

**York University**  
**Faculty of Liberal Arts and Professional Studies**  
**School of Administrative Studies**  
**Summer 2024**  
**AP/ADMS3900B 3.0**  
**The Practice of General Management**

**Term:** Summer 2024, asynchronous online course

**Course Director:** David Weitzner

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

### **COURSE DESCRIPTION**

This course develops the required organizational skills and practices of managers to meet their objectives in small, medium, and large organizations. Theoretical instruction is combined with cases and experiential exercises to help students develop a comprehensive understanding of the subject and the integration of functional areas in strategic analysis.

### **COURSE OVERVIEW**

The course is divided into three four-week modules. We will start by exploring purpose, principles and leadership in management. We will then move on to studying the process of managing the activities of a competitive firm, from planning to execution. We will end by looking at the challenges associated with managing change, innovation, and risk.

The majority of the course readings are cutting edge articles that you will download from the York library website for free. The exceptions are the book *Connected Capitalism* and the Harvard simulation, which will be available for purchase through the bookstore or online. The instructor will post recorded mini-lectures online each week. Listening to the recordings of the mini-lectures is mandatory, and should be considered an extension of the required readings. The instructor will also host real-time meetings where the course material will be discussed in an interactive manner. Attending these synchronous sessions is not mandatory. The dates and times of these meetings will be determined with the class based on participant availability.

**PREREQUISITES:** ADMS 2400

### **REQUIRED TEXT(S)**

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

**ADMS 3900 B S24 Simulations** – E-copy available via Harvard:  
<https://hbsp.harvard.edu/import/1171743>

## **COURSE EVALUATION**

Please note that late assignments will not be accepted. There are various grade components (see below):

**Simulations: 2 \* 15%**

**Due W4: Net Zero**

**Due W11: Scope, Resources, Schedule V3**

Students are required to complete the two simulations. Students must pay for them directly through the Harvard website. The first will become available at the end of week two, the second at the end of week nine, to allow for two weeks for students to complete the simulation.

Students must complete all rounds of the simulation itself, then submit a 2000-2250 word, double-spaced analytical paper on the simulation which includes a discussion of:

- 1) Justification for the decisions made in the sim. Please note: this should not be a laundry list of every decision. Students should choose a few key decisions to analyze in depth.
- 2) Reflection on the learning experience from the simulation.

For both simulations, ALL justifications and reflections are to be backed up with readings from the course. For SIM 1, readings from the first four weeks of class (minimum of two). For SIM 2, readings from weeks five to eleven, EXCLUDING sources you used in the midterm.

The simulation is due by midnight on the last day of week 4 and 11.

In an attached appendix at the end of the analytical paper, students must include their results from all simulation exercises (screenshots of the final results are fine, but they must show the student's name and/or login in English).

No external research beyond the course readings is permitted or required; all course readings must be fully cited in either MLA or APA format. Please note that any papers submitted without fully completing the simulation (i.e., all assigned runs) will receive a grade of 0 and may be reported for academic dishonesty.

### **Midterm assignment – 30%**

The midterm assignment is a real-world application paper that is due before midnight on the last day of week 7. Students will be provided with two prompts of recent business events. They will choose one of the two prompts and will then choose two chapters from *Connected Capitalism* along with two other readings not applied in the simulation assignment to write a double-spaced response essay to the prompt of approximately 2250-2500 words. External research is permitted about the business issue *only*; all theoretical readings must come from this course. All sources (course readings, *Connected Capitalism*, and any further external research completed) must be cited in either APA or MLA format with a bibliography provided.

Please note that this is an examination, and no extensions will be permitted beyond those required for accessibility, medical, or religious accommodations.

## Final exam - 40%

Students will write a take-home final exam that will test comprehension of the assigned material. The exam will be cumulative, consist of three essay questions and the time/date will be set by the University.

## COURSE OUTLINE

<b>Module 1: Purpose, Principles, and Leadership</b>	
<b>Week 1</b>	<u>Managing with Purpose</u> Weitzner, D. 2021. Connected Capitalism. Introduction. University of Toronto Press. Weitzner, D. 2022. Manage or Co-create? Time to Choose. European Business Review, Nov. 24. Weitzner, D. 2024. Maybe We Need to Say Less About Ethics. Psychology Today, October 6. Ingram, P. & Choi, Y. 2022. What Does Your Company Really Stand For? Harvard Business Review, 100(6): 40-47.
<b>Week 2</b>	<u>Responsible Management</u> Weitzner, D. 2021. Connected Capitalism. Chapters 1 and 2. University of Toronto Press. Weitzner, D. & Deutsch, Y. 2023. Harm Reduction, Solidarity, and Social Mobility as Target Functions: A Rortian Approach to Stakeholder Theory. Journal of Business Ethics. Journal of Business Ethics, 186(3): 479-492. Weitzner, D. 2022. Three Ways Companies are Getting Ethics Wrong. MIT Sloan Management Review, 64(1), 1-3.
<b>Week 3</b>	<u>Sustainable Management</u> Weitzner, D. 2021. Connected Capitalism. Chapter 3. University of Toronto Press. Weitzner, D. 2022. Patagonia's grand gesture sends the wrong message about ethical capitalism. The Conversation, October 11. Challagalla, G. & Dalsace, F. 2022. Moving the Needle on Sustainability. Harvard Business Review, 100(6): 130-137. Eccles, R. & Taylor, A. 2023. The Evolving Role of Chief Sustainability Officers. Harvard Business Review, 101(4): 76-85.
<b>Week 4</b>	<u>Managerial Leadership</u> Weitzner, D. 2022. Why CEO Efforts to Buy Their Way Out of Scandal Fail. Psychology Today, June 16. Weitzner, D. 2023. Re-Imagining Interdependence. Psychology Today, October 6. Ibarra, H., Hildebrand, C.A., & Vinck, S. 2023. The Leadership Odyssey. Harvard Business Review, 101(3): 102-110. Quinn, R., Crane, B., Thompson, T., & Quinn, R.E. 2024. Why Real-Time Leadership Is So Hard. Harvard Business Review, 102(1): 56-59.  <b>Net Zero simulation due</b>
<b>Module 2: From Planning to Execution</b>	
<b>Week 5</b>	<u>Managerial Strategy Formulation</u>

	<p>Knight, E., Daymond, J. &amp; Paroutis, S., 2020. Design-Led Strategy: How to Bring Design Thinking Into The Art Of Strategic Management. California Management Review, 62(2): 30-52.</p> <p>Chevallier, A., Dalsace, F., &amp; Barsoux, J.-L. 2024. The Art of Asking Smarter Questions. Harvard Business Review, 102(3), 66–74.</p> <p>Mankins, M. &amp; Gottfredson, M. 2022. Strategy-Making in Turbulent Times. Harvard Business Review, 100 (5): 60-69.</p>
<b>Week 6</b>	<p><u>Management Communication and Negotiation</u></p> <p>Weitzner, D. 2021. Connected Capitalism. Chapter 4. University of Toronto Press.</p> <p>Weitzner, D. 2024. Bringing Mindfulness to Difficult Conversations. Psychology Today, January 4.</p> <p>Ramanna, K. 2023. Managing in the Age of Outrage. Harvard Business Review, 101(1): 96-107.</p> <p>Noble, D. &amp; Kauffman, C. 2023. The Power of Options. Harvard Business Review, 101(1): 108-115.</p>
<b>Week 7</b>	<p><u>Managing Globalization and Political Risk</u></p> <p>Weitzner, D. 2021. Connected Capitalism. Chapter 5. University of Toronto Press.</p> <p>Weitzner, D. 2023. Our economic future depends on young reformers, not ineffective revolutionaries. The Conversation, February 2.</p> <p>Martin, R.L. &amp; Reeves, M. 2022. Strategy in a Hyperpolitical World. Harvard Business Review, 100(6): 47-52.</p> <p><b>Mid-term assignment due</b></p>
<b>Week 8</b>	<p><u>Managerial Strategy Execution</u></p> <p>Weitzner, D. 2021. Connected Capitalism. Chapter 6. University of Toronto Press.</p> <p>Collis, David J. 2021. Why Do So Many Strategies Fail? Harvard Business Review, 99(4):82-93.</p> <p>Hill L.A., Tedards E., Swan T. 2023. Drive Innovation with Better Decision-Making. Harvard Business Review. Fall 2023 Special Issue:10-17.</p> <p>Weitzner, D. 2022. The Danger in Not Trusting Our Moral Compass. Psychology Today, December 9.</p>
<b>Module 3: The Challenge of Change</b>	
<b>Week 9</b>	<p><u>Managing Curiosity</u></p> <p>Weitzner, D. 2021. Connected Capitalism. Chapter 7. University of Toronto Press.</p> <p>Weitzner, D. 2022. Don't Be Too Smart for Awe. Psychology Today, October 2.</p> <p>Waytz, A. 2023. Beware a Culture of Busyness. Harvard Business Review, 101(2):58-67.</p>
<b>Week 10</b>	<p><u>Managing AI</u></p> <p>Weitzner, D. 2023. Algorithms Are a Poor Substitute for Human Decency. Psychology Today, April 20.</p> <p>Weitzner, D. 2022. Push for AI innovation can create dangerous products. The Conversation, July 19.</p> <p>Davenport, T.H. &amp; Mittal, N. 2023. Stop Tinkering with AI. Harvard Business Review, 101(1): 116-127.</p> <p>Heimans J. &amp; Timms H. 2024. Leading in a World Where AI Wields Power of Its Own. Harvard Business Review, 102(1):70-79.</p>

<b>Week 11</b>	<u>Managing Change</u> Weitzner, D. 2021. Connected Capitalism. Chapter 8. University of Toronto Press. Michels, D. & Murphy, K. 2021. How Good Is Your Company at Change? Harvard Business Review, 99(4): 62-71. Frei, F. & Morriss, A. 2023. Storytelling That Drives Bold Change. Harvard Business Review 101(6): 62–71.  <b>Scope, Resources, Schedule V3 simulation due</b>
<b>Week 12</b>	<u>Managing Innovation</u> Weitzner, D. 2021. Connected Capitalism. Chapter 9. University of Toronto Press. Pisano, G.P. 2019. The Hard Truth about Innovative Cultures. Harvard Business Review, 97(1): 62-71. Kim, W.C. & Mauborgne, R. 2023. Innovation Doesn't Have to Be Disruptive. Harvard Business Review, 101(3): 72-81.

### RELEVANT UNIVERSITY POLICIES

**Academic Honesty:** The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.

Students should review the York Academic Honesty policy for themselves at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

**Note on ChatGPT and External Essay Writers:** Any unacknowledged use of ChatGPT, other AI applications, or external essay writers to generate writing included in your papers is plagiarism, just like the unacknowledged inclusion of material from any other source. Since ChatGPT is a particularly unreliable source, I strongly advise you to make no use of it whatsoever. Texts generated by ChatGPT are full of banal generalizations and arbitrary errors—traits which often make its products easily recognizable. If you use ChatGPT to generate content for essays, you may not be aware of the telltale mistakes and conceptual reductions it produces. Moreover, these will likely make your writing worse, not better. Most importantly: the point of university is not merely to advance toward a degree, but to learn, to think, to challenge yourself to understand and arrive at new ideas. Writing is a practice of taking responsibility for our thoughts, and it is also a practice of thinking in its own right, which relies upon the arduous and sometimes joyful process of composition and revision. Since the use of ChatGPT is contrary to these goals and values, reliance upon it will be treated with zero tolerance. When I suspect ChatGPT or an external essay writer has been used to generate ideas, I will request a meeting with the student to have an in-depth discussion of their essay and their writing process. If I conclude that a chat engine, another AI app, or an

external essay writer has been used without acknowledgement, the assignment will be treated as plagiarized work.

**Grading Scheme and Feedback Policy:** The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for ‘full year’ courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

*Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible.* For more information on the Grading Scheme and Feedback Policy, please visit:

<http://www.yorku.ca/univsec/policies/document.php?document=86>

**Reappraisals:** Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

**Accommodation Procedures:** LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: <http://ds.info.yorku.ca/academic-support-accomodations/>

**Religious Accommodation:** York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

### **Academic Accommodation for Students with Disabilities (Senate Policy)**

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information, please visit the Counselling and Disability Services website at <http://www.yorku.ca/dshub/>

York’s disabilities offices and the Registrar’s Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>  
Please alert the Course Director as soon as possible should you require special accommodations.