

York University
Faculty of Liberal Arts and Professional Studies
School of Administrative Studies
Fall 2024
AP/ADMS4910 3.0 A
Management Policy: Part II

Term: Fall 2024

Day: Thursdays

Section: A

Time: 7 – 10pm EST

Location: Zoom meeting room (link to be posted on the course eClass website)

Technical requirements: A computer with webcam and microphone, stable, high-speed Internet connection.

Course Director: Jason Yarmolinsky

Email: jyarmol@yorku.ca

COURSE DESCRIPTION

This course continues the study of strategy and policy begun in Part I. Emphasis is placed upon strategy and policy implementation, planning and other related issues. Decision-making processes which facilitate these activities are dealt with as student teams use a sophisticated business simulation program to manage a firm through multiple years of operation in a competitive industry. All teams must integrate their knowledge of functional areas of business to develop and implement a strategy for their firm in a dynamic market and consistently revise their strategy in response to the strategic moves of competing firms.

COURSE OVERVIEW

This course will encourage students to see both the practice of business and the experience of management education through a new lens. It will challenge your paradigm of what it means to run a business and what it means to take a course, appropriate for our age of rapid change and uncertainty. This course is highly process-oriented and highly integrative. To do well, students must draw on what they have learned in many other business courses, especially strategy and other core courses.

Assigned teams of students will run a firm for 8 simulated years, in addition to 2 practice years. The simulation requires each team to utilize the skills of (1) leadership, (2) organizational ability, (3) strategic analysis, (4) financial planning, (5) market forecasting, (6) communication and (7) independent thinking.

Sessions in this course will not include lectures or involve traditional class meetings. Rather, teams will use the time to meet and reflect on past rounds and/or plot future moves on their own. Most team decisions will be made during private team meetings that take place outside of set class hours. It is not unusual for teams to spend over 15 hours each week in meetings outside of the dedicated class time. Teams must plan their meeting schedule. Expectations regarding work hours are very high.

In the real world, strategic decision making by companies is made in an atmosphere of collaboration and consultation. In this respect, your simulation experience mirrors the real world. How well students organize and manage their assigned team will have a big impact on both their firm's performance and their overall experience with the simulation.

When the instructor requests to debrief with a team, attendance at the meeting is mandatory. Note that the role of the instructor with these sessions is to facilitate individual thinking and not to prescribe specific moves. Students who miss the requested debriefs or who do not attend meetings with their team for scheduled class hour sessions will fail the course. No exceptions will be made.

Decisions are due at 12:00 pm the day before scheduled class hours. Any team that misses a decision will be removed from competition.

PREREQUISITES AND ENROLMENT POLICY:

Prerequisites for this course: 78 credits including AP/ADMS 4900 3.00, AP/ADMS 2320 3.00. Open only to students in honors programs.

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, there is no permission for the late enrolment.

COURSE REQUIREMENTS FOR REMOTE LEARNING

Several platforms will be used in this course (e.g., eClass, Zoom, Capsim, etc.) through which students will interact with the course materials, the course director, as well as with each another. Please review the syllabus to determine how the class meets (in whole or in part), and how office hours and presentations will be conducted. Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- 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. Technology requirements and FAQs for Moodle can be found here - <http://www.yorku.ca/moodle/students/faq/index.html>

REQUIRED TEXT(S)

Capstone Business Simulation Student Guide and Comprehensive Business Review created by Management Simulations, Inc. The Guide and Review can both be downloaded from the website (the Review is under Course Bundle). The simulation requires that you register on the Capstone website at <http://www.capsim.com>, using the Industry ID C152096. There is a fee to register which students are responsible for.

Also needed are your lecture notes and textbooks from your other core business courses.

There are recommended readings listed for some weeks that students can access online via the York library.

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 EVALUATION

There are various grade components (see below):

Participation – 10%

Participation will be based on attendance and engagement in debriefs, as well as logged time on the Capsim system. Please note that the instructor reserves the right to adjust the participation grade for any reason.

Team performance in the simulation – 30%

Team pitch presentation – 30%

At the end of the competition, each team will create an investment pitch deck. In this presentation, each team will present a case for why they are the best team to invest in moving forward or why they may be a good candidate for a strategic take-over by another team. The presentation should also include a strategic analysis of their overall performance, highlighting the major learning experiences derived from organizing the firm, the problems encountered, and the way the group handled those problems. These will be presented in the final class period, and all team members are required to contribute in some method to the presentation. All registered students must attend the class. Presentation slide decks must be emailed to the instructor the night before the presentation date. The recommended presentation length is 15 minutes, and teams will be penalized if they exceed 20 minutes.

Individual real-world reflection paper – 30%

Each individual student will reflect on how they might have run their businesses differently were they competing in the real world. More details will be revealed closer to the assigned date. The recommended paper length is 10 pages double-spaced including appendices.

COURSE OUTLINE

Session 1	Introduction Course outline review/Course Expectation/Administrative tasks Practice round #1 begins Read: The Capsim guide
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Session 2	<p>Mission/vision statements Debrief practice round #1 Practice round #2 begins</p> <p>Read: Ch.1, 2, 3, 4 and 5 Capsim Comprehensive Business Review Collins, J. C., & Porras, J. I. (1996). Building your company's vision. Harvard Business Review, 74(5), 65-77.</p>
Session 3	<p>Strategy basics Debrief practice round #2 Round #1 begins</p> <p>Read: Ch. 6 and 7 Seidler, Mark, Methling, Florian, and von Nitsch, Rüdiger. How to Make Strategic Trade-Offs. Harvard Business Review, June 2022.</p>
Session 4	<p>Strategy formulation Debrief round #1 Round #2 begins HR module is activated</p> <p>Read: Ch. 8 Likierman, A. 2020. The Elements of Good Judgment. Harvard Business Review, 98(1):102-111.</p>
Session 5	<p>Team learning Debrief round #2 Round #3 begins</p> <p>Read: Edmondson, A., Bohmer, R. & Pisano, G. 2019. Speeding Up Team Learning. Harvard Business Review. Winter Special Issue, p46-53.</p>
Session 6	<p>Resource-based view of the firm Debrief round #3 Round #4 begins TQM activated</p> <p>Read: Barney, J. (1991). Firm resources and sustained competitive advantage. Journal of Management, 17 (1), 99–120.</p>
Session 7	<p>Business ethics Debrief round #4 Round #5 begins Labour negotiations activated Ethics Module activated</p> <p>Read: Ch.9 - Ethics Parmar, B. L., Freeman, R. E., Harrison, J. S., Wicks, A. C., Purnell, L., & De Colle, S. (2010). Stakeholder theory: The state of the art. The Academy of Management Annals, 4(1), 403-445.</p>
Session 8	<p>Overcoming cognitive biases</p>

	Debrief round #5 Round #6 begins Assignments: Real-world reflection paper assigned Read: Part 2 Capsim Comprehensive Business Review Soll, J. B., Milkman, K. L., & Payne, J. W. (2015). Outsmart your own biases. <i>Harvard Business Review</i> , 93(5), 64-71.
Session 9	Experimenting with strategy Debrief round #6 Round #7 begins Read: Part 4 Capsim Comprehensive Business Review
Session 10	Real-world strategy execution Debrief round #7 Round #8 begins Assignments: Real-world application paper due; pitch decks assigned. Read: Ch. 10 – Selling Your Company
Session 11	End game Debrief round #8
Session 12	Investor Pitches Assignments: Presentations in class. Pitch deck due.

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.