

York University  
Faculty of Liberal Arts and Professional Studies  
School of Administrative Studies  
Winter 2022  
AP/ADMS3900 3.0 N  
The Practice of General Management

**Term:** Winter 2022, asynchronous online course

**Section Director:** Kelly Baron (née Whitehead)

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**Office Hours:** By appointments

**Start Date:** January 10, 2022.

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

### COURSE DESCRIPTION

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.

### COURSE OVERVIEW

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 *Connected Capitalism* 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 instructor will also post slides to guide your reading, thinking and watching, along with recorded mini-lectures online each week. Listening to the recordings of the mini-lectures is mandatory, and should be considered an extension of the required readings.

**PREREQUISITES:** ADMS 2400

### REQUIRED TEXT(S)

**Weitzner, D. 2021. *Connected Capitalism*. Toronto: University of Toronto Press – ISBN 9781487508425.** Hardcopy available through the York Bookstore. Hard, e-copies and audio copies available via Amazon, Indigo, Audible etc.

**ADMS 3900 N W22 Course Pack** – E-copy available via Harvard:

<https://hbsp.harvard.edu/import/888091>

### 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](#)

## **COURSE EVALUATION**

There are various grade components (see below):

### **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 by midnight on the last day of 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.

### **Simulation: 5%**

Students are also required to complete one simulation. You must pay for it directly through the Harvard website. Students must complete the simulation itself, then submit a 2 double-spaced page minimum reflection paper on the simulation which includes a discussion of 1) Justification for the decisions made in the sim and 2) Reflection on the learning experience from the simulation. The simulation is due by midnight on the last day of week 4.

### **Mid-term assignment – 30%**

The mid-term is a written assignment due by midnight on the last day of week 7 where students will choose a company that they aspire to work for, find a recent (past 4 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.

## COURSE OUTLINE

<b>Module 1: Purpose, Principles, and Leadership</b>	
<b>Week 1</b> <b>Jan 10-16</b>	<p><u>Managing with Purpose</u> Weitzner, D. 2021. Connected Capitalism. Introduction. University of Toronto Press. Blount, S. &amp; Leinwand, P. 2019. Why Are We Here? Harvard Business Review, 97(6):132-139. Quinn, R.E. &amp; Thakor, A.V. 2018. Creating a Purpose-Driven Organization. Harvard Business Review, 96 (4):78-85.</p> <p><b>Video:</b> IHMA Necessary Conversation with Ed Freeman <a href="https://www.youtube.com/watch?v=leDhu6XXr3Q">https://www.youtube.com/watch?v=leDhu6XXr3Q</a></p>
<b>Week 2</b> <b>Jan 17-23</b>	<p><u>Responsible Management</u> Weitzner, D. 2021. Connected Capitalism. Chapters 1 and 2. University of Toronto Press. Weitzner, D., &amp; Deutsch, Y. 2019. Why the time has come to retire instrumental stakeholder theory. Academy of Management Review, 44: 694-698. Bazerman, M.H. 2020. A New Model for Ethical Leadership. Harvard Business Review, 98(5):90-97.</p> <p><b>Video:</b> Shared Value as Corporate Strategy <a href="https://www.youtube.com/watch?v=vaEv4frj-88&amp;t=0s&amp;list=PL4pqY0N7PHPaF5VWDZ_NUBEqfN702cfOM&amp;index=4">https://www.youtube.com/watch?v=vaEv4frj-88&amp;t=0s&amp;list=PL4pqY0N7PHPaF5VWDZ_NUBEqfN702cfOM&amp;index=4</a></p>
<b>Week 3</b> <b>Jan 24-30</b>	<p><u>Sustainable Management</u> Weitzner, D. 2021. Connected Capitalism. Chapter 3. University of Toronto Press. Scoblic, J.P. 2020. Learning from the Future. Harvard Business Review. 98(4): p38-47. Aldy, J.E. &amp; Gianfrate, G. 2019. Future-Proof Your Climate Strategy. Harvard Business Review, 97(3):86-97. Serafeim, G. 2020. Social Impact Efforts that Create Real Value. Harvard Business Review, 98(5):35-48.</p> <p><b>Case:</b> Chick-fil-A: International Expansion Challenges</p>
<b>Week 4</b> <b>Jan 31 - Feb 6</b>	<p><u>Managerial Leadership</u> Weitzner, D. 2021. Management is so passé — it's co-creation that workers are demanding. Available online at: <a href="https://theconversation.com/management-is-so-passe-its-co-creation-that-workers-are-demanding-171574">https://theconversation.com/management-is-so-passe-its-co-creation-that-workers-are-demanding-171574</a> Lingo, E.L. &amp; McGinn, K.L. 2020. A New Prescription for Power. Harvard Business Review, 98(4):66-75. Frei, F. &amp; Morriss, A. 2020. Begin With Trust. Harvard Business Review, 98(3):112-121. Peterson, S.J., Abramson, R. &amp; Stutman, R.K. 2020. How to Develop Your Leadership Style. Harvard Business Review, 98(6):68-77.</p> <p><b>Video:</b> Social Intelligence and Leadership <a href="https://www.youtube.com/watch?v=7Qv0o1oh9f4">https://www.youtube.com/watch?v=7Qv0o1oh9f4</a></p> <p><b>Organizational Behaviour Simulation: Judgment in a Crisis Due</b></p>
<b>Module 2: From Planning to Execution</b>	
<b>Week 5</b>	<u>Managerial Strategy Formulation</u>

<p><b>Feb 7-13</b></p>	<p>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.</p> <p><b>Video:</b> The Five Competitive Forces That Shape Strategy  <a href="https://www.youtube.com/watch?v=mYF2_FBCvXw&amp;t=184s">https://www.youtube.com/watch?v=mYF2_FBCvXw&amp;t=184s</a></p> <p><b>First full-length written case due: Robinhood Markets Inc. - Business Model Challenges</b></p>
<p><b>Week 6 Feb 14-20</b></p>	<p><u>Management Communication and Negotiation</u>  Weitzner, D. 2021. Connected Capitalism. Chapter 4. University of Toronto Press.  Hughes, J. &amp; Ertel, D. 2020. What's Your Negotiation Strategy? Harvard Business Review, 98(4):76-85.  Brandenburger, A. &amp; Nalebuff, B. 2021. The Rules of Co-opetition. Harvard Business Review, 99(1):48-57.</p> <p><b>Video:</b> Think Fast, Talk Smart - Communication Techniques  <a href="https://www.youtube.com/watch?v=HAnw168huqA">https://www.youtube.com/watch?v=HAnw168huqA</a></p>
<p><b>WINTER READING WEEK: FEB 19-25 (NO CLASSES)</b></p>	
<p><b>Week 7 Feb 28 – Mar 6</b></p>	<p><u>Managing Globalization and Political Risk</u>  Weitzner, D. 2021. Connected Capitalism. Chapter 5. University of Toronto Press.  Martin, R.L. 2019. The High Price of Efficiency. Harvard Business Review, 97(1):42-55.  Rice, C. &amp; Zegart, A. 2018. Managing 21st-Century Political Risk. Harvard Business Review, 96 (3):130-138.</p> <p><b>Video:</b> Condoleezza Rice - Political Risk &amp; the Future of American Diplomacy  <a href="https://www.youtube.com/watch?v=n9msb8t1Z7c">https://www.youtube.com/watch?v=n9msb8t1Z7c</a></p> <p><b>Mid-term assignment due</b></p>
<p><b>Week 8 Mar 7-13</b></p>	<p><u>Managerial Strategy Execution</u>  Weitzner, D. 2021. Connected Capitalism. Chapter 6. University of Toronto Press.  Oberholzer-Gee, F. 2021. Eliminate Strategic Overload. Harvard Business Review, 99(3):88-97.  Collis, David J. 2021. Why Do So Many Strategies Fail? Harvard Business Review, 99(4):82-93.</p> <p><b>Video:</b> Why Strategy Execution Unravels and What to Do About It  <a href="https://hbr.org/video/5143339694001/why-strategy-execution-unravelsand-what-to-do-about-it">https://hbr.org/video/5143339694001/why-strategy-execution-unravelsand-what-to-do-about-it</a></p>
<p><b>Module 3: The Challenge of Change</b></p>	
<p><b>Week 9 Mar 14-20</b></p>	<p><u>Managing Curiosity</u>  Weitzner, D. 2021. Connected Capitalism. Chapter 7. University of Toronto Press.  Thomke, S. 2020. Building a Culture of Experimentation. Harvard Business Review, 98(2):40-48.  Francesca, G. 2018. The Business Case for Curiosity. Harvard Business Review, 96(5):48-57.</p> <p><b>Case:</b> Tesla, Inc.</p>
<p><b>Week 10 Mar 21-27</b></p>	<p><u>Managing AI</u>  Babic, B., Chen, D.L, Evgeniou, T. &amp; Fayard, A.L. 2020. A Better Way to Onboard AI. Harvard Business Review, 98(4):56-65.  Iansiti, M. &amp; Lakhani, K.R. 2020. Competing in the Age of AI. Harvard Business Review, 98(1), 60-67.</p>

	Fountaine, T., McCarthy, B. & Saleh, T. 2019. Building the AI-Powered Organization. Harvard Business Review, 97(4): 62-73.
<b>Week 11</b> <b>Mar 28 –</b> <b>Apr 3</b>	<p><u>Managing Change</u></p> <p>Weitzner, D. 2021. Connected Capitalism. Chapter 8. University of Toronto Press.</p> <p>Corritore, M., Goldberg, A. &amp; Srivastava, S.B. 2020. The New Analytics of Culture. Harvard Business Review, 98(1):76-83.</p> <p>Groysberg, B., Lee, J., Price, J. &amp; Cheng, J.Y. 2018. The Leader’s Guide to Corporate Culture. Harvard Business Review, 96(1):44-52.</p> <p>Michels, D. &amp; Murphy, K. 2021. How Good Is Your Company at Change? Harvard Business Review, 99(4):62-71.</p> <p><b>Video:</b> The 8 Types of Company Culture  <a href="https://www.youtube.com/watch?v=GtadBIEgHQ4">https://www.youtube.com/watch?v=GtadBIEgHQ4</a></p> <p><b>Second full-length written case due: Star Alliance in 2020</b></p>
<b>Week 12</b> <b>Apr 4-10</b>	<p><u>Managing Innovation</u></p> <p>Weitzner, D. 2021. Connected Capitalism. Chapter 9. University of Toronto Press.</p> <p>Pisano, G.P. 2019. The Hard Truth about Innovative Cultures. Harvard Business Review, 97(1):62-71.</p> <p>Podolny, J.M. &amp; Hansen, M.T. 2020. How Apple Is Organized for Innovation. Harvard Business Review, 98(6):86-95.</p> <p>Afeyan, N. &amp; Pisano, G.P. 2021. What Evolution Can Teach Us About Innovation. Harvard Business Review, 99(5):62-72.</p> <p><b>Video:</b> The Explainer: Disruptive Innovation  <a href="https://www.youtube.com/watch?v=mbPiAzzGap0">https://www.youtube.com/watch?v=mbPiAzzGap0</a></p>

### **RELEVANT UNIVERSITY POLICIES**

**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.