

YORK UNIVERSITY  
Faculty of Liberal Arts and Professional Studies  
School of Administrative Studies  
AP/ADMS 4900 - Management Policy: Part 1  
Winter 2022 (Sections **T** and **U**)

INSTRUCTOR: Dr. Farshid Shams

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Office Hours: Tuesdays from 10:00 AM-12:00 PM by appointment- Virtual meetings through Zoom  
(email the instructor in advance to set an appointment)

Class Location: Zoom (see full Zoom invite eclass site)

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

COURSE OVERVIEW

This course examines 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. Accordingly, we will view the enterprise as a whole but will draw upon, and integrate into our analysis, your understanding of the various functional areas of business.

It is assumed that students are interested in the challenge of strategic management and solving strategic problems. To increase your competence in this area, extensive use of the case study method is employed. This allows us to practice our business decision-making skills in simulated general management roles. To maximize the learning experience, it is essential that all students be prepared to discuss the assigned cases.

In addition to learning about strategic concepts, you can expect to further develop your abilities in sizing up complex business situations and identifying core problems and issues. Through the case studies, you will have the opportunity to analyze qualitative and quantitative data, both internal and external to the firm, and assess what implications it may hold for the firm's success. 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 effectively implementing a change in strategic direction, including addressing the issue of control.

COURSE FORMAT

This course is being offered by way of online learning and remote teaching with all exams also being administered online. **Our regularly scheduled sessions will run Mondays between 11:30 AM and 2:30 PM (for the U section) and between 4:00 PM and 7:00 PM (for the T section).** Attendance in class is strongly encouraged as there is a large participation component in the grade structure. You will need access to the internet with a reliable connection and should anticipate using the common video conferencing platform Zoom.

For the exams, you will also need access to the internet with a reliable connection and a quiet area.

The course will initially focus on the theory and insights from the textbook and other sources and transition to a more case-based approach over time. You should expect to actively engage throughout the term by leading and/or participating in case discussions, presenting detailed case analysis, and critically assessing the work of your peers. We will strive for a balanced approach in terms of sharing responsibility for achieving the course objectives and having some fun in the process.

#### 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 the enrolment policy, please contact the School of Administrative Studies (Room 282, Atkinson Building). Instructors do not handle enrolment related issues. Due to the nature of this course, permission for late enrolment beyond the add without permission date shall not be granted.

#### REQUIRED TEXT

👉 ***Strategic Management & Competitive Advantage: Concepts and Cases. 6<sup>th</sup> Edition. Jay B. Barney and William S. Hesterly. Pearson, New York, NY.***

#### COMPLEMENTARY TEXT (NOT MANDATORY FOR STUDENTS TO PURCHASE)

- ◆ *Exploring Strategy: Text and Cases. 12th Ed., Whittington R., Regner, P., Angwin D., Johnson, G., Scholes, K. Pearson Education Ltd., Harlow, United Kingdom, 2020*
- ◆ *Strategy: Theory and Practice, 3rd Ed., Clegg, S., Pitelis, C., Schweitzer, J., Whittle, A., Sage Publications, Los Angeles, United States, 2020*

#### CASE STUDIES

Case studies for each session are identified below. Students can purchase the assigned cases through the Ivy Publishing web site: <https://www.iveycases.com/Default.aspx>

#### OTHER

*Report on Business, Financial Post, The Economist, Canadian Business, or some other source for business news (try for once per week at a minimum)*

## COURSE SCHEDULE

### Session 1 – January 10<sup>th</sup>

- Lecture: Course information  
What is strategic management?  
Overview of the strategic management process  
The meaning of competitive advantage  
Strategy and organizational performance  
Emergent Vs. intended strategies
- Text: Chapter 1

### Session 2 – January 17<sup>th</sup>

- Lecture: Environmental analysis - Porter's five-forces model, 'PESTEL' analysis, etc.  
Competitive rivalry – drivers, analysis, action, responses, outcomes  
Co-opetition/collusion
- Text: Chapters 2 and 7
- Case: Ryanair: Flying too close to the sun? (Product Number: 9B19M057)

### Session 3 – January 24<sup>th</sup>

- Lecture: Internal environment – RBV, VRIO/N analysis, dynamic and adaptive capabilities, distinctive/core competence  
Value-chain analysis  
Intellectual and social capital  
Managerial preferences
- Text: Chapter 3
- Case: Zoom Video Communication: Flash in the Pandemic or Enduring Success? (Product Number: W24950)

### Session 4 – January 31<sup>st</sup>

- Lecture: Strategic management process/framework  
Strategic thinking - SWOT, analytical models, economic scenarios  
Business-level strategies- Generic competitive strategies  
Competitive advantage (sustainable/temporary)
- Text: Chapters 4 and 5
- Case: Strategies for Firm Positioning: The Case of Lexus (A) (Product Number: ISB229)

### Session 5 – February 7<sup>th</sup>

- Lecture: Strategic flexibility and choice  
Corporate-level strategy- vertical integration  
Growth strategies (modes and directions)  
Diversification and sustained competitive advantage
- Text: 6, 8, 9
- Case: Shaw Communications: Becoming a Connectivity Pure Play? (Product Number: 9B17M072)

### Session 6 – February 14<sup>th</sup>

Lecture: Organizational analysis and design- structure, processes, culture  
Strategic leadership- leadership styles, organizational culture  
Text: Chapters 10  
Case: ITC Limited: Nation First (Product Number: IMB885)

### READING WEEK

### Session 7 – February 28<sup>th</sup>

Lecture: Alliances and mergers and acquisitions  
Pre-exam review  
Text: Chapters 11 and 12  
Case: Uber and Cornershop: An Acquisition in the Multi-sided Platform Space  
(Product Number: 9B21M036)

### Session 8 – Saturday, March 5<sup>th</sup>

**MID-TERM:** This common midterm for all sections of ADSM 4900 covers chapters 1 through 10 of the textbook. Students are responsible for the assigned textbook content whether it has been covered in class or not. There will be no questions specific to the assigned cases. Details and pre-exam guidance will be provided prior to reading week.

### PRESENTATIONS

#### Session 9 – March 14<sup>th</sup>

Due: Groups presenting – Groups 1 and 2  
Groups critiquing – Groups 3 and 4

#### Session 10 – March 21<sup>st</sup>

Due: Groups presentations – Groups 3 and 4  
Groups critiquing – Groups 5 and 6

#### Session 11 – March 28<sup>th</sup>

Due: Groups presentations – Groups 5 and 6  
Groups critiquing – Groups 1 and 2

#### Session 12 – April 4<sup>th</sup>

**Final Exam: A case study exam will be conducted during our regularly scheduled class time (11:30 am – 2:30 pm for the U section and 4:00 pm – 7:00 pm for the T section).**

### COURSE GRADING

Mid-term Exam	30%	Multiple choice/true-false/matching/short answer questions
Group Assignments	30%	Presentation, critique
Participation (1)	10%	Class Participation
Participation (2)	10%	Online Forum Discussions
Final Exam	20%	Case Study Exam

### MID-TERM EXAM

This exam will be based on the theories, constructs and other content presented in the textbook. The exam will include a variety of question formats and will draw from the text material in chapters 1 through 10. You will be responsible for the specified material whether it has been covered in class or not. You will not be responsible for the in-class case studies. **This exam covers a lot of material, so keeping up with your readings will be essential to your success!** You will be given specific guidance in terms of what material to focus on for exam purposes. This will be posted prior to reading week.

### GROUP WORK

Working in groups has proven to be an effective means in accomplishing this course's objectives. Accordingly, the class will divide itself into groups of 5 or 6 students (names of group members are due in session 3). Groups are expected to meet regularly, review the assigned cases prior to each session, and work cooperatively to complete the group presentation and critique assignments.

#### Group Presentation

- ◆ For the group presentation, you will be assigned a case that requires rigorous analysis of all factors in the strategic management process. You will be required to formulate a strategy and recommend specific implementation details. Finally, you will make a formal presentation of your recommendations (30-minute maximum). You should expect some challenging interaction from your classmates, who will also critique your work.
- ◆ More information on the presentations and the assigned cases will be provided a minimum of one week prior to the due dates.

#### Group critique

- ◆ For the session when your group is assigned to critique another group's presentation, you will be responsible for identifying both the strengths and weaknesses of their analysis and argumentation. You will do this right after the other group's presentation by making a brief (10-minute maximum) presentation. You will then facilitate a more inclusive discussion amongst your classmates. This means that you will have to be as knowledgeable about the assigned case as the presenting group is!

#### Group Grade

- ◆ The group grade is determined as follows: presentation 🗳️ **24%**, critique 🗳️ **6%**
- ◆ Please note that your classmates will participate in the evaluation and grading of your group presentation.
- ◆ Also, group members will participate in evaluating each individual's performance through a peer evaluation process, which will be reflected in individual students' grades.
- ◆ The group case analysis will be evaluated based on the following general guidelines:

	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
Identification of the Main Issues/ Problems	Identifies & understands all of the main issues in the case study	Identifies and understands most of the main issues in the case study	Identifies and understands some of the issues in the case study	Identifies and understands few of the issues in case study
Employment of right analytical tools and proper application of models	Insightful and thorough analysis of all the issues, usage of the right theoretical models	Thorough analysis of most of the issues, using theoretical models but without proper application	Superficial analysis of some of the issues in the case, re-rehearsing the case materials	Incomplete analysis of the issues, choosing wrong models
Comments on effective solutions/strategies	Well documented, reasoned and pedagogically appropriate comments on solutions, or proposals for solutions, to all issues in the case study	Appropriate, well thought out comments about solutions, or proposals for solutions, to most of the issues in the case study	Superficial and/or inappropriate solutions to some of the issues in the case study	Little or no action suggested, and/or inappropriate solutions to all of the issues in the case study
Links to Course Readings and Additional Research	Excellent research into the issues with clearly documented links to class (and/or outside) readings	Good research and documented links to the material read	Limited research and documented links to any readings	Incomplete research and links to any readings
Delivery and Enthusiasm	Very clear and concise flow of ideas. Demonstrates passionate interest in the topic and engagement with the class.	Clear flow of ideas Demonstrates interest in topic and engagement with the class.	Most ideas flow but focus is lost at times Limited evidence of interest in and engagement with the topic	Hard to follow the flow of ideas. Lack of enthusiasm and interest.
Format	Format is appropriate and enhances the understanding of the critical episode in a creative and dramatic manner throughout the case	Format is appropriate and enhances the understanding of the critical episode in dramatic manner for most the case	Format is appropriate and enhances the understanding of the critical episode some of the time	Format is appropriate but seldom enhances the understanding of the critical episode
Visuals	Visuals augmented and extended comprehension of the issues in unique ways	Use of visuals related to the material	Limited use of visuals loosely related to the material	No use of visuals.
Response to Queries	Excellent response to comments and discussion with appropriate content supported by theory/research	Good response to questions and discussion with some connection made to theory/research	Satisfactory response to questions and discussion with limited reference to theory and research	Limited response to questions and discussion with no reference to theory/research

## PARTICIPATION

A high degree of engagement and participation is expected from all students. The frequency and quality of your contributions to the learning process will determine your grade. Students who advance the discussion and add to the collective learning experience will be rewarded. To succeed here, you should have read the assigned chapters from your text and must have prepared the assigned case!

Additionally, an online forum for discussions will be created on the eClass. Several questions will be posted to which everybody should answer. Students are expected to comment on each other's responses and engage in a fruitful discussion around the topic.

Both in-class and online participations will be evaluated by the instructor based on the following criteria.

Significant & meaningful contributions	A - A+
Regular and useful contributions	B - A
Occasional contributions	C – C+
Minimal contribution	D - C
No meaningful contribution	E - F

## 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>

As communicated to the University community on March 13, 2020, Senate Executive has agreed to waive until further notice the requirement for students to submit an Attending Physician's Statement in support of a request for deferred standing or petitions.

In order to apply for deferred standing, students must register at <http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf>

Academic Honesty: The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. 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/](http://www.yorku.ca/tutorial/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.

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/secretariat/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://www.registrar.yorku.ca/grades/reappraisal/index.htm>

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://www.registrar.yorku.ca/exams/deferred/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/>

#### Private Third-Party Tutoring Companies, Academic Honesty and Support Resources

Many private, third-party tutoring companies advertise their services to YorkU students. One way you can help eliminate these advertisements is by changing your eClass profile settings to private (see instructions below). Some of these private companies claim to be affiliated with, or recognized



and supported by, York University. Some also claim to help you by providing you with quiz and test answers, suggesting that this practice is safe and permitted by York. These claims are not true. York University has not officially recognized or endorsed any third-party tutoring service. When you are provided with quiz, test and exam answers, you run the risk of violating the university's academic honesty policy. Students have been caught using these services to cheat and gain unfair advantage over honest students. The cheating students and "tutors" have received academic dishonesty punishments ranging from failing courses, to being expelled, to losing their YorkU degrees. Officially supported resources to help students learn course material will be provided by YorkU officials, such as your professors and your department. These services are offered at no cost to you as a student. Your professor will likely provide weekly office help hours to meet with students and if you are a first- or second-year student and would like help with course material, make sure you join one of our weekly Peer Assisted Study Sessions (PASS). If you require help with any of your numeracy-related courses that involve math, statistics or Excel, drop in online to meet with one of our peer tutors at the Student Numeracy Assistance Centre at Keele (SNACK). If you are ever unsure of whether a resource is allowable or endorsed by YorkU, please feel free to email the Department of Economics at [lapsecon@yorku.ca](mailto:lapsecon@yorku.ca) and they would be happy let you know.

To hide your email address in eClass: Step1: Click your name on the top-right of the eClass website, then click "Profile" on the drop-down menu; Step 2: Under "User details" click "Edit profile"; Step 3: From the "Email display" drop-down menu choose "Hide my email address from non-privileged users"; Step 4: Scroll to the bottom of the page and click on the "Update profile" button.