

MANAGEMENT POLICY – PART I

ADMS 4900 – Sections C+D

Fall 2023

DRAFT until the first day of class

Course Information

Course Instructor: Dr. Ken Ogata

E-mail: ogata@yorku.ca

Office Hours: By appointment

Location: 132 McLaughlin

Course Time & Days: C – Wed@11:30

D – Wed@16:00

Class Location: C – HNE 036

D – HNE 034

Course eClass/Moodle site:

<https://eclass.yorku.ca/course/view.php?id=99121>

Note: The instructor reserves the right to modify the course activities, sequence of text materials, and/or the assignment of cases in the event of unanticipated course disruptions.

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 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 BComm subject areas that you have become familiar with during the course of the program, 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, interest rates, TSX, Bitcoin).

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

In addition to learning about strategic concepts, you should expect to further develop your abilities 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.

Course 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.*

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 de-enrolled at any time during the term by the Registrar's Office.** The department will not be responsible for refunds resulting from students being de-enrolled from the course due to a lack of appropriate prerequisites.

Course directors will not handle enrolment related issues. Students who have any questions concerning the enrolment policy should contact the Office of Administrative Studies (282 Atkinson).

NOTE: Due to the intensive nature of this course, NO students will be admitted to the course after the second week of classes (September 13th) unless they have attended at least one of the first two weeks of classes.

Required Course Materials:

Strategic Management: Concepts and Cases: Competitiveness and Globalization – 14th Edition (Cengage)

Michael A. Hitt, R. Duane Ireland, Robert E. Hoskisson, Jeffrey S. Harrison.

- Bound Hardcover - \$162.95
- eBook (Through Day1Digital ebook platform): \$74.00

Cases:

Students are responsible for obtaining copies of the cases. Cases can be purchased through the Ivey Publishing website (<https://www.iveycases.com>). Harvard cases are also 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 Course Schedule below. Please bring your copy of the case to class as extras will not be provided.

Ivey Coursepack link:

1. Go to the Ivey Publishing website at www.iveypublishing.ca
2. Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student" role.
3. Click on this link or copy into your browser:
4. Click "Add to Cart".
5. Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
6. When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
7. Once you have completed your order, click on your username on the top right --> Orders --> Downloads

Recommended Readings:

Students are advised to keep abreast of major current business issues/stories, including economic developments (e.g. interest rates, climate change). This may include reading the business section of major newspapers (Globe and Mail, National Post, NY Times), watching televised business reports (MSNBC), reading the popular business press (e.g. Fortune, Economist, Business Insider), and the Harvard Business Review.

Course Communication Plan and Office Hours:

Most course information and announcements will be available through eClass/Moodle (please check there first). Additional information will be provided in class.

Office hours are by appointment only. Please email me to request an appointment. Feel free to ask questions either before or after class as well.

Course Evaluation Grade Components:

- Midterm – 30%
- Group Work - 30%
- Final Exam - 20%
- Class Participation – 20%.

Mid-Term Exam (30%)

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 1-4, 6, 9 in the text), and the instructor's lectures. The exam consists of two parts – multiple choice questions and short essay questions. The mid-term will be held on **Saturday, October 28th, from 10 am – noon** (Location TBA). This will be a common exam for all sections of ADMS 4900.

Students who miss the original midterm are required to notify the instructor by email within two days of the date of the scheduled exam (Monday, Oct. 30 @ noon). Students who fail to contact the course director prior to the scheduled midterm will receive a grade of zero for the midterm. The weight of the midterm **cannot** be transferred to other grade components. A deferred midterm exam will be scheduled for Friday, Nov. 3 (details TBA). Students who miss both the original and makeup midterms will have to defer completion of the midterm until the course is offered again (usually 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. Accordingly, students will form groups of about 6 members each (depending upon the size of the class – total of 6 groups per class). Individuals may self-select their groups, with the names of group members submitted to me via email or in writing, no later than **September 13** (2nd class). Students who have not found a group by then will be assigned to one. Students are not allowed to switch groups once they have been formed. Please be advised that each group member is responsible for the overall group's performance and dynamics. I **will not** intervene or adjudicate in the event of group difficulties.

Sessions 9 to 11 are group presentations. Specifically, in each of these sessions, there will be two groups who perform group presentations on the assigned case, and two groups who will critique the presenting group's work. Critiquing groups will be randomly assigned. In other words, there will be paired group presentations – one group presenting their solution to the case, and one group critiquing their solution. The structure of each presentation exercise is a 30-minute group presentation and a 10-minute Q&As. Critiquing groups will have 10 minutes to discuss their assessment, and 10 minutes to present their critique.

Group Case Critique (5%):

The purpose of this exercise is to provide you with the opportunity to share in the class learning experience. Each critiquing group will have up to 10 minutes. Critiques may involve a combination of questioning the presenting team, and/or offering your team's

assessment/conclusion about what the company should have done. Only group members who are present at the time of the critique will receive credit.

Group Case Presentation (25%):

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 9-11, each group will do a 30-minute presentation (plus up to 10 minutes Q&A). **Your job is to convince the class that you have the right solution to the case.**

There is no required format to the presentation, but clarity of presentation and cohesiveness of solutions are 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 (i.e. Tuesday by 6 pm). In addition, please provide me with a hard copy of your presentation slides (2 slides per page, double sided is fine; colour optional) before your presentation.

Advice for the Presenting Group:

Your presentation can be as creative as you want, but content is key. Your presentation should cover these following topics:

1. Issue identification (what are the key issues and why)
2. Issue analysis (what do these issues involve)
3. Possible options/solutions (what could the firm do)
4. Recommendations (justify)
5. Implementation/action (what needs to be done and when)

You are advised to test your presentation on the classroom equipment in advance to avoid technical problems.

Advice for the Audience/Critique Group:

To be a good audience participant, **you should read the case in advance**, and listen closely to the presentation. Consider how their understanding and analysis of the case is 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).

Group Participation:

Empirical evidence shows that a high level of group performance requires effective team work. However, past experience also shows that groups are more likely to experience free rider problems without mechanisms in place to promote participation. Accordingly, each team/member will submit a peer evaluation form (see eClass/Moodle) the day after your group presentation. If all members have contributed equally, a single team report can be submitted. All team members will then share the team presentation mark.

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 (the 30%). Please note that teams are expected to be self-managed and resolve issues on their own.** If I have to intervene, members may lose all of their participation marks (the 20%).

If I do not receive an evaluation form, I will assume that there were no group issues, and everyone will share the same mark.

Class Participation (20%):

The quality of the course will depend equally upon the instructor and the class. Unlike other courses, active class participation and discussion is essential to the learning process. Specifically, the course places great emphasis upon the discussion of course materials. Therefore, your input is necessary and greatly appreciated. Past students have stated that they greatly benefited from student interactions and class participation.

Accordingly, class participation is weighted at 20% of your final grade. **Class participation is not about attendance only, but includes your contribution to the class discussion** (however you cannot participate if you don't attend). Thus, it is possible for students who attend weekly, but do not participate, to receive a low grade on this component.

There are two components to class participation. First, each group will take turns summarizing the key points of their assigned case, and identifying the key issues to be addressed. Groups will have 10 minutes to present their summary. The group case summary will be worth 5% of your participation mark. Note: only group members who are in attendance when the group presents will receive credit (unless you have made prior arrangements).

Second is your individual participation in the class discussions (including the team case presentations). This component is worth 15% of your final mark. Class participation will be evaluated on a regular basis, based upon the quality and quantity of comments. Good comments help move the discussion forward, while summary or repetitive comments will be considered as modest participation. Please note that good questions also count as quality participation. Students who have difficulty participating in class are invited to speak with me on ways they can help engage in the discussion.

In order to actively participate in class discussions, **read the materials in advance**, and formulate questions. Participation during the lecture, case discussions, and Q&A sessions will all count towards your final mark.

Final Exam (20%):

The final exam will count for 20% towards your final grade. It is a closed book, 3-hour exam. The exam will involve a case analysis (to be provided in the exam). You will be required to apply ALL material covered during the course. Students will be allowed to bring up to 10 pages (single spaced, 11 pt. font) of notes for the final (no text).

Missed Tests and Exams:

Students who miss the original midterm are required to notify the instructor by email within two days of the date of the scheduled exam (Monday, Oct. 30 @ noon). Students who fail to contact the course director prior to the scheduled midterm will receive a grade of zero for the midterm. The weight of the midterm **cannot** be transferred to other grade components. A deferred midterm exam will be scheduled for Friday, Nov. 3 (details TBA). Students who miss both the original and makeup midterms will have to defer completion of the midterm until the course is offered again (usually next term).

Students who cannot make the final exam are also required to contact me before the scheduled exam time. We will endeavour to make alternate arrangements for completing the missed final prior to the end of term.

Grading (University Policy):

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University [Academic Calendar](#).

GRADE	GRADE POINT	PERCENT RANGE	DESCRIPTION
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

Course Schedule: Weekly Readings and Activities

Week/Dates	Readings and Topics	Case
Week 1 Sept. 6	Introduction Ch. 1 – Strategic Management and Strategic Competitiveness	
Week 2 Sept. 13	Ch.2 – The External Environment <i>Form Teams</i>	Zoom (Ivey W24950)
Week 3 Sept. 20	Ch.3 – The Internal Organization	Masai Ujiri (Ivey 9B21C026)
Week 4 Sept. 27	Ch.4 – Business-Level Strategy	Ryanair (Ivey 9B19M057)
Week 5 Oct. 4	Ch.6 – Corporate-Level Strategy: Diversification	Netflix (Ivey 9B20M187)
Oct. 11	READING WEEK (no class)	
Week 6 Oct. 18	Ch.9 – Cooperative Strategy: Strategic Alliances	Majestica Hotel (Ivey 9B05M035)
Week 7 Oct. 25	Indigenous Relations Indigenous Peoples Note (Ivey-W31836)	Politics of Pipelines (eClass)
Sat. Oct. 28	MIDTERM	Details TBA
Week 8 Nov. 1	Organizational Decline/Change <i>Course Summary</i>	Toys R Us (Ivey 9B18M118)
Week 9 Nov. 8	Team Presentations A (Teams 1+2)	Teams 5+6 critique
Week 10 Nov. 15	Team Presentations B (Teams 3+4)	Teams 1+2 critique
Week 11 Nov. 22	Team Presentations C (Teams 5+6)	Teams 3+4 critique
Week 12 Nov. 29	FINAL EXAM (in class)	Details TBA

Contingency Planning

This course is scheduled to be delivered in person.

In the event that the University switches to an online format (Zoom), students are expected to appear on video as part of participating in this course, particularly if they are presenting or actively participating in a seminar discussion (or virtual office hours). Thus, a stable, high-speed Internet connection, and a computer with a webcam and microphone, and/or a smart device with these features is required.

Technical Requirements

Using Zoom

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.

Relevant University Regulations

Please refer to the website (<https://sas.laps.yorku.ca/students/>).

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](#).

Turnitin

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course's eClass/Moodle site) for a review of textual similarities and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

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 to 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.

Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Honesty](#), and/or legal consequences for copyright violations.

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](#).

Netiquette for eClass/Moodle and Online Learning

Students and instructors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Please review and familiarize yourself with behaviours that support "netiquette" in virtual classrooms by consulting the [Guide to Netiquette](#) and [Student Guide to eLearning](#).

Student Notice of Recording for Online Teaching and Learning

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University's Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with York University's [Guidelines on Access of Information and Protection of Privacy](#) and the [Freedom of Information and Protection of Privacy Act](#). Access to online materials, including recordings or live meetings, is subject to York University's [Senate Policy on Computing and Information Technology Facilities](#).

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name, you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, may not be shared with others without the permission of the instructor or event coordinator, and may not be published, posted, linked to, or otherwise made available online, including on social media feeds, even if those feeds are private.

Health and Safety

All York students and instructors share responsibility for the safety and well-being of the community while on York's campuses. Please continue to check [YUBetter Together](#) for the latest information on health and safety.

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](#).