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AP/ADMS 4910 3.0
Management Policy Part II
Online course – Fall 2021

This course continues the study of strategy and policy begun in Part I. Emphasis is placed upon strategy and policy implementation, planning and other related issues. Decision-making processes which facilitate these activities are dealt with as student teams use a sophisticated business simulation program to manage a firm through multiple years of operation in a competitive industry. All teams must integrate their knowledge of functional areas of business to develop and implement a strategy for their firm in a dynamic market and consistently revise their strategy in response to the strategic moves of competing firms.

This course will encourage students to see both the practice of business and the experience of management education through a new lens. It will challenge your paradigm of what it means to run a business and what it means to take a course, appropriate for our age of rapid change and uncertainty.

This course is highly process oriented and highly integrative. To do well, students must draw on what they have learned in many other business courses, especially strategy and other core courses.

Assigned teams of students will run a firm for 8 simulated years, in addition to 2 practice years. The simulation requires each team to utilize the skills of (1) leadership, (2) organizational ability, (3) strategic analysis, (4) financial planning, (5) market forecasting, (6) communication and (7) independent thinking.

Sessions in this course will not include lectures or involve traditional class meetings. Rather, teams will use the time to meet and reflect on past rounds and/or plot future moves on their own.

Most team decisions will be made during private team meetings that take place outside of set class hours. It is not unusual for teams to spend over 15 hours each week in meetings outside of the dedicated class time. Teams must plan their meeting schedule. Expectations regarding work hours are very high.

In the real world, strategic decision making by companies is made in an atmosphere of collaboration and consultation. In this respect, your simulation experience mirrors the real world. How well students organize and manage their assigned team will have a big impact on both their firm's performance and their overall experience with the simulation.

When the instructor requests to debrief with a team, attendance at the meeting is mandatory. Note that the role of the instructor with these sessions is to facilitate individual thinking and not to prescribe specific moves.

Students who miss the requested debriefs or who do not attend meetings with their team for scheduled class hour sessions will fail the course. No exceptions will be made.

Decisions are due at 12:00 pm the day before scheduled class hours. Any team that misses a decision will be removed from competition.

Prerequisites for this course: 78 credits including AP/ADMS 4900 3.00, AP/ADMS 2320 3.00. Open only to students in Honours programs.

Required texts:

Capstone Business Simulation Student Guide and Comprehensive Business Review created by Management Simulations, Inc. The Guide and Review can both be downloaded from the website (the Review is under Course Bundle). The simulation requires that you register on the Capstone website at <http://www.capsim.com>. Registration procedures will be discussed in class. There is a fee to register which students are responsible for.

Also needed are your lecture notes and textbooks from your other core business courses.

There are recommended readings listed for some weeks that students can access online via the York library.

Grading:

Participation – 10%

Participation will be based on attendance and engagement in debriefs, as well as logged time on the Capsim system. Please note that the instructor reserves the right to adjust the participation grade for any reason.

Team performance in the simulation – 30%

Team pitch presentation – 30%

At the end of the competition, each team will create an investment pitch deck. In this presentation, each team will present a case for why they are the best team to invest in moving forward or why they may be a good candidate for a strategic take-over by another team. The presentation should also include a strategic analysis of their overall performance, highlighting the major learning experiences derived from organizing the firm, the problems encountered, and the way the group handled those problems. These will be presented in the final class period, and all team members are required to contribute in some method to the presentation. All registered students must attend the class. Presentation slide decks must be emailed to the instructor the night before the presentation date. The recommended presentation length is 15 minutes, and teams will be penalized if they exceed 20 minutes.

Individual real-world reflection paper – 30%

Each individual student will reflect on how they might have run their businesses differently were they competing in the real world. More details will be revealed closer to the assigned date. The recommended paper length is 10 pages double-spaced including appendices.

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

W1: Introduction

Groups are formed in class
Practice round #1 begins

Read: The Capsim guide

W2: Mission/vision statements

Debrief practice round #1
Practice round #2 begins

Read: Ch.1, 2, 3, 4 and 5 Capsim Comprehensive Business Review

Collins, J. C., & Porras, J. I. (1996). Building your company's vision. *Harvard Business Review*, 74(5), 65.

W3: Strategy basics

Debrief practice round #2
Round #1 begins

Read: Ch. 6 and 7

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

W4: Strategy formulation

Debrief round #1
Round #2 begins
HR module is activated

Read: Ch. 8

Likierman, A. 2020. The Elements of Good Judgment. *Harvard Business Review*, 98(1):102-111.

W5: Team learning

Debrief round #2
Round #3 begins

Required: Run the TeamMATE Learning Module

Read: Edmondson, A., Bohmer, R. & Pisano, G. 2019. Speeding Up Team Learning. Harvard Business Review. Winter Special Issue, p46-53.

W6: Resource-based view of the firm

Debrief round #3
Round #4 begins
TQM activated

Read: Barney, J. (1991). Firm resources and sustained competitive advantage. Journal of Management, 17 (1), 99–120.

W7: Business ethics

Debrief round #4
Round #5 begins
Ethics Module activated

Read: Ch.9 - Ethics

Parmar, B. L., Freeman, R. E., Harrison, J. S., Wicks, A. C., Purnell, L., & De Colle, S. (2010). Stakeholder theory: The state of the art. The Academy of Management Annals, 4(1), 403-445.

W8: Overcoming cognitive biases

Debrief round #5
Round #6 begins

Assignments: Real-world reflection paper assigned

Read: Part 2 Capsim Comprehensive Business Review

Soll, J. B., Milkman, K. L., & Payne, J. W. (2015). Outsmart your own biases. Harvard Business Review, 93(5), 64-71.

W9: Experimenting with strategy

Debrief round #6

Round #7 begins

Read: Part 4 Capsim Comprehensive Business Review

W10: Real-world strategy execution

Debrief round #7

Round #8 begins

Assignments: Real-world application paper due

W11: End game

Debrief round #8

W12: Investor Pitches

Read: Ch. 10 – Selling Your Company

Assignments: Presentations in class. Pitch deck due.

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-accommodations/>

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.