery Market

W12: Managing Globalization and Political Risk

Martin, R.L. 2019. The High Price of Efficiency. Harvard Business Review, 97(1):42-55.

Rice, C. & Zegart, A. 2018. Managing 21st-Century Political Risk. Harvard Business Review, 96(3):130-138.

Weitzner, D. 2019. Fifteen Paths. Introduction. ECW Press.

Video: Condoleezza Rice - Political Risk & the Future of American Diplomacy

<https://www.youtube.com/watch?v=n9msb8tTZ7c>

Case: Chick-fil-A: International Expansion Challenges

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>

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.