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Management Policy: Part 1

AP/ADMS4900 3.0 – Section O
Winter 2023

Course Information

Course Instructor: Dr Andrew Sarta
E-mail: andrew.sarta@yorku.ca
Office Hours & Location:
ATK 254
Flexible appointments, coordinate scheduling with me via email

Course Time & Days:
Monday: 7:00 pm — 10:00 p.m.
Class Location: HNE 032
Course eClass site

Land Acknowledgment

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region (LA&PS Land Acknowledgement).

Course Overview

Required Course Materials

Barney, J. B. and Hesterly, W. S. *Strategic Management & Competitive Advantage*, 6th edition, Pearson.

Cases: Students are responsible for obtaining copies of cases. Cases can be purchased through the Ivey Publishing website (https://www.iveycases.com).

Recommended Supplemental Reading:

Fortune; Canadian Business; Harvard Business Review; Sloan Management Review; California Management Review; Globe and Mail; National Post.

Course Description

The Management Policy course is designed to expose students to many facets of strategy that contribute to competitive differences across organizations. Strategy formulation and evaluation are developed through lectures and case discussions with an emphasis on integrating the subject areas from prior management courses to provide a complete strategic management framework.

Course Overview & Learning Objectives

This course examines the challenges of the strategic management process–identifying opportunities and threats, formulating responses, evaluating prior decisions, and implementing viable organizational strategies. The emphasis is on issues that affect the success of the entire organization. As such, we will view the organization as a whole while drawing upon and integrating your understanding of the various functional areas of organizations, their decision-makers, their resources, and the external factors that influences strategy-making.

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 opportunities, all students must be prepared to discuss the assigned cases. Student participation in class discussions is essential for success in this course and an important building block for future career success in management.

By the end of this course, students will be able to:

- Identify and critique the components of strategy (business goals, product/ market focus, value proposition, core activities) and differentiate corporate strategy from functional strategies (e.g., marketing, operations, finance, HR strategies)
- Utilize the results of their analyses to understand the trade-offs between what the company needs to do (industry trends and structure), wants to do (management preferences), and can do (resources & capabilities) while reconciling each in making strategic recommendations
- Propose, justify, and defend arguments and recommendations about complex business problems through class debates and interactions that will prepare them for today's competitive workplace

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.

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 late enrolment.

Course Format and Organization

Lectures, discussions, and case analyses form the basic pedagogy of this course. We will also have in-class individual and group activities. For all classes, students are expected to read the assigned readings in full and be prepared to participate in discussions. Constructive class contributions are an integral part of this course. Your contribution will be evaluated based on your preparation for class discussions based on assigned readings and cases, presentation skills, and willingness to engage in moving class discussions forward. Timely attendance and quality contributions are important elements of your overall evaluation.

Each session is about three hours. Normally, there are assigned chapters and a case in each session. In the first half of the session, we will mainly focus on the assigned chapters and concepts to deepen our knowledge of the subject matter. You are required to read the assigned chapters and review the lecture slides before the class.

Preparing for Class

During class, it will be assumed that you have done the readings. You will be called upon to apply the tools and concepts contained in the readings to the issues at hand during case analysis. Strategic management concepts and models are tools to aid your analysis and understanding. Informed discussion of case-specific strategic issues can be assisted by reference to relevant models and concepts. Mini lectures throughout the course will supplement the case discussion.

Strategy cases are complex and benefit from multiple perspective and sharing your analysis and thoughts with others. You are strongly encouraged to meet with your classmates and discuss each case before the class session.

Course Evaluation

Assessment	Date	Weight %
Class Participation	Assessed Weekly	20%
Mid-Term Exam	February 26, 2023	30%
Group Assignment	Sessions 9-11 (below)	30%
Final Exam	April 3, 2023	20%
		100%

Class Participation Expectations

Class participation is worth 20% of your final grade and depends upon your active participation in class discussions. I treat classes as though they are business meetings focused on solving a problem. Class participation is about punctual attendance and, most importantly, moving class discussions forward. I will evaluate each student's participation after each session based on the quality of contributions and regular engagement in moving discussions forward. Good quality participation involves stimulating an in-depth discussion, resolving challenges with the subject matter, or engaging in respectful debate among classmates. Repetitive comments or simple summaries of the case are considered marginal contributions. If students have difficulty participating, please contact me and we can formulate a joint plan on how to best engage in class discussions.

Your class participation grade is based on 9 sessions in which students will be able to participate (beginning in session 2). The 9 sessions are comprised of 6 reading material and case discussions where students contribute to the content and 3 group presentations where students will have opportunities to ask questions. Consistently above-average engagement in class discussions across the term is required to achieve higher class participation grades (above 16 points out of 20) while sporadic or consistently below-average engagement in class discussion will result in lower class participation grades. To account for the potential errors in evaluating participation or situations where students might have to miss sessions for unexpected events, your participation in this component will be based on your best 7 sessions. Because I treat class as professional sessions to prepare your for the work environment, my expectation is that you will let me know if you are going to miss class or be late for class.

Mid-Term Exam

The mid-term exam is worth 30% of your final grade. This exam will be based on your understanding of the theories, frameworks, and content from the textbook. The exam will include a variety of question formats and will draw on Chapters 1-5, 8, 9, 11, and 12 in the textbook. You are expected to understand the material whether it has been covered in class or not. Keeping up with your readings will be essential to your success! Details and pre-exam guidance will be provided before reading week.

For administration purposes, students who miss the original midterm are required to notify the instructor (by email) before February 27. Without such an email notification of the exam absence, you will receive a zero grade for the mid-term exam. The weight of this component cannot be transferred to other grade components. Accordingly, students who have missed both original and make-up mid-term exams will have to defer the mid-term component to the mid-term exam when the course is available again.

Group Assignment

This course puts great emphasis on group work as an essential component in the contemporary business world. As a result, the group assignment is worth 30% of your final grade. Students are expected to form a group of approximately **5-6 members** 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 **January 23rd** (3rd class). Students who have not found a group by that point will be assigned to one. Once groups have been formed, switching group members will not be permitted (so choose wisely). Please be advised that each group member is responsible for the overall group's performance and dynamics. I will not involve adjudicate group-related issues.

Sessions 9 to 11 are designated for group presentations. Specifically, in each of these sessions, there will be two assigned pairs of groups. The first half of the session will involve the first pair—one group presents followed by the **constructive** assessment of another group. The second half of the session will proceed similarly with the second assigned pair.

Group Presentation (25%)

The purpose of the group presentation is to help students to develop their case analysis and presentation skills. All group members are required to present. Each group will be assigned a case study and act as the *consulting team* outlining a complete case analysis and recommendations. Presentations are expected to be **no longer than 25 minutes** (you will be cut off at the 25-minute mark).

There is no required format for the presentations. Clarity and creativity are crucial. Since your presentation is based on an assigned case, your analysis should be **limited** to the case materials only. Additional research is not necessary nor is it recommended. Groups are **required** to email me a 1-page (single-spaced, 12-point font, 1-inch margins) executive summary of your case analysis **at least 24 hours before the beginning of your scheduled group presentation**.

Empirical evidence shows that a high level of group performance requires effective teamwork and input from individual group members. However, experience tells us that groups are subject to 'free riders.' Accordingly, your individual grade for this component will be partly based on peer evaluation. For individuals with average peer evaluations that are one standard deviation above the group's average peer evaluation, those individuals will receive 3 additional grade points to the group grade I assign. In contrast, individuals with average peer evaluations that fall one standard deviation below the group's average peer evaluation will receive a score that is 3 points lower than the group grade.

Each individual will complete an evaluation form, available on the course website, to provide evaluations of other group members. The evaluation will be based on five criteria:

1. Teamwork: Draws out the best from others, moves the group toward task completion, communicates and adds value to group tasks
2. Initiative and dependability: Fulfills responsibilities on time and according to expectations of the group
3. Quality of output: Oral and written components were of high quality
4. Contribution to knowledge and learning: Effectively understood, utilized, and demonstrated knowledge of course materials
5. Professionalism: Attended meetings on time, responded to emails/messages promptly, and respected other group members

Since peer evaluation significantly contributes to your individual grade, you should take it seriously. You are required to submit your evaluation **1 day after your group presentation** (by midnight). It is important to submit your evaluation on time as individual grades will be calculated two days after your presentation. Late submissions are not permitted. You will receive a 3-point penalty if you fail to submit your evaluation on time.

Group Assessment (5%)

The purpose of the assessment is to provide you with an opportunity to extend class learning while developing the listening skills critical to management. For each group

presentation, there will be one group assigned to assess the ideas and quality of the presentation and recommendations put forth by the presenting group. Each group will have 15 minutes to present an assessment. Groups are encouraged to develop their assessment criteria but should emphasize **both** positive aspects of the presentation (content and style) and areas for improvement. The 5% will be evaluated based on the degree of constructive feedback provided by the group. Strong assessments focus on helping the presenting group rather than criticizing what was presented. Only group members who are present during the assigned assessment time receive credit. Group members who are not present in class for the assessment will receive zero credit for this component.

Guidance for the Presenting Groups

Your presentation can be as creative as you wish, but should cover the following areas:

1. Issue Identification (what issues are important to analyze?)
2. Issue Analysis (why are these issues and what options should be considered?)
3. Recommendations/Solutions (what option is best and why?)
4. Implementation/Action (how will you execute on your selection option?)

Guidance for the Audience

To be a good audience, you need to listen to the presentation closely and read the case material in advance. By doing so, you will find that you can learn a great deal from the presenting groups. You will be invited to ask any questions you may have during the question and answer portion (10-15 minutes after the group assessment). Keep in mind that your questions need to be constructive and relevant to the presentation and course materials. Your participation in the question and answer portion is considered part of your class participation.

Final Exam

The final exam is worth 20% of your final grade and 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 analyze the case and make recommendations.

Course Schedule: Weekly Readings and Activities

Course Schedule

Session Dates	Session Topic	Text Book Reading	Case Assignment
Session 1 **January 9**	*Introduction* • Course Outline • Course Expectations • Administrative Issues *What is Strategy and the Strategic Management Process?*	Chapter 1	
Session 2 **January 16**	*Evaluating a Firm's External Environment*	Chapter 2	Moderna: In Search of a Competitive Edge in the COVID-19 Vaccine Race (Product #9B21M058)
Session 3 **January 23**	*Evaluating a Firm's Internal Capabilities*	Chapter 3	DoorDash: In Search of Profitability (Product #9B21M039)
Session 4 **January 30**	*Cost Leadership & Product Differentiation*	Chapter 4 Chapter 5	Chipotle Mexican Grill, Inc.: Food with Integrity (Product #9B13M068)
Session 5 **February 6**	*Vertical Integration & Corporate Diversification*	Chapter 8 Chapter 9	Amazon Go: Venturing into Traditional Retail (Product #9B17M092_P)
Session 6 **February 13**	*Strategic Alliances, Mergers, and Acquisitions*	Chapter 11 Chapter 12	Star Alliance in 2020 (Product #9B21M010)
February 20	**Reading Week (No Class)**		

Session 7 **February 26**	**Mid-Term Exam** 10:00a – 12:00p • Part 1: Multiple Choice • Part 2: Short Essay		
February 27	**No Class in Lieu of Mid-Term Exam**		
Session 8 **March 6**	*Collusion & Organizing to Implement Corporate Diversification*	Chapter 7 Chapter 10	The Kiri Group: A Social Enterprise Tackling Poverty in Kenya (Product #W25472)
Session 9 **March 13**	*Group Presentations*		Announced February 6
Session 10 **March 20**	*Group Presentations*		Announced February 13
Session 11 **March 27**	*Group Presentations* *Course Review and Wrap-Up*		Announced February 20
Session 12 **April 3**	*Final Exam*		

Using Zoom and Computing Resources (if necessary)

Students shall note the following:

- Zoom is hosted on servers in the United States and Canada. Recordings done since May 1, 2022 are stored in Canada. For more information, please refer to the notes on Zoom Privacy and Security provided by Information Security at York.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- 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.

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

- Student Guide to eClass
- Zoom@YorkU Best Practices
- Zoom@YorkU User Reference Guide

- University Information Technology (UIT) Student Services
- Student Guide to eLearning at York University

To determine Internet connection and speed, there are online tests, such as Speedtest, that can be run. If you need technical assistance, please consult the University Information Technology (UIT) Student Services web page. For more specific assistance, please write to askit@yorku.ca.

Course Policies

All students are expected to familiarize themselves with the following information:

- Student Rights & Responsibilities
- Academic Accommodation for Students with Disabilities

Please also review the following course policies:

Academic Integrity

In this course, we strive to maintain academic honesty to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's Academic Integrity module at the beginning of the course. Breaches of academic honesty range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate University authorities and can be punishable according to the Senate Policy on Academic Honesty.

Accessibility

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with Student Accessibility Services to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community and making reasonable and appropriate accommodations for adherents for observances of special significance. Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a Religious Accommodation for Examination Form at least three (3) weeks before the start of the exam period.

Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on Disruptive and/or Harassing Behaviour in Academic Situations, the Student Conduct and Responsibilities, and the Code of Student Rights & Responsibilities.

Student Support and Resources

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

- Academic Advising is available to provide students support and guidance in making academic decisions and goals.
- Student Accessibility Services are available for support and accessibility accommodation when required.
- Student Counselling, Health & Wellbeing offers workshops, resources, and counselling to support your academic success.
- Peer-Assisted Study Sessions (PASS) Program provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- Student Numeracy Assistance Centre at Keele (SNACK) supports students in courses involving math, stats, and Excel.

- The Writing Centre provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- ESL Open Learning Centre (OLC) supports students with building proficiency in reading, writing, and speaking English.
- Learning Skills Services provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- Learning Commons provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- Roadmap to Student Success provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- Office of Student Community Relations (OSCR) is responsible for administering the Code of Student Rights & Responsibilities and provides critical incident support.
- goSAFE is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit Student Support & Resources.