

YORK UNIVERSITY

**Faculty of Liberal Arts and Professional Studies
School of Administrative Studies**

AP/ADMS 4900 3.0 - Management Policy: Part 1

Fall 2021, Section E

Wednesday 4pm EST – 7pm EST

Course Outline

**Course Director: Julian Mason-Espin
E-mail: jmsnespn@yorku.ca
Appointments available upon request**

COURSE OVERVIEW

This course outlines and examines the interdependent elements of the strategic management process: understanding strategy and performance, analysing the environment, assessing firm resources, formulating strategy, and implementing strategic decisions. Building upon the course's textbook, *Strategic Management and Competitive Advantage*, class discussions will break down theory and apply it to case analysis.

This course will take a high-level view of organizations, and a macroeconomic view of the environment, while practicing decision-making within the simulated parameters of cases. Please read assigned cases prior to class in order to participate in the discussion and earn participation marks.

In addition to learning strategic management concepts and frameworks, you can expect to further develop your ability to analyze business information and identify key issues. You will learn to identify and evaluate existing, and alternative, strategies. You will also grow your confidence to recommend specific courses of action.

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 or Management Area assistant (Sandy Yang, 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., eClass, Zoom) 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 the eClass platform for examinations. This course outline should help you understand how the class meets 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.
- If you use a nickname, let the course director know about the nickname in order to earn participation grades (the course director needs to know who you are in order to assign participation grades).
- 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.

REQUIRED TEXT

Barney, J., Hesterly W. Strategic Management & Competitive Advantage, Concepts and Cases, Sixth Edition. Pearson Education, 2019.

CASES

Students are responsible for obtaining copies of cases. Cases can be purchased through Ivey Publishing's website, by searching the product number: <https://www.iveycases.com>

COMPUTING INFORMATION

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

- [Student Guide to eClass](#)
- [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%

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, Wednesdays).** 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.

Each session is about three hours. Normally, there are assigned chapter 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 and watch Youtube videos before the Zoom meeting. 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 - 10 in the textbook) and the instructor's lectures. The exam consists of two parts – multiple-choice questions and short essay questions. The detailed format will be announced in class.

For administration purposes, students who miss the original midterm are required to notify the course director, Julian Mason-Espin, by email by Oct. 31. 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%). Students will be randomly assigned to a group of 5-7 members, depending upon the size of the class.

Sessions 9 to 11 are group presentations. Specifically, in each of these sessions, there will be two groups who present 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 20-minute break, a 10-minute group critique, a 5-minute response, and a 15-minute Q&As from all students.

Group presentation (25%): The purpose of the group presentation is to help students to develop case analysis, teaming, and presentation skills. Each group will be randomly assigned one of three cases. Each group, acting as a consulting team, will do the case

analysis. Case analysis should be **limited** to the case materials. No additional research is necessary or recommended.

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 with the critique AND for individual students to develop their own open-ended questions), a 10-minute group critique, a 5-minute response, and 15-minute Q&As where other students are encouraged to ask questions using the microphone and chat functions.

When constructing your presentations, make use of the framework that is described on page six of the Introductory Note on the Case Method (Product# 9B08M085). Roughly, the framework breaks down this way:

- executive summary
- issue identification, identify salient problems, issues, opportunities, or objectives
- case analysis using relevant theories and frameworks
- identification and evaluation of alternatives
- recommendations, both strategic and tactical - decision, course of action, and implementation

Presentations will be evaluated based on:

- the quality and completeness of the presentation's elements (e.g., executive summary, issues, analysis, alternatives, recommendations);
- alignment between the case and the ideas noted as issues, outputs of the analysis, alternatives, and recommendations;
- the clarity of the presentation;
- effective application of relevant theory.

Group critique (5%): For each group presentation, there will be one group who is responsible to assess the work put forward by the presenting group. Each group will have up to 10 minutes to present their assessment, making use of slides to convey their assessment. Your assessment should include both positive aspects of the presentation and areas for improvement. Groups are allowed to develop their own assessment criteria but you might also consider a simple structure, such as a response to the following questions:

- What was easy to understand in this presentation? Why?
- What was challenging to understand in this presentation? Why?
- Were the aspects of the presentation aligned? For example: do the recommended actions address the issues?
- Was theory applied effectively?
- What was best about this presentation?

Since this work must be done on the day of the class, only group members who are present at the time when the group is asked to offer the assessment will get credit. Group members who do not show up in the class at that time will receive no credit for this component. Your assessment of the presentation will be graded based on:

- clarity of content presented
 - are your ideas understandable?
 - do your ideas contradict each other?

- quality of content presented
 - do your ideas provide ways for the presenting team to build their presentation skills?
 - do your ideas demonstrate that your team understands the theory?
 - are your ideas presented respectfully and constructively?

Advice for Presentation Audience

To be an effective audience, you need to (1) read the assigned case in advance, (2) pay close attention to the group's presentation, and (3) make note of any questions you might have for the Q&A session. 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.

Open-ended questions provide more opportunity for discussion than other types of questions, they usually start with: who, what, where, why, when, or how. Open-ended questions will get us talking more than a yes/no, or true/false, question. Please try to structure questions to the team using an open-ended approach.

NOTES ON PROFESSIONALISM AND LEADERSHIP

- Professionalism and leadership are key to effective teaming. Practice these skills in your teams. These are not skills we can develop overnight, they are skills we must practice. This class is an opportunity for this practice.
- I do not do a systematic peer evaluation, however, I accept peer evaluations via e-mail/Zoom meeting, if needed. If someone on your team is not contributing, not being professional, or being problematic, you can indicate this to me and I will reflect their behaviour in their grade and communicate with them. I recommend contacting me as a last resort after you have tried other ways to engage a teammate. Ideally, we do not have to use this approach with any of our teams this semester.

PARTICIPATION (20%)

To create a shared learning environment, students are expected, and encouraged, to both attend class and participate in class. Treat each class as if it is an important meeting you are scheduled to attend and participate in.

Your participation grade will be based on both the quality and frequency of your contributions to class activities and discussion. Class discussions provide an opportunity to practice speaking in a group setting, listening actively, and responding constructively. Students who advance the discussion and add to the collective learning experience will be rewarded. To succeed here, you must both: prepare to discuss the assigned case and read assigned chapters.

The best examples of active participation:

- show respect for the opinions of others and build upon their comments
- show curiosity and innovative thought, or lead to new areas of discussion
- apply relevant personal knowledge and/or experience to the conceptual material
- incorporate concepts from the reading
- are relevant to the current focus of the class.

If students have any difficulty in participating in discussion, they should contact the course director as soon as possible to discuss how to help them to engage in the class discussion. There are three main components of class participation: lead case discussion (5%), and session on-going participation (15%). All components are evaluated on a 10-point scale.

Lead case discussion (5%):

This is an individual assignment. Each student is required to contribute to leading case discussion for one session. For sessions 3 to 8, students will be randomly assigned to provide one of the following details, with regard to the case assigned for the week:

- case summary (1 student)
- issue identification (1 student)
- identification of theory demonstrated in the case (1-3 student(s))
- identification of alternative courses of action for the focal firm (1-2 student(s))
- recommendations (1-2 student(s))

Session on-going participation (15%):

There are 10 sessions in which students will have opportunities, online and off-line, to participate in class discussion. There are two 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 & 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, each week, there will be three topics you are asked to respond to. 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 both good critical thinking skill and articulate communication, in response to the topic and previous posts from others. Do not simply repeat what someone else posted, add to the discussion. 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%):**

Students are expected, and encouraged, to both attend virtual classes and participate. Treat each class as if it is an important meeting you are scheduled to attend and participate in professionally.

Your participation grade will be based on both the quality and frequency of your contributions to class activities and discussion. Students can demonstrate their

preparation by integrating the concepts from the readings into in-class contributions. Students can grow their grades by practicing active participation.

Final grades will be counted using all participation grades recorded throughout the semester. This means every class counts. If you must miss a class for a valid reason, contact me. Valid reasons include, but are not limited to, work commitments, booked travel, family commitments, and health reasons.

We will use virtual name tags on Zoom to help me know your names as I assess participation. **If you use two names, please put your name that is on e-Class on your virtual name tag.** You can also put your preferred name on the name tag but please include the name used on e-Class, which is where I assign participation grades. At times, I may interrupt class discussion to ask who spoke, if I cannot see them on Zoom, to ensure those who contribute are rewarded with participation grades.

The best examples of active participation:

- are relevant to the current focus of the class
- show respect for the opinions of others and build on their comments
- show curiosity and creativity, or lead to new areas of discussion
- apply relevant personal knowledge and/or experience to the conceptual material
- incorporate concepts from the reading
- seek to clarify course concepts.

Given that this class will be virtual, certainly let me know if you are located in a different time zone and cannot attend our class at the time it is hosted. If you are in this situation, or a comparably inhibiting situation, we will develop a substitute for your in-class participation.

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 identify issues, analyze the case, identify alternative solutions, and make recommendations.

COURSE SCHEDULE:

Session 1 Sept. 8	<ul style="list-style-type: none">● Introductions● Review course outline● Chapter 1● Team formation
Session 2 Sept. 15	<ul style="list-style-type: none">● Chapter 2● Case: Toys "R" Us Canada: Is Playtime Over? (Product# 9B18M167)
Session 3 Sept. 22	<ul style="list-style-type: none">● Chapter 3● Case: Tim Horton's Inc. (Product# 9B14M114)
Session 4 Sept. 29	<ul style="list-style-type: none">● Chapter 4● Chapter 5● Case: Walmart Stores Inc. (textbook PC 1-27)
Session 5 Oct. 6	<ul style="list-style-type: none">● Chapter 8● Chapter 9● Case: The Lego Group: Building strategy (Product # 9B11M086)
No Session Oct. 13	<ul style="list-style-type: none">● Reading Week
Session 6 Oct. 20	<ul style="list-style-type: none">● Chapter 7● Chapter 10● Case: Rayovac Corporation: International Growth and Diversification (textbook PC 3-19)
Session 7 Saturday Oct. 30	<ul style="list-style-type: none">● Midterm exam – Saturday October 30th● 10:00 am – 12:00 pm<ul style="list-style-type: none">○ Part 1: 10:00 am – 10:25am○ 10 minutes break○ Part 2: 10:35 – 12:00 pm
Session 8 Nov. 3	<ul style="list-style-type: none">● Chapter 11● Chapter 12● Bayer-Monsanto: The Challenges of a Mega Merger (Product # 9B17M182)
Session 9 Nov. 10	<ul style="list-style-type: none">● Group presentations
Session 10 Nov. 17	<ul style="list-style-type: none">● Group presentations
Session 11 Nov. 24	<ul style="list-style-type: none">● Group presentations
Session 12 Dec. 1	<ul style="list-style-type: none">● Final Case Exam

NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE THE SEQUENCE OF TEXT MATERIALS AND THE ASSIGNMENT OF CASES.

RELEVANT UNIVERSITY REGULATIONS

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. In order to apply for deferred standing, students must register at <http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf> then subsequently submit a completed DSA (Deferred Standing Agreement) form with supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson). Write your ticket number from the online registration system directly onto the DSA form. The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam to the main office of the School of Administrative Studies (282 Atkinson), NOT to the Course Director.

These requests will be considered on their merit and decisions will be made on a case by case basis. Decisions will be made available by logging into the following link: <http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf>. No individualized communication will be sent by the School to the students (no letter or e-mails).

Students with an 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.

DSA Form: http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf

Attending Physician's Statement form: <https://secure.students.yorku.ca/pdf/attending-physicians-statement.pdf>

Academic Honesty: The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters.

The 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: http://www.yorku.ca/tutorial/academic_integrity/

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://www.yorku.ca/secretariat/policies/document.php?document=141>

For further information on examination scheduling and other important dates, please refer to:

<http://www.registrar.yorku.ca/enrol/dates/index.htm>

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

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 Disabilities Services website at <http://www.yorku.ca/cds/>

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.