

York University  
Faculty of Liberal Arts and Professional Studies  
School of Administrative Studies  
Winter 2021  
AP/ADMS4900 3.0 Q  
Management Policy: Part 1

**Term:** Winter 2021

**Day:** Thursdays

**Section Q**

**Time:** 11:30 – 2:30 p.m.

**Location:** Zoom meeting room (link to be posted on the course Moodle website)

**Technical requirements:** A computer with webcam and microphone, stable, higher-speed Internet connection, access to Youtube videos.

**Course Director:** Prof. You-Ta Chuang

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

**Office Hours:** By appointments

**Start Date:** The week of Jan 11, 2021

**Note:** the instructor reserves the right to change the course activities, the sequence of text materials, and the assignment of cases.

### **COURSE DESCRIPTION**

The Management Policy course is designed to expose students to many facets of strategy that contribute to varied performances of firms. Strategy and policy identification, formulation, and evaluation are developed through lectures and case discussions. Emphasis is on the integration of Administrative Studies subject areas with which the student has previously become familiar; to 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 we will draw upon, and integrate into our analysis, your understanding of the various functional areas of business and the external factors.

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. Thus, student participation is essential for the success of this course.

### **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.

Should students have any questions about enrolment policy, please contact the Office of Administrative Studies or Management Area assistant (Sandy Yang, [yangs@yorku.ca](mailto:yangs@yorku.ca)). Instructors do not handle enrolment related issues. Due to the nature of the course, there is no permission for the late enrolment.

### **COURSE REQUIREMENTS FOR REMOTE LEARNING**

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 also requires the use of Moodle 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 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>”

### **REQUIRED TEXT(S)**

Barney, J. B. and Hesterly, W. S. Strategic Management & Competitive Advantage, 6<sup>th</sup> edition, Pearson.

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

Recommended readings:

[Fortune](#); [Canadian Business](#); Harvard Business Review; Sloan Management Review; California Management Review; [Globe and Mail](#); [National Post](#).

### **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](#)

[Computing for Students Website](#)

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

### **COURSE EVALUATION**

There are various grade components (see below):

Midterm: 30%

Group Work: 30%

Final Exam: 20%

Class Participation: 20%

### **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 (11:30am - 2:30 pm, Thursdays).** 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**

The mid-term exam is weighted 30% of your final grade. The purpose is to examine your knowledge regarding the course materials (Chapters 1 to 5, 7 to 10 in the textbook) and the instructor's lectures. The detailed format will be announced in class.

For administration purposes, students who miss the original midterm are required to notify the instructor (by email) by Feb 27. Without such an email notification of the exam absence, you will receive a zero grade for the midterm exam. Finally, the weight of this component cannot be transferred to other grade components. Accordingly, students who have missed both original and make-up midterms will have to defer the midterm component to the midterm exam when the course is available again.

### **GROUP WORK**

This course puts great emphasis on group work (30%) since group work is a contemporary work design in the real business world. Accordingly, students will form a group of approximate 5 members, depending upon the size of the class. Please be advised that each group member is responsible for the group process and dynamics. Instructor will be involved in group issues only if necessary. In addition, students are not allowed to switch groups after the groups have been finalized.

Sessions 9 to 11 are group presentations. Specifically, in each of these sessions, there will be two groups who perform group presentations and two groups who assess the presenting group's work. Each presenting group will be randomly assigned to be assessed by another group. In other words, there will be a pair – one group doing presentation and one group doing assessment. The structure of each presentation exercise is: a 25-minute group presentation, a 10-minute break, a

10-minute group critique, a 5-minute response, and a 15-minute Q&As from all students. Accordingly, there are two components of group work.

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 three cases. Each group, acting as a *consulting team*, will do the case analysis. On Sessions 9 - 11, each group will do a 25-minute presentation, followed by a 15-minute break (allowing the group who does critique to come up the assessment), a 10-minute group critique, a 5-minute response, and 15-minute Q&As where other students are invited to ask questions through the chat room function in Zoom meetings.

There is no required format for the presentations. Clarity and creativity are keys. As you are assigned to a case, your analysis should be **limited** to the case materials. No additional research is necessary nor recommended. By one day prior to your presentation, your group is **required** to give the instructor the outline of your presentation (no required format).

Empirical evidence shows that to achieve a high level of group performance requires effective teamwork and input from individual group members. However, past experience tells us that groups are subject to the issues of free riders if there are no mechanisms in place to motivate group members to contributing their knowledge and time. Accordingly, individual grade for this component will be based on peer evaluation. For members' peer evaluations are one standard deviation above the average of the group's peer evaluation, the members will be rewarded additional 3 points. In contrast, for members' peer evaluations are one standard deviation below the average of the group's peer evaluation, the members' grades for this exercise will be the group grade subtracted 3 points.

As to peer evaluations, each individual member will fill up the evaluation form, available on course website, to provide his/her evaluations to other members. The evaluation, which is about the group presentation performance, will be based on five criteria:

1. Teamwork: contributing to group/firm performance, draws out the best from others, fosters activities moving the group/firm toward task completion, communicated and added value to group/firm tasks.
2. Initiative and dependability: fulfilling responsibilities on time and according to expectations of group or evaluator.
3. Quality of outputs: oral reports and written products were of high quality and organization.
4. Contribution to knowledge and learning: effectively understood, utilized, and demonstrated knowledge of course materials and added value to group/firm skill level.
5. Professionalism: attending meetings on time, responding to emails promptly, messages in a timely manner, being respectful to other members.

Below is an example of how your grade will be calculated. In a hypothetical scenario, a group consists of 4 members. Assuming the group receives 80 for its presentation and the result of peer evaluation is as follow.

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

The average of the peer evaluation is 2.5 and standard deviation is about 1.3. In this scenario, both Members 2 and 3 will receive 80 as their individual grades. 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 ( $1 < 2.5 - 1.3$ ).

Since peer evaluation significantly contributes to your individual grades, you should take it seriously. Moreover, 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 submission is permitted. You will receive 5 points penalty if you fail to submit your evaluation on time.

**Group critique (5%):** The purpose of this exercise to provide you with an opportunity to share the responsibility of class learning. Specifically, for each group presentation, there will be one group who is responsible to assess the ideas and quality of the work put forward by the presenting group. Each group will have up to 10 minutes to present your assessment. Groups are encouraged to develop their own assessment criteria. Importantly, your assessment should at least include both positive aspects of the presentation (content and style) and areas for improvement. The 5% will be evaluated based on the degree of constructive feedback provided by the group. Only group members who are present at the time when the group is asked to offer the assessment will get the credits. In other words, group members who do not show up in the class at that time will receive no credits for this component.

### **Words for the Presenting Groups**

Your presentation can be as creative as you'd like to. In the presentation, you basically need to cover the following topics.

1. Issue identification (what are the issues)
2. Issue analysis (why those are issues)
3. Recommendations/Solutions
4. Implementation/Action

### **Words for the Critique Groups**

Groups have 10 minutes to present their assessment on presenting groups. Groups are encouraged to develop their own assessment criteria. Importantly, your assessment should at

least include both positive aspects of the presentation (content and style) and areas for improvement. The 5% will be evaluated based on the degree of constructive feedback provided by the group. It's your decision whether one member or more than one presents your assessment. Powerpoint presentation is optional. Only group members who are present at the time when the group is asked to offer the assessment will get the credits. In other words, group members who do not show up in the class at that time will receive no credits for this component.

### **Words for Audience**

To be a good audience, you need to listen to the presentation closely and read the case material in advance. 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 through the chat room function at the Zoom meetings. Keep in mind that your questions need to be constructive and relevant to the presentation and course materials. Your participation in the Q&A questions is considered as your class participation (see below).

### **CLASS PARTICIPATION**

Class participation is weighted 20% of your final grade. As class participation is essential for learning processes, the outcome of remote learning truly depends upon your participation. **Class participation is not about attendance, but rather your contribution to class discussion.** Specifically, the course puts great emphasis on discussion of the course materials. Class participation is evaluated on a regular basis. The instructor will evaluate students' participation based on quantity and quality. Good quality of participation is one that can stimulate in-depth, meaningful discussion. On the other hand, a repetitive comment or simply summary of the materials would be considered as the modest participation. If students have any difficulty in participating in discussion, they should contact the instructor as soon as possible to discuss how to help them to engage in the class discussion. There are three main components of class participation: Learning objective illustration (3%), lead case discussion (2%), and session on-going participation (15%). All components, except online discussion forum (see below), are evaluated on a 10-point scale.

#### **Learning objective illustration (3%):**

Each student is required to do a Powerpoint presentation on learning objective illustration for one session. Specifically, in each of Sessions 3 to 6 and 8, as a starting point for lecture discussion, there will be about 6 students who will present learning objectives specified in the beginning of the assigned chapters in the textbook (see the course outline below). Normally, one student will present one learning objective in the beginning of a session. The illustration should at least include explaining the objective with real world examples. The length of the presentation shall be under 3 minutes long.

For the interest of time, we will not cover all learning objectives in each chapter in Zoom meetings (see the course outline for the list of learning objectives in each chapter that will be covered in Zoom meetings). Please note that you are required to be familiar with **all** learning objectives for exam purposes. There will be a link on Moodle for you to sign up for the session you prefer to perform this exercise (**Learning Objective Sign up**).

#### Lead case discussion (2%):

Each student is required to perform lead case discussion for one session. For Sessions 2 to 6 and 8, there will be about 6 students in each session to take in charge of case summary and providing recommendations to the case of the session as a starting point for case discussion. There will be a link on Moodle for you to sign up for the session you prefer to do the lead case discussion (**Lead-case Discussion Sign up**).

#### Session on-going participation (15%):

There are 9 sessions (starting Session 2) in which students will have opportunities to participate in class discussion. Students are expected to participate all activities to receive good performance in this component. Specifically, there are three major activities: online discussion forum and live-class participation.

- (1) Online discussion forum (5%): There are 6 online discussion forums in total (Sessions 2 – 6, and 8). You can access the online discussion forum link in each session on Moodle. The link will be available from the end time of the prior session to 3pm the day before the session.

In each discussion forum, there will be three topics in which you are invited to post your ideas related to the topics. There are 18 topics in total (=3x6). Each post is limited to 150 words maximum. For each topic, you can only post once. You are required to post your ideas for 5 topics (i.e., you need to participate in 5 topics). An excellent post is one that demonstrates good critical thinking ability in speaking to the topics. You shall not repeat the ideas that have been expressed before in the same topic. In other words, your post shall build upon previous posts. Further, you are required to submit your posts by 3 pm one day before the session so that everyone can read them before the class.

- (2) Live-class participation (10%): You are expected to participate in both class and case discussion in Zoom meetings. Starting Session 2, each student will get points according to his/her participation relative to the class average. Normally, students will receive 8 or 9 points if their points are one standard deviation above the class average of the session. Students will receive points below 3 if their performances are one standard deviation below the class average. There are 9 live-class participation sessions (i.e., Sessions 2 – 6 and 8 - 11). To account for the potential errors in evaluating participation and consider the situation where students might have to miss sessions for unexpected events, your participation in this component will be based on your best 7 sessions.

#### **FINAL EXAM**

Final exam, 20%, will be a 3-hour exam. The exam is a case analysis in which students are required to apply ALL materials we discuss in the class to analyze the case and make recommendations.

## COURSE OUTLINE

<b>Session 1</b> <b>Jan 14</b>	<p>Introduction</p> <p>Course outline review/Course Expectation/Administrative issues</p> <p><u>Chapter 1: What is Strategy and the Strategic Management Process?</u></p>
<b>Session 2</b> <b>Jan 21</b>	<p><u>Chapter 2: Evaluating a Firm's External Environment</u></p> <p>Case: TBA</p>
<b>Session 3</b> <b>Jan 28</b>	<p><u>Chapter 3: Evaluating a Firm's Internal Capabilities</u></p> <p>Learning objectives:</p> <p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.4 a</p> <p>3.4 b</p> <p>Case: TBA</p>
<b>Session 4</b> <b>Feb 4</b>	<p><u>Chapter 4: Cost Leadership</u></p> <p>Learning objectives:</p> <p>4.2</p> <p>4.3</p> <p>4.4</p> <p><u>Chapter 5: Product Differentiation</u></p> <p>Learning objectives:</p> <p>5.2</p> <p>5.3 a</p> <p>5.4</p> <p>5.5</p> <p>Case: TBA</p>
<b>Session 5</b> <b>Feb 11</b>	<p><u>Chapter 8: Vertical Integration</u></p> <p>Learning objectives:</p> <p>8.2</p> <p>8.3 a b c</p> <p>8.4</p> <p><u>Chapter 9: Corporate Diversification</u></p> <p>Learning objectives:</p> <p>9.1</p> <p>9.2 a</p> <p>9.3 a</p> <p>Case: TBA</p>

<b>Session 6</b> <b>Feb 25</b>	<u>Chapter 7: Collusion</u> Learning objectives: 7.1 7.3 7.4  <u>Chapter 10: Organizing to Implement Corporate Diversification</u> Learning objectives: 10.1 10.2 10.3  Case: TBA
<b>Session 7</b> <b>Feb 27</b>	<b>Midterm</b> <b>Feb 27, 10am – 12pm</b>
<b>Session 8</b> <b>March 11</b>	<u>Chapter 11: Strategic Alliances</u> Learning objectives: 11.2 11.3 11.4  <u>Chapter 12: Mergers and Acquisitions</u> Learning objectives: 12.1 12.2 c 12.4  Case: TBA
<b>Session 9</b> <b>March 18</b>	Group presentations
<b>Session 10</b> <b>March 25</b>	Group Presentations
<b>Session 11</b> <b>April 1</b>	Group Presentations Course review and wrap-up
<b>Session 12</b> <b>April 8</b>	<b>Final Exam</b>

**RELEVANT UNIVERSITY REGULATIONS**

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