AP/ADMS 4900 – FALL 2022
Management Policy – Part I
Section N

CLASS: Thursday (R): 7:00pm -10:00 pm

Location: IN PERSON HNE 032

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

Zoom Meeting Link (IF NEEDED)
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

Join by SIP
7815241273@zoomcrc.com

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, all students must be prepared to discuss the assigned cases. Therefore, adequate student preparation and participation are essential for the success of this course (and yours).

In addition to learning about strategic concepts, you should expect to further develop your abilities in 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. 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 STRATEGIC MANAGEMENT & COMPETITIVE ADVANTAGE 6th edition, Pearson, offers three options for students to purchase.

1. Standalone Etext. ISBN 9780134743530 $56.25
2. Loose Leaf options for the text ISBN is 9780134741147 $199.
3. Ebook lifetime access version $89.99

Cases:

Students are responsible for obtaining copies of the cases. Cases can be purchased through the Ivey Publishing website (https://www.iveycases.com/Default.aspx . 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. 8). 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. Covid-19, 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 GRADING

Mid-term Exam	30%	Multiple choice/short answer questions (closed book)
Group Assignments	30%	Presentation, critique
Participation	20%	Class Participation & Case Presentation
Final Exam	20%	Case Study Final Exam

COURSE FORMAT

This course is being offered primarily by way of in-person learning. Our regularly scheduled sessions will run Thursdays between 4:00 PM and 7:00 PM. Attendance in class is strongly encouraged as these sessions will not be recorded and there is a large participation component in the grade structure.

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 analyses, 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.

MID-TERM EXAM (Sunday February 26th 10am-Noon)

The mid-term exam is weighted 30% towards your final grade. It is a **closed-book**, 2-hour exam. The purpose is to examine your knowledge and understanding of the course materials (Chapters 1-5, 8,9, and 10 & 12 in the text), and the instructor's lectures (to a lesser degree). The exam consists of two parts – multiple choice questions and short essay questions**. The mid-term will be held in person on October 29th (details below and above).**

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 **the 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 teamwork and input from individual team members. However, 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. If 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.** 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).

Group Critique (5%):

The purpose of this exercise is to provide you with an opportunity to share the responsibility of class learning. Specifically, for each group presentation, there will be one group that is responsible to assess the ideas and quality of the work put forward by the presenting group. Each group will have up to 10 minutes to present their assessment. Groups are encouraged to develop their assessment criteria. It is highly recommended that you present your assessment with

Powerpoint slides. Importantly, your assessment should at least include both positive aspects of the presentation (content and style) and areas for improvement. There will be a 15-minute break following the presentation to the critique group to prepare their assessment. The 5% will be evaluated based on the degree of constructive feedback provided by the group. Only group members who are present at the time when the group is asked to offer the assessment will get the credits. In other words, group members who do not show up in the class at that time will receive no credits for this component.

Group Presentation (25% In-Person live):

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, 11 & 12 each group will do a 30-minute presentation (plus up to 10 minutes of Q&A which will be in response to the critique). **Your job is to convince the class that you have the right solution to the case.**

There is no required format for the presentation, but the clarity of presentation and cohesiveness of solutions is 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. In addition, please provide me with a hard copy of your presentation slides (2 slides per page, double-sided is fine; colour optional – can be provided the day of your presentation).

Advice for the Group Presentation:

Your presentation can be as creative as you want, but the content is key. Your presentation should cover the following topics (there is an evaluation rubric posted on the Moodle site):

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 (critique presenters in particular), **you should read the case in advance**, and listen closely to the presentation. Consider how their understanding and analysis of the case are 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 group's 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 (20%)

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 just about attendance (but that is part of it) as well I do expect you to contribute to class discussion.** Specifically, the course puts great emphasis on discussion of the course materials. Class participation is evaluated regularly. The instructor will evaluate students' participation based on quantity and quality. Good quality of participation can stimulate in-depth, meaningful discussion. On the other hand, a repetitive comment or simply summary of the materials would be considered as modest participation. If students have any difficulty 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 two main components of class participation: Case Summary (10%) and session on-going participation (10%).

(1) Case Summary (10%):

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 15 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).

Section H

https://docs.google.com/spreadsheets/d/1jx7C0BjoxnVo7eMkUzk6t9AJZAUJUx2agVnElGRUoEI/edit?usp=sharing

(2) Live-class participation (10%): You are expected to participate in both class and case discussion. Starting Session 2, each student will get points according to his/her participation.

FINAL EXAM (See date in OUTLINE OF CLASSES)

The final exam would count for 20% towards your final grade. It is an openbook, 3-hour in class 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.

January 12

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

January 19

Ch. 2 – Evaluating External Environment
Form Teams

Industry Analysis
https://www.youtube.com/watch?v=UUKAX0E4ckM

https://www.youtube.com/watch?v=LMZS2l0Urck

https://www.youtube.com/watch?v=XCWHSeDU-zk&

Case

Wellington Brewery: Growth Decision in a Crowded Beer Market
9B21M043

January 26

Ch. 3 – Evaluating Internal Capabilities

VRIO
https://www.youtube.com/watch?v=RMlbCpcpSt8

Core competencies
https://www.youtube.com/watch?v=Abl6b71H2Mc&

Case: Delta 9 Cannabis: Picking a Path to Growth during Turbulent Times
9B21B001

February 2

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

Case: Aldi – The Dark Horse
(Ivy 714474)

February 9

Ch. 8 – Vertical Integration

Learning curve
https://www.youtube.com/watch?v=nz31cj5ElEU

Ch. 9 –Corporate Diversification

Corporate strategy
https://www.youtube.com/watch?v=bZi42MT4yqw

Marvel
(HBP-9505001)

February 16

Ch. 11 – Strategic Alliances
Ch. 12 – Mergers and Acquisitions

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

Case: Microsoft Acquires Activision Blizzard: Beating Sony in Gaming and the Metaverse W27700

February 23 (No Class) READING WEEK Feb 18-24

February 26th, 10am-12pm) MIDTERM – Chapters 1-5, 8, 9, and 11 & 12
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.

March 2

Ch. 7 – Collusion

Ch. 10 – Organizing Diversification

Case: Transparency, Traceability, and Compliance in Uniqlo's Global Value Chain
W27299

March 9

Team Presentations A

March 16

Team Presentations B

March 23

Team Presentations C

March 30

Final Exam Section N 7-9pm - The final exam counts for 20% towards your final grade. It is an openbook, 3-hour in class 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.

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.