

Management Policy: Part I

ADMS 4900, Section Q
Winter 2026

Course Information

Course Instructor: Steven Liang
E-mail: zliang@yorku.ca
Course Time & Days: Wednesdays 11:30-2:30 pm
Class Location: HNE
Office Hours: By appointment
Course eClass site <https://eclass.yorku.ca/course/view.php?id=139108>

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 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 we will draw upon, and integrate into our analysis, your understanding of the various functional areas of business and the external factors.

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 be prepared to discuss the assigned cases. Thus, student participation is essential for the success of this course.

Course Description

The Management Policy course is designed to expose students to many facets of strategy that contribute to varied performances of firms. Strategy and policy identification, formulation, and evaluation are developed through lectures and case discussions. Emphasis is on the integration of Administrative Studies subject areas with which the student has previously become familiar; to provide a framework for the analysis of strategic problems of general management.

PREREQUISITES AND ENROLMENT 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. PRIOR TO FALL 2009: Prerequisites: 78 credits including AK/ECON 1000 3.00; AK/ECON 1010 3.00 and six credits in management science.

Should students have any questions about enrolment policy, please contact the Office of Administrative Studies or Management Area assistant (Sandy Yang, Yangs@yorku.ca). Instructors do not handle enrolment related issues. Due to the nature of the course, there is no permission for the late enrolment.

Course Format and Organization

Lectures, discussions, and case analyses form the basic pedagogy of this course. We will also have in-class individual and group activities. For all class meetings, students should read the assigned readings and be prepared to discuss reading materials and participate in case discussions. Constructive contribution to class discussions is an integral part of this course. Your contribution will be evaluated based on your preparation for class discussions (i.e. assigned readings and cases), presentation skills, and willingness to commit yourself in front of the class. Attendance, timely arrival for classes and significance of contribution are important elements of your overall evaluation.

Each session is about three hours. Normally, there are assigned chapters and a case in each session. We will focus on the assigned chapters and concepts in the first half of the session and focus on case discussion during the second half. You are required to read the assigned chapters and cases before the class. There will be students who are responsible for leading discussions on assigned cases (see **Class Participation** below).

Technical Requirements

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.

Required Course Materials

Textbook: **Strategic Management: Concepts and Cases Competitiveness and Globalization** | 14th Edition by Michael A. Hitt/R. Duane Ireland/Robert E. Hoskisson/Jeffrey S. Harrison

Cases: Students are responsible for obtaining copies of cases. Cases can be purchased through the Ivey Publishing's website (<https://www.iveycases.com>).

Optional Materials

Fortune; Canadian Business; Harvard Business Review; Sloan Management Review; California Management Review; Globe and Mail; National Post

Course Communication Plan and Office Hours

- eClass will be used in this course for course announcements and course materials.
- Instructor will primarily use Email to communicate with individual students after class, if necessary. Please make sure your email address is valid and up to date.
- Students can communicate with one another using discussion forums on eClass or other means they prefer.
- Office hour is by appointment only. Students can request a meeting with the instructor in advance.

Course Expectations

- Attending class and being on time
- Having your name clearly displayed in a large, dark font so it can be read from the front of the room

- Paying attention in-class, not using iPhones or other electronic devices
- Being prepared for class, having done all of the assigned readings, and being prepared to speak when called upon, often randomly.
- Participating in class discussions with meaningful contributions
- Asking pertinent questions

Course Evaluation

Assessment	Date	Weight %	Description
Mid-term		30	Completion of a timed exam
Group Work	Week 9-11	30	Presentation by a group of students
Class Participation		20	Attendance and engagement in weekly class and discussion
Final Exam	Week 12	20	Completion of a timed case study
		100%	

Assessment Descriptions

Midterm (30%): The mid-term exam is weighted 30% of your final grade. This exam will be based on the theories, constructs and other content presented in the textbook. The mid-term exam is a closed-book exam covering all course lectures, videos, and case discussions preceding the mid-term. This exam covers a lot of material, so keeping up with your readings will be essential to your success! Details and pre-exam guidance will be provided before reading week.

For administration purposes, students who will miss the original midterm are required to notify the instructor (by email) by **Feb 24**. Without such an email notification of the exam absence, you will receive a zero grade for the midterm exam. Finally, the weight of this component cannot be transferred to other grade components. Accordingly, students who have missed both original and make-up midterms will have to defer the midterm component to the next term.

Group Work (30%): This course puts great emphasis on group work since group work is a contemporary work design in the real business world. Accordingly, students will form a group of approximately 5 to 6 members, depending upon the size of the class. There will be time available in the first class for you to form yourselves into teams for this assignment. Individuals may self-select their groups, with names of group members to be submitted to the instructor 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. Instructor will not be involved in group issues only if necessary.

Sessions 9 to 11 are group presentations. Specifically, in each of these sessions, there will be two groups who perform group presentations and two groups who assess the presenting group's work. Each presenting group will be randomly assigned to be assessed by another group. In other words, there will be a pair – one group doing the presentation and one group doing the assessment. The structure of each presentation exercise is a 25-minute group presentation and a 15-minute Q&A. Accordingly, there are two components of group work.

Group presentation (25%): The purpose of the group presentation is to help students develop case analysis and presentation skills. Therefore, all group members are required to do the presentation. Each group will be randomly assigned one of three cases. Each group, acting as a *consulting team*, will do the case analysis.

There is no required format for the presentations. Clarity and creativity are keys. As you are assigned to a case, your analysis should be **limited** to the case materials. No additional research is necessary or recommended. One day before your presentation, your group is **required** to submit the slide of your presentation.

Empirical evidence shows that achieving a high level of group performance requires effective teamwork and input from individual group members. However, past experience tells us that groups are subject to the issues of free riders if there are no mechanisms in place to motivate group members to contribute their knowledge and time. Accordingly, individual grades for this component will be based on peer evaluation. If members' peer evaluations are one standard deviation above the average of the group's peer evaluation, the members will be rewarded an additional 3 points. In contrast, if members' peer evaluations are one standard deviation below the average of the group's peer evaluation, the members' grades for this exercise will be the group grade subtracted 3 points.

As to peer evaluations, each individual member will fill up the evaluation form, available on course website, to provide his/her evaluations to other members. The evaluation, which is about the group presentation performance, will be based on five criteria:

1. Teamwork: contributing to group/firm performance, draws out the best from others, fosters activities moving the group/firm toward task completion, communicated and added value to group/firm tasks.
2. Initiative and dependability: fulfilling responsibilities on time and according to expectations of group or evaluator.
3. Quality of outputs: oral reports and written products were of high quality and organization.
4. Contribution to knowledge and learning: effectively understood, utilized, and demonstrated knowledge of course materials and added value to group/firm skill level.
5. Professionalism: attending meetings on time, responding to emails promptly, messages in a timely manner, and being respectful to other members.

Since peer evaluation significantly contributes to your individual grades, you should take it seriously. Moreover, you are required to submit your evaluation by **the day after your group presentation**. It is important to submit your evaluation on time because individual grades will be calculated two days after your presentation. Accordingly, no late submission is permitted. You will receive a 5-point penalty if you fail to submit your evaluation on time.

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 for assessing 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 own assessment criteria. Importantly, your assessment should at least include both positive aspects of the presentation (content and style) and areas for improvement. 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.

Words for the Presenting Groups

Your presentation can be as creative as you'd like to. In the presentation, you basically need to cover the following topics.

1. Issue identification (what are the issues)

2. Issue analysis (why those are issues)
3. Recommendations/Solutions
4. Implementation/Action

Words for Audience

To be a good audience, you need to listen to the presentation closely and read the case material in advance. By doing so, you will find that you can learn a great deal from the presenting groups. You will be invited to ask any questions during Q&A time. Keep in mind that your questions need to be constructive and relevant to the presentation and course materials. Your participation in the Q&As is considered as your class participation (see below).

Class participation (20%): As class participation is essential for learning processes, the learning outcome truly depends upon your participation. **Class participation is not about attendance, but rather your contribution to class discussion.** Specifically, the course puts great emphasis on discussion of the course materials. Class participation is evaluated regularly. If students have any difficulty in participating in the discussion, they should contact the instructor as soon as possible to discuss how to help them to engage in the class discussion.

In grading class participation, the instructor will look at both the **quality** and **quantity** of your class contributions. With regard to quality, the dimensions I look for include:

- Relevance---Does the comment bear on the subject at hand?
- Analysis---Is the reasoning employed consistent and logical?
- Responsiveness---Does the comment react in an important way to what someone else has said?
- Importance---Does the contribution further our understanding of the issue at hand?
- Evidence---Have data from the case, from personal experience, from general knowledge been employed to support the assertions made?
- Clarity---Is the comment succinct and understandable? Does it stick to the subject, or does it wander?

There are two main components of class participation: lead case discussion (10%), and session on-going participation (10%). Both components are evaluated on a 10-point scale.

Group-based Case summary (10%):

Each group is required to perform a lead case discussion for one session. For Sessions 2 to 8, each group will take charge of case summary as a starting point for case

discussion. 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 10 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). Once your group has been formed, send the top three of your preferred cases to the instructor. The instructor will arrange the sequence according to group preference and availability.

Session on-going participation (10%):

There are 9 sessions (starting Session 2) in which students will have opportunities to participate in class discussion. Students are expected to participate all activities to receive good performance in this component. Starting Session 2, each student will get points according to his/her participation relative to the class average. Normally, students will receive 8 or 9 points if their points are one standard deviation above the class average of the session. Students will receive points below 3 if their performances are one standard deviation below the class average. There are 9 live-class participation sessions. To account for the potential errors in evaluating participation and consider the situation where students might have to miss sessions for unexpected events, your participation in this component will be based on your best 7 sessions.

Final exam (20%): The exam is a 3-hour case analysis in which students are required to apply ALL materials we discuss in the class to analyze the case and make recommendations.

Late Work Policy

Late submission of any assignment will result in a mark reduction of 25% of its value per day.

Grading

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

How to Use Citations

- [SPARK Student Papers & Academic Research Kit](#)
- [Chicago Style Overview, YorkU Libraries](#)
- [MLA Style Overview, YorkU Libraries](#)
- [APA Style Overview, YorkU Libraries](#)
- [Drop-in Research Support, YorkU Libraries](#)
- [Writing Centre](#)

Course Schedule: Weekly Readings and Activities

Week/Module Dates	Topic	Readings and Activities
Week 1 January 7	Introduction Course outline review/Course Expectation/Administrative issues	Chapter 1
Week 2 January 14	Evaluating a Firm's External Environment	Chapter 2
Week 3 January 21	Evaluating a Firm's Internal Capabilities	Chapter 3
Week 4 January 28	Business-Level Strategies	Chapter 4
Week 5 February 4	Competitive Rivalry and Dynamic	Chapter 5
Week 6 February 11	Corporate-Level Strategies	Chapter 6
February 18	READING WEEK (No Class for Self Study)	
Week 7 February 25	Merge and Acquisition Cooperative Strategy	Chapter 7.1-7.4 Chapter 9.1-9.4
February 28	Midterm Exam 10:00 am – 12:00 pm	Details TBA
Week 8 March 4	International Strategy	Chapter 8
Week 9 March 11	Group presentations Group 1, 2 Present Group 5 & 6 Critique	Case announced on Feb 18

Week 10 March 18	Group Presentations Group 3, 4 Present Group 1 & 2 Critique	Case announced on Feb 25
Week 11 March 25	Group Presentations Group 5, 6 Present Group 3 & 4 Critique Course review and wrap-up	Case announced on March 4
Week 12 April 1	Final Exam	Details TBA

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](#).

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 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](#).

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](#).