

MANAGEMENT POLICY – PART I

ADMS 4900 – Section I

Fall 2025

DRAFT until the first day of class

Course Information

Course Instructor: Dr. Ken Ogata

E-mail: ogata@yorku.ca

Office Hours: By appointment

Location: 252 Atkinson

Course Time & Days: Thurs@11:30

Class Location: HNE B17

Course eClass site:

<https://eclass.yorku.ca/course/view.php?id=139103>

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 11th) unless they have attended at least one of the first two weeks of classes.

Required Course Materials:

Strategic Management: Competitiveness & Globalization, 14th edition, Cengage.
Hitt, Ireland, Hoskisson, and Harrison 2024

Physical: \$170.95 + HST
D1D Etext Pricing: \$79

Details on Campus Ebookstore Etext option will be available later.

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 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 Course Schedule below. Please bring your copy of the case to class as extras will not be provided.

Please note that Ivey tracks the number of cases purchased compared to class enrolments to protect against copyright infringement.

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 news sources including the Globe and Mail, Financial Post, NY Times, MSNBC, Bloomberg, Wall Street Journal, Yahoo Finance, Economist, and Harvard Business Review.

Course Communication Plan and Office Hours:

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

Office hours are by appointment, or if I happen to be in my office. Feel free to ask questions either before or after class as well.

Course Evaluation Grade Components:

Assessment	Date	Weight %
Class Participation	Assessed Weekly	20%
Mid-Term - Short essay	Saturday, October 26	30%
Group Assignment	Sessions 9-11 (below)	30%
Final Exam	Session 12	20%
		100%

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 1-6; 7.1-7.4; and 9.1-9.4 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 25th, 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. 27 @ 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, Oct. 31 (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 11** (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. 27 @ 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, Oct. 31 (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. 4	Introduction Ch. 1 – Strategic Management and Strategic Competitiveness	
Week 2 Sept. 11	Ch.2 – The External Environment <i>Form Teams</i>	Wellington Brewery (Ivey 9B21M043)
Week 3 Sept. 18	Ch.3 – The Internal Organization	Netflix (Ivey 9B20M187)
Week 4 Sept. 25	Ch.4 – Business-Level Strategy Ch. 5 – Competitive Rivalry and Competitive Dynamics	Ryanair (Ivey 9B19M057)
Week 5 Oct. 2	Ch.6 – Corporate-Level Strategy: Diversification	Tim Hortons: China (Ivey W25260)
Week 6 Oct. 9	Ch. 7 – Mergers and Acquisitions Ch.9 – Cooperative Strategy: Strategic Alliances	Majestica Hotel (Ivey 9B05M035)
Oct. 16	READING WEEK (no class)	
Week 7 Oct. 23	Indigenous/Stakeholder Relations Indigenous Peoples Note (Ivey-W31836)	TransMountain (Ivey-W28553)
Sat. Oct. 25	MIDTERM	Details TBA
Week 8 Oct. 30	Organizational Decline/Change Ch. 7 - Restructuring <i>Course Summary</i>	Toys R Us (Ivey 9B18M118)
Week 9 Nov. 6	Team Presentations A (Teams 1+2)	Teams 5+6 critique
Week 10 Nov. 13	Team Presentations B (Teams 3+4)	Teams 1+2 critique
Week 11 Nov. 20	Team Presentations C (Teams 5+6)	Teams 3+4 critique
Week 12 Nov. 27	FINAL EXAM (in class)	Details TBA

Relevant University Regulations

Please refer to the website (<https://sas.laps.yorku.ca/students/>) and eClass for further details.

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

Several platforms will be used in this course (e.g., eClass, Zoom, etc.) where students will interact with the course materials, the course director/TA, as well as with each other.

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

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [eLearning Getting Started \(LA&PS eServices\)](#)
- [Student Guide to Remote and Online Learning](#)

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 or write to askit@yorku.ca.