



# GS/DMGM 5090

## EXPERIENCING MANAGEMENT

Graduate Diploma in Management

### COURSE DELIVERY

- Tuesday & Thursday: 6.00PM-9:00PM zoom sessions. Some sessions may change depending on live case study availability.

Winter 2024: This course will be delivered synchronously online and is structured into modules.

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Virtual Office hours: Scheduled by appointment

### TECHNICAL REQUIREMENTS

Several platforms will be used in this course (e.g., eClass, zoom, etc.) through which students will interact with the course materials, the course director/TA, as well as with one another. The class will meet in class. Office hours will be conducted via zoom.

Please 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. Let the instructor know before the session about your use of nickname/first name.
- You may be recorded during zoom sessions. The system is configured in a way that all participants are automatically notified when a session is being recorded.
- You will need access to high speed internet to follow the zoom sessions and to complete your online quizzes.

Additional resources and some useful links for student computing information, resources and are listed here:

- [Student FAQs for eClass.](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [Computing for Students Website](#)
- [Student Guide to eLearning at York University](#)

## **COURSE DESCRIPTION**

This is the capstone course in the Graduate Diploma in Management program. Students will learn to face complex business situations, draw upon their understanding of the functional areas of business and general management to identify and assess alternatives, and provide recommendations to management in a consultative capacity. Students are trained to solve issues that affect the success of the entire organization through the analysis of business cases. After students have learned the Analysis of Business Problems method, they will be introduced to a live case study. The final project provides students with the opportunity to solve a business problem for the business which participates with the class.

## **LEARNING OBJECTIVES**

- Analyze business problems through a structured approach.
- Assess an organization's circumstance, including its capabilities and industry environments;
- Design and conduct relevant market and organizational research;
- Identify and evaluate alternative strategies and articulate rudimentary implementation plans;
- Appreciate the ethical challenges managers and advisors face in the normal course of business.

## **COURSE MATERIAL**

- **Textbook:** No text book
- **Supplemental activities** posted on the course website throughout the semester.
- **Powerpoint** slides.

**You are expected to prepare course material as indicated on the eClass website before class.**

## ASSESSMENT

Assignment	Grade Weight	Due/date
1) Participation	20%	
• Online zoom sessions		Module 1, 2, 5, 6 (4 graded sessions)
2) Short Essay Assignments	20%	
• Assignment 1 (10%)		Module 2. <i>Why do we need a problem solving process?</i> Time during session to complete part of the assignment provided. Due 24 hours after zoom session. Date: March 01 (9:00 PM)
• Assignment 2 (10%)		Module 3. <i>Values audit and reflection.</i> Due during zoom session. Time during session to complete part of the assignment provided. Due 24 hours after zoom session. Date: March 08 (9:00 PM)
3) Final Group Case Assignment	60%	
• Executive Summary (10%)		Module 11. Executive summary submission. Due: April 2 (9:00 PM)
• Presentation (40%)		Group Presentation Side Show. Due: April 03 (9:00PM) Module 12. Final Presentation. Due: April 04 (9:00PM)
• Peer Assessment (10%)		Module 12. Peer assessment submission. Due: April 04 (9:00 PM)
TOTAL	100%	

### 1) Individual Participation (20%): Zoom Sessions.

We are in training for active engagement and professional behavior in the work force. Active engagement is a proven success factor in this course. Professional behavior is required from all students which includes attendance to meetings. Students are expected to attend and participate in class meetings. Students should come to the zoom class not only having read and viewed the materials assigned for that day but also prepared to both discuss the readings. Much of the learning from the course comes from the analysis and discussion of the material. Absences should occur only under exceptional circumstances. Participation is based on attendance and quality of participation.

## **2) Individual Short Essay Assignments (20%): 2 Individual open book assignments (10% each)**

The short essay assignments will be open-book, written assignments that cover questions as posted on e-class course website. Time will be provided in class to complete the assignments. Detailed instructions of how to complete and submit the assignments will be provided in the corresponding module. Late assignments will receive a penalty of 25%/day until a grade of zero. Students have one week to request a reevaluation of any submitted assignment.

## **3) Case Assignment (60%): Group Project**

This grade component is made up of:

- Executive summary (10%)
- Group assignment presentation (40%)
- Peer assessment (10%)

The case analysis assignment will be based on a live case study introduced in class. Instructions will be provided on how to submit the assignment. Late assignments and late peer assessments will be subject to a grade deduction of 25% per late day submission.

This assignment will be completed in groups and the final assignment mark has three components: Final presentation assignment mark worth 40%, and peer assessment mark worth 10% and executive summary worth 10%.

## **4) Student conduct**

Students, course instructors and staff 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. Whether online or in-person, students and course instructors are expected to cultivate and sustain a professional relationship characterized by mutual respect and courtesy. In all classrooms, any disruptive and/or harassing behaviour will not be tolerated. To ensure that you adhere to the rules of the virtual classroom, please review what counts as proper 'netiquette' (the basic rules for communicating with others in online spaces) by consulting the student guide to e-learning.

**If you experience an inappropriate online incident that makes you feel unsafe or uncomfortable, please contact your course instructor immediately.**

## **5)Concerns with Marking**

If you have any concern with the marking of your work, contact your course director in class or through email to have your concern addressed. Note, as there is a certain amount of judgment in marking, the entire exam or assignment may be re-marked, and the overall mark could go up, stay the same, or fall.

# MODULE SCHEDULE

## INTRODUCTION TO PROBLEM SOLVING

Modules	Learning Journey	Milestones
<b>MODULE 1</b>	<p><b>Problem Solving</b></p> <p>Feb 27</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>Decision Making styles</li> <li>Types of management problems</li> <li>Introduction to the 6-step decision making process</li> </ul>	<p><b>EClass website onboarding:</b> Familiarize yourself with the course. (30 min)</p> <p><b>Read:</b> Rosenberg, M. Introduction to 6-Step decision-making process. IESE Business School. (60 min)</p>

**Attend:** Interactive zoom lecture. (180 min)  
Tuesday, 6:00PM-9:00PM

*Session Summary:* The goal of the introductory session is to familiarize students with the course and the decision-making process.

<b>MODULE 2</b>	<p><b>Solving Simple Problems</b></p> <p>Feb 29</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>6-step decision making applied to a simple case</li> </ul>	<p><b>Read &amp; prepare case:</b> Rick's Café Americain case study. (60 min)</p>
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**Attend:** Interactive zoom lecture. (180 min)  
Thursday, 6:00PM-9:00PM

**Submit (in class):**  
Short Reflective Essay Assignment 1  
March 01 (9:00 PM)

*Session Summary:* This module applies the 6-step decision making process to a "simple" problem.

## SOLVING PROBLEMS

<b>MODULE 3</b>	<p><b>Decision Making in Group Context</b></p> <p>March 05</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>Organizational Identity</li> <li>Values Audit</li> </ul>	<p><b>Read:</b> Lencioni, P. (2002) Make your values mean something. Harvard business review: 113-117. (60 min)</p>
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**Attend:** Interactive zoom lecture. (180 min)  
Tuesday, 6:00PM-9:00PM

**Submit (in class):**  
Individual Assignment 2  
March 08 (9:00PM)

*Session Summary:* This session moves the discussion individual decision making to group decision making in an organizational context.

<b>MODULE 4</b>	<b>Live Case Study</b>	<b>Read:</b> Rosenberg, M. (2012) Using Scenarios to Plan for Tomorrow. IESE Business School: IESE Insight.pg 36-43. ART-2079-E (60 min)	<b>Attend:</b> Interactive zoom lecture. (180 min) Thursday 6:00PM-9:00PM (tentative time)
	March 07  Topics: <ul style="list-style-type: none"> <li>• Introduction to live case</li> <li>• Framing problems</li> </ul>	<i>Session Summary:</i> In this session we are introduced to our live case study.	

## COMPLEX PROBLEM SOLVING

<b>MODULES 5 &amp; 6</b>	<b>Complex problem-solving case: Morgan Components</b>	<b>Read &amp; prepare case:</b> Morgan Components. IESE publishing. (60 min)	<b>Attend:</b> Interactive zoom lecture. (180 min) Tuesday 6:00PM-9:00PM
	March 12  Topics: <ul style="list-style-type: none"> <li>• Steps 1-3 of problem-solving process</li> </ul> March 14  Topics: <ul style="list-style-type: none"> <li>• Steps 4-6 of problem-solving process</li> </ul>	<b>Attend:</b> Interactive zoom lecture. (180 min) Thursday 6:00PM-9:00PM	
<i>Session Summary:</i> In this week's sessions we apply steps 1-6 to a complex case			

## SOLVING A REAL CASE STUDY PROBLEM

<b>MODULES 7 &amp; 8</b>	<b>Group Work</b>	<b>Review:</b> Crossen, M. (2009) Strategic Analysis and Action. Ivey Business School: Ivey publishing. 9B09M041.	<b>Schedule</b> a group Q&A with course director:
	March 19 & March 21  Topics: <ul style="list-style-type: none"> <li>• Industry Analysis</li> <li>• Company size-up</li> </ul>	<b>Prepare:</b> Your case study.	<ul style="list-style-type: none"> <li>• Tuesday, 6:00PM-9:00PM</li> <li>or</li> <li>• Thursday, 6:00PM-9:00PM</li> </ul>
<i>Session Summary:</i> This week is designed for you to prepare industry analysis & company size-up.			

<b>MODULE 9</b>	<b>Live case study</b>	<b>Prepare case:</b> Your case study questions	<b>Attend:</b> Interactive zoom lecture. (180 min) Tuesday, 6:00PM-9:00PM
	March 26  Topics: <ul style="list-style-type: none"> <li>• Case study Q &amp; A</li> </ul>		
<i>Session Summary:</i> This session we will have a visit from our live case study.			

<b>MODULE 10 &amp; 11</b>	<b>Group Work</b>	<b>Prepare:</b> Case study	<b>Submit:</b> Executive Summary, April 03 (9:00 PM)
	March 28 and April 02  Topics: <ul style="list-style-type: none"> <li>• Analysis of business problems steps 1-6</li> </ul>		
<i>Session Summary:</i> This week is designed for you to complete the 6 step process on your company			

## CASE PRESENTATIONS

<b>MODULE 12</b>	<b>Group Presentations</b>	<b>Submit:</b> Group Presentation Side Show (due 24 hours before the class starts), April 03 (9:00PM)
	April 04  Thursday 6:00PM-9:00PM	<b>Submit:</b> Peer Assessment

## RELEVANT UNIVERSITY REGULATIONS

### Academic Honesty

The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. To quote the Senate Policy on Academic Honesty. The 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 who engage in academic dishonesty can be subject to disciplinary action under the Senate Policy on Academic Honesty. Lack of familiarity with the Senate Policy and

Guidelines on Academic Honesty does not constitute a defense against their application. Some academic offences can also constitute offences under the Criminal Code of Canada, which means that you, as a student, may also be subject to criminal charges.

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: [http://www.yorku.ca/tutorial/academic\\_integrity/](http://www.yorku.ca/tutorial/academic_integrity/)

As a student at York University, you have a responsibility to not only understand, but also play an important part in upholding the integrity of the academic experience. The Faculty of Liberal Arts and Professional Studies at York University supports the International Center for Academic Integrity's definition of academic integrity. That is, you will be committed to acting in all academic matters, even in the face of adversity, with honesty, trust, fairness, courage, respect and responsibility.

How can you demonstrate academic integrity in the completion of your course?

- Respect the ideas of others: Your course work should represent your own knowledge and ideas. You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours. If you are quoting, paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the Student Papers and Academic Research Kit (SPARK). You can improve your writing, research, and personal learning abilities through the Learning Commons.
- Respect your peers: Know when you are allowed to collaborate. Ask your instructor about what group work entails when it comes to the sharing of work. In test situations and assignments, don't steal or give answers to your peers. Cheating and aiding in a breach of academic honesty are both against York University's academic honesty policy.
- Respect your course instructor(s): Understand what the instructors are asking of you in class, in assignments, and in exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported, and want to assess you fairly and with integrity. Please do not submit the same piece of work for more than one course without your instructor's permission.
- Respect yourself: When you act with integrity, you know that your work is yours and yours alone. You do not allow others to impersonate you on tests and exams. You do not buy or otherwise obtain term papers or assignments. You do the work. As a result, you know that you *earned* the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course work, you are also practicing a valuable professional skill that is important in all workplaces.
- Take responsibility: If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

## **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**

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 Disabilities Services website at <http://www.yorku.ca/cds/>

During regular course delivery 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 note that with the move to an online/virtual learning environment, accommodated tests and exams will not be coordinated by Alternate Exam & Test Scheduling during the term. Instead, test and exam accommodations, such as additional time, will need to be put in place by course instructors.

**Please let the course instructor(s) know as early as possible in the term if you anticipate requiring academic accommodation, so that your accommodation needs can be discussed and considered within the context of this course.**

### **NOTICE REGARDING ZOOM MEETINGS**

Your course may involve the use of Zoom. Zoom is an online videoconferencing software that can be used to host lectures, tutorials or virtual office hours in real time.

Please note that Zoom is hosted on servers in the U.S. Zoom meeting content (e.g., video, audio and text chat) has been restricted to only pass through servers in Canada and US data centres; it will not pass through international data centres, such as those in China. Although it is not possible to exclude the US data centres at this time, Zoom is developing this functionality and will implement it as soon as possible. All audio, video, screen-sharing and text content will be encrypted in transit between your device and Zoom's servers, which will prevent unauthorized third parties from intercepting the content of your Zoom meeting. For more information, please visit [Zoom at YorkU](https://lthelp.yorku.ca/94581-zoom/zoom-meeting-etiquette). (<https://lthelp.yorku.ca/94581-zoom/zoom-meeting-etiquette>).

**Privacy** At the moment, the name you use with Zoom and metadata about how you use the application will be stored on servers outside of Canada. If you have privacy concerns, you can disable both audio and video. You can also provide only your first name or a nickname when you join a session. If you choose to rename yourself, please let your instructor or TA know immediately.

You can rename yourself in 4 easy steps.

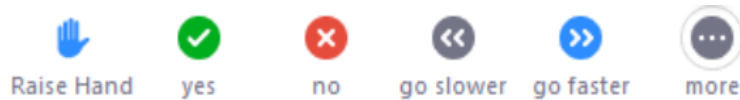
1. After entering the Zoom meeting, click on the **Participants** icon at the bottom of the window.
2. Find your name in the **Participants** list on the right side of the Zoom window

3. Hover over your name and click the **Rename** button.
4. Enter the name that you would like to use in the Zoom meeting, and click **OK**.

Please note that lectures and/or tutorial sessions may be recorded so that they can be made available to students who are not able to attend class. Zoom is configured in such a way that all participants will be automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it. If you do not wish to be seen or heard during a recorded session, please keep your camera and/or microphone turned off.

**Participation.** Your course instructor will enable you to ask questions through the chat panel. Inappropriate or disrespectful language in the chat panel will not be tolerated.

You may also participate through Zoom's nonverbal feedback features. These features can be accessed by clicking on the **Participants** icon at the bottom of the window. Once the **Participants** sidebar is opened, you will see the option to **Raise Hand**. By clicking on **Raise Hand**, a blue hand will be raised. Please click on the **Raise Hand** button again to lower your hand once your question has been answered. You are tasked with using the various Zoom features in a responsible manner. Your course instructor and/or TA will reserve the right to remove anyone who does not behave accordingly.



## INTELLECTUAL PROPERTY NOTICE

All materials prepared for ADMS 3600 at York University are the intellectual property of the Dr. Sophia Kusyk unless otherwise stated. Course materials should only be used by students enrolled in this course. This can include the following material: lecture handouts, spoken and written presentations, audio and video recordings, PowerPoint slides, as well as questions and/or solution sets for assignments, quizzes, tests and final exams, among other pieces of intellectual property. As a student in this course, you may not publish, post on an Internet site, sell, or otherwise distribute any of this work without the instructor's express permission. Unauthorized or commercial use of these materials is strictly prohibited. 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. Copying this material for distribution (e.g. uploading material to a commercial third-party website, or online sharing of course material with people outside of the course) may lead to a charge of misconduct under York's Code of Student Rights and Responsibilities and the Senate Policy on Academic Honesty. In addition, you may face legal consequences for any violation of copyright law.