

AP/ADMS 4900 – Winter 2021
Management Policy – Part I
Section O & R

CLASS: Thursday: 4:00-7:00pm (Section O)
Thursday: 7:00-10:00pm (Section R)
Location: Online Via Zoom (See Moodle for other Weekly Links)

Course Director:

Barry O'Brien
bobrien@yorku.ca
Office Hours: By online appointment only

Join Zoom Meeting (Both Sections)

<https://yorku.zoom.us/j/7815241273?pwd=NDJYc0xndStLT2d6Y1k2cThvQ2FKUT09>

Meeting ID: 781 524 1273

Password: 828732

One tap mobile

+16473744685,,7815241273#,,1#,828732# Canada

+16475580588,,7815241273#,,1#,828732# Canada

Dial by your location

+1 647 374 4685 Canada

+1 647 558 0588 Canada

+1 778 907 2071 Canada

+1 438 809 7799 Canada

+1 587 328 1099 Canada

Meeting ID: 781 524 1273

Password: 828732

Find your local number: <https://yorku.zoom.us/u/acCjdL19Fv>

Join by SIP

7815241273@zoomcrc.com

Join by H.323

162.255.37.11 (US West)

162.255.36.11 (US East)

115.114.131.7 (India Mumbai)

115.114.115.7 (India Hyderabad)

213.19.144.110 (EMEA)

103.122.166.55 (Australia)

64.211.144.160 (Brazil)

69.174.57.160 (Canada)

207.226.132.110 (Japan)

Meeting ID: 781 524 1273

Password: 828732

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, TSX/NASDAQ).

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 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. PRIOR TO FALL 2009: Prerequisites: 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 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 or Management Area assistant (Mr. Nikolaos Markakis, mark896@yorku.ca). Instructors do not handle enrolment related issues. Due to the nature of the course, late enrolment will not be permitted.

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 should 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. 6). Please bring your copy of the case to class as extras will not be available.

Recommended Readings:

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

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

Midterm – 30%

Group Work - 30%

Final Exam - 20%

Class Participation – 20%.

COURSE FORMAT

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 (8:30-11am, Thurs). 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 is weighted 30% towards your final grade. It is an open-book, 2-hour exam. The purpose is to examine your knowledge and understanding of the course materials (Chapters 1-5, 7-10 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 online on Saturday Feb 27, 10:00-12:00**

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). The weight of this midterm cannot be transferred to other grade components. Accordingly, students who miss both the original and makeup midterms may have to defer completion of the midterm until the course is available 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 size of the class). Individuals may self-select their groups, with names of group members to be submitted to me via email or in writing, no later than **Jan 21st (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 (so choose carefully). Please be advised that each group member is responsible for the overall group's performance and dynamics. In other words, I **will not** intervene or adjudicate in the event of group difficulties.

Group Participation:

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 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 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 35%).** Please be advised that in the event peer evaluations are not submitted, I will assume that no team dynamics issues occurred.

There are two components of group work for this course. All group members will share the same mark for the presentations (adjusted as noted above).

Session/Case Summary (5%):

This exercise involves sharing responsibility for class learning, and preparing the class for discussion (like a manager). Each group will take turns summarizing the key points of the case, and preparing the class for discussion (identifying issues). Groups will have 10 minutes to present their summary. Only group members who are in attendance when the group presents will receive credit (i.e. no credit if you are not in attendance).

This will be presented Online in the Zoom Meeting. One Student will need to share the screen of their presentation while ONE other will be the designated speaker to speak over it.

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 cases. Each group will act as a *consulting team*, presenting the results of their case analysis to the class (as senior management). In Sessions 10 and 11, each group will do a 30 minute presentation (plus up to 10 minutes Q&A). **Your job is to convince the class that you have the right solution to the case.**

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 2 page (single spaced, 12 point font, 1 inch margins) executive summary of your case analysis **the day before** the presentation (i.e. Sunday by 6 pm). In addition, please provide me with a hard copy of your presentation slides (2 slides per page, double sided is fine; colour optional).

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. Issue identification (what are the issues)
2. Issue analysis (why are these issues)
3. Analytical tools employed (why use these)
4. Recommendations/solutions (justify)
5. Implementation/action (what needs to be done)

You are advised to test your presentation on the classroom equipment in advance to avoid technical problems.

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. Be prepared to ask questions of the presenting group, but be fair and constructive in your questions/comments. You can challenge the presenting groups analysis and ideas, but do not get personal (we will agree to disagree).

All team members will share the team presentation mark, subject to any team participation issues. **Please note that teams are expected to be self-managed, and resolve their issues on their own.** If I have to intervene, members may lose **all** of their participation marks.

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 (5%), and session on-going participation (15%). All components, except online discussion forum (see below), are evaluated on a 10-point scale.

Learning objective illustration (5%):

Each student is required to perform 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 7 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 will be posted via Google Docs below**).

Section O

<https://docs.google.com/spreadsheets/d/1og22pI2SsFzoCKhqDGelCIWLY37KfbBO3i246s2rylE/edit?usp=sharing>

Section R

https://docs.google.com/spreadsheets/d/19Qm4VZSly_5A_qI_xqZx28KC8d09mph0K9T44w1w-rU/edit?usp=sharing

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 (attend class), 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 (20%)

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

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	Jan 14	Ch. 1 – What is Strategy What's strategy https://www.youtube.com/watch?v=TD7WSLeQtVw What's a business model? What's a business model? https://www.youtube.com/watch?v=_C-vGu2mL38	
2	Jan 21	Ch. 2 – Evaluating External Environment Form Teams Industry Analysis https://www.youtube.com/watch?v=UUKAX0E4ckM https://www.youtube.com/watch?v=LMZS2l0Urk https://www.youtube.com/watch?v=XCWHSeDU-zk&	Canopy Growth (Ivey-9B18M089)

3	Jan 28	Ch. 3 – Evaluating Internal Capabilities VRIO https://www.youtube.com/watch?v=RMIbCpcpSt8 Core competencies https://www.youtube.com/watch?v=Abl6b71H2Mc&	Nintendo Wii (Ivey-9B08A004)
4	Feb 4	Ch. 4 – Cost Leadership Generic strategy https://www.youtube.com/watch?v=mZeNOaO3Pzk Economies of scale https://www.youtube.com/watch?v=EqD8i9dFoM8 Ch. 5 – Product Differentiation The five competitive forces that shape strategy https://www.youtube.com/watch?v=mYF2_FBCvXw	Ryanair (Ivey-9B19M057)
5	Feb 11	Ch. 8 – Vertical Integration Learning curve https://www.youtube.com/watch?v=nz31cj5EIEU Ch. 9 –Corporate Diversification	Marvel (HBP-9505001)
	Feb 18	READING WEEK	<i>No Class</i>
6	Feb 25	Ch. 7 – Collusion Ch. 10 – Organizing Diversification Corporate strategy https://www.youtube.com/watch?v=bZi42MT4yqw	Lance Armstrong (HBP-9314015)
7	Feb 27	Feb 27 MIDTERM Chapters 1-5, 7-10	Midterm 10:00 am – 12:00pm
8	March 11	Ch. 11 – Strategic Alliances Ch. 12 – Mergers and Acquisitions	Majestica Hotel

		Top 10 best mergers of all time https://www.youtube.com/watch?v=gQSsPsbfkZI&feature=youtu.be Top 10 worse mergers: https://www.youtube.com/watch?v=9dFvhq2sKfM&feature=youtu.be	(Ivey-9B05M035)
9	March 18	Team Presentations A	
11	March 25	Team Presentations B	
12	April 1	Team Presentations C (if needed)	
13	April 8	Thursday April 8 - Final Exam 8:30 -11:30am	Open Book

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

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

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

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: <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.