

Management Policy: Part 1

AP/ADMS 4900 F 3.0
Thursday 2:30-5:30 HNE 031
FALL 2025

Cases:

Students are responsible for obtaining copies of the cases. Cases can be purchased through the Ivey Publishing website (<https://www.iveycases.com/Default.aspx>). Harvard cases should 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 Outline of Classes (p. 8). Please bring your copy of the case to class as extras will not be available.

Recommended Readings:

Students are advised to keep abreast of major current business issues/stories, including economic developments. This may include reading the business section of major newspapers (Globe and Mail, National Post, NY Times) and watching televised business reports.

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](#)

[Student Guide to eLearning at York University](#)

Course Evaluation

| Assessment | Date | Weight % |
|--|---------------------------------------|----------|
| Class Participation & Case Presentation | Assessed Weekly | 20% |
| Mid-Term | October 25 th , 10am-12:00 | 30% |
| Group Assignment | Sessions 9-11 (below) | 30% |
| Final Exam (Nov 27 th – In Class) | Session 13 | 20% |

| | | |
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| | | 100% |
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COURSE FORMAT

This course is being offered primarily by way of in-person learning. Our regularly scheduled sessions will run **Thursday 2:30-5:30** classes will not be recorded and there is a large participation component in the grade structure.

The course will initially focus on the theory and insights from the textbook and other sources and transition to a more case-based approach over time. You should expect to actively engage throughout the term by leading and/or participating in case discussions, presenting detailed case analyses, and critically assessing the work of your peers. We will strive for a balanced approach in terms of sharing responsibility for achieving the course objectives and having some fun in the process.

MID-TERM EXAM (TBD)

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 and Ch. 1-6, 7 (7.1-7.4), and 9 (9.1-9.4) the instructor's lectures (to a lesser degree). The exam consists of 5 or 6 short essay questions. **The mid-term will be held in a separate location to our class that will be disclosed early in the semester.**

Students who miss the original midterm for medical reasons are required to notify the instructor by email within two days of the date of the scheduled exam). **The make-up exam will be held on Friday October 31st.** The weight of this midterm cannot be transferred to other grade components. Accordingly, students who miss both the original and makeup midterms may have to defer completion of the midterm until the course is available again (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 in the real business world. Accordingly, students will form groups of about 6 members each (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 **the 2nd class**. Students who have not found a group by that point will be assigned to one. Students are not allowed to switch groups once they have been formed (so choose carefully). Please be advised that each group member is responsible for the overall group's performance and dynamics.

Group Participation:

Empirical evidence shows that a high level of group performance requires effective teamwork and input from individual team members. However, experience also shows that groups are more likely to experience free rider problems without mechanisms in place to motivate members to contribute. Accordingly, individual participation marks will be based upon peer evaluation. Each team/member will submit a peer evaluation form (see Moodle) the day after your group presentation. If all members contributed equally, a single team report can be submitted. 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%). Please be advised that in the event peer evaluations are not submitted, I will assume that no team dynamics issues occurred.

There are two components of group work for this course. All group members will share the same mark for the presentations (adjusted as noted above).

Group Critique (5%):

The purpose of this exercise is to provide you with an opportunity to share the responsibility of class learning. Specifically, for each group presentation, there will be one group that is responsible to assess the ideas and quality of the work put forward by the presenting group. Each group will have up to 10 minutes to present their assessment. Groups are encouraged to develop their assessment criteria. It is highly recommended that you present your assessment with Powerpoint slides. Importantly, your assessment should at least include both positive aspects of the presentation (content and style) and areas for improvement. There will be a 15-minute break following the presentation to the critique group to prepare their assessment. The 5% will be evaluated based on the degree of constructive feedback provided by the group. Only group members who are present at the time when the group is asked to offer the assessment will get the credits. In other words, group members who do not show up in the class at that time will receive no credits for this component.

Group Presentation (25% In-Person):

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

There is no required format for the presentation, but the clarity of presentation and cohesiveness of solutions is 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. In addition, please provide me with a hard copy of your presentation slides (2 slides per page, double-sided is fine; colour optional – can be provided the day of your presentation).

Advice for the Group Presentation:

Your presentation can be as creative as you want, but the content is key. Your presentation should cover the following topics (there is an evaluation rubric posted on the Moodle site, that is an excellent guide to expectations.)

1. Issue identification (what are the issues)
2. Issue analysis (why are these issues)
3. Analytical tools employed (why use these)
4. Recommendations/solutions (justify)
5. Implementation/action (what needs to be done)

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

Advice for the Audience:

To be a good audience (critique presenters in particular), **you should read the case in advance**, and listen closely to the presentation. Consider how their understanding and analysis of the case are 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).

All team members will share the team presentation mark, subject to any team participation issues. **Please note that teams are expected to be self-managed, and resolve their issues on their own.** If I have to intervene, members may lose all of their participation marks.

CLASS PARTICIPATION (20%)

Class participation is weighted 20% of your final grade. As class participation is essential for learning processes, the outcome of remote learning truly depends upon your participation. **Class participation is not just about attendance (but that is part of it) as well I do expect you to contribute to class discussion.** Specifically, the course puts great emphasis on discussion of the course materials. Class participation is evaluated regularly. The instructor will evaluate students' participation based on quantity and quality. Good quality of participation can stimulate in-depth, meaningful discussion. On the other hand, a repetitive comment or simply summary of the materials would be considered as modest participation. If students have any difficulty participating in discussion, they should contact the instructor as soon as possible to discuss how to help them to engage in the class discussion. There are two main components of class participation: Case Summary (10%) and session on-going participation (10%).

(1) Case Summary (10%):

This exercise involves sharing responsibility for class learning, and preparing the class for discussion (like a manager). Each group will take turns summarizing the key points of the case, and preparing the class for discussion (identifying issues). Groups will have 15 minutes to present their summary. Only group members who are in attendance when the group presents will receive credit (i.e. no credit if you are not in attendance).

Section F

<https://docs.google.com/spreadsheets/d/1jx7C0BjoxnVo7eMkUzk6t9AJZAUIUx2agVnElGRUoEI/edit?usp=sharing>

- (2) Live-class participation (10%): You are expected to participate in both class and case discussions. Starting Session 2, each student will get points according to his/her participation.

FINAL EXAM (See date in OUTLINE OF CLASSES)

The final exam would count for 20% towards your final grade. It is an open book, 3-hour in class exam. The exam will involve a case analysis (to be provided in the exam). You will be required to apply ALL materials covered during the course.

OUTLINE OF CLASSES

This course will be run as a seminar where students are expected to come to class prepared to discuss the readings. Students should also be prepared to share their opinions and experiences (both good and bad). Although I may not cover all of the material in class, you are still responsible for anything noted in class or on the course outline.

Course Evaluation

| Assessment | Date | Weight % |
|--|-----------------------|-------------|
| Class Participation | Assessed Weekly | 20% |
| Mid-Term / Short Answer | After Session 6 | 30% |
| Group Assignment | Sessions 9-11 (below) | 30% |
| Final Exam (Nov 27 th , In-Class) | Session 13 | 20% |
| | | 100% |

Textbook

Hitt, M. A., Ireland, R. D., Hoskisson, R. E. & Harrison, J.S. (2024). Strategic Management: Competitiveness and Globalization: Concepts & Cases, 14th Ed. Cengage \$79

Course Schedule

| Session Dates | Session Topic | Textbook Reading | Case Assignment |
|--------------------------|---|------------------|-----------------|
| Session 1 September 4 | <i>Introduction</i> Course Outline and Expectations Chapter 1 –Strategic Management and Strategic Competitiveness Lecture: What is strategic management? Overview of the strategic management process/framework Strategy and organizational performance | Chapter 1 | No case |

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| <p>Session 2 September 11</p> | <p><i>Strategic Analysis</i> <i>External Analysis</i></p> <p>Chapter 2 – The External Environment Chapter 5 – Competitive Rivalry and Competitive Dynamics</p> <p>Lecture: Environmental analysis - Porter's five-forces model, 'PEST' analysis, VRIO etc. Competitive rivalry – drivers, analysis, action, responses, outcomes, co-opetition/collusion</p> <p>VRIO https://www.youtube.com/watch?v=RMIbCpcpSt8</p> <p>Core competencies https://www.youtube.com/watch?v=Abl6b71H2Mc&</p> | <p>Chapter 2 & 5</p> | <p>Case: Peloton Interactive, Inc.: The Rough Road to Turnaround W32687</p> |
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| <p>Session 3 September 18</p> | <p>Strategic Analysis <i>Internal Analysis</i></p> <p>Form Teams</p> <p>Chapter 3 – The Internal Environment</p> <p>Lecture: Internal environment – RBV, VRIO/N analysis, ABV, dynamic and adaptive capabilities, distinctive/core competence, Value-chain/net analysis, Intellectual and social capital</p> <p>Generic strategy https://www.youtube.com/watch?v=mZeNOaO3Pzk</p> <p>Economies of scale https://www.youtube.com/watch?v=EqD8i9dFoM8</p> <p>The five competitive forces that shape strategy https://www.youtube.com/watch?v=mYF2_FBCvXw</p> | <p>Chapter 3</p> | <p>Case: Aldi – The Dark Horse Ivy 714474</p> |
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| <p>Session 4 October 25</p> | <p><i>Business-Level Strategies</i></p> <p>Chapter 4 – Business Level Strategy</p> <p>Lecture: Strategic thinking - SWOT, analytical models, economic scenarios Generic competitive strategies (cost leadership, differentiation, focus) Competitive parity vs advantage (temporary/sustainable) Firm/industry lifecycles</p> <p>Industry Analysis https://www.youtube.com/watch?v=UUKAX0E4ckM https://www.youtube.com/watch?v=LMZS2l0Urck https://www.youtube.com/watch?v=XCWHSeDU-zk&</p> | <p>Chapter 4</p> | <p>Case: LCBO: Organizational Transformation 9B18M166</p> |
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| Session 5 October 2 | <i>Competitive and cooperative Moves</i> Chapters 9 – Cooperative Strategy Lecture: Cooperative strategies, alliances, joint ventures Top 10 best mergers of all time https://www.youtube.com/watch?v=gQSsPsbfkZI&feature=youtu.be Top 10 worse mergers: https://www.youtube.com/watch?v=9dFvhq2sKfM&feature=youtu.be Case: Loblaw and Shoppers Drug Mart 9B14B003 | Chapter 9 | Case: Loblaw and Shoppers Drug Mart 9B14B003 |
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| Session 6 October 09 | Corporate-Level Strategies <i>Diversification</i> Text: Chapter 6 – Corporate Level Strategy Lecture: Corporate vs. business level strategy, Growth strategies (modes and directions), Diversification – The multi-business firms, Vertical integration, mergers, and acquisitions Corporate strategy https://www.youtube.com/watch?v=bZi42MT4yqw | Chapter 6 | Case: What Business Is Zara In? 9B19M029_P |
| October 11-17 | Reading Week (No Class) | | |
| October 25 th , 10 am to 12 noon | Mid-Term Exam (in-person 2 hours) | Ch. 1-6, 7 (7.1-7.4), and 9 (9.1-9.4) | |

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| Session 8 October 23rd | Lecture: Organizational analysis and design - structure, processes, control Strategic leadership - leadership styles, organizational culture Managing change - types of change, change tactics. Text: Chapters 11 and 12 Case: Purdue Pharma and the Opioid Addiction Crisis MH0082 | Chapter 11-12 | Case: Purdue Pharma and the Opioid Addiction Crisis |
| Session 9 October 30th | Group Presentations | Not Assigned | Assigned |
| Session 10 November 6th | Group Presentations | Not Assigned | Assigned |
| Session 11 November 13th | Group Presentations | Not Assigned | Assigned |
| Session 12 November 20 | No Class Scheduled In lieu of Midterm Exam | | |
| Session 13 November 27 th | <i>Final Exam</i> | In-Class, HNE 031 | |

Supplemental Reading: RE: Porter's generic strategies, please review:
<https://ebookcentral.proquest.com/lib/york/detail.action?docID=4934952&pg-origsite=primo>
 and
https://fod-infobase-com.ezproxy.library.yorku.ca/p_ViewVideo.aspx?xtid=204577

