

Organizational Theory and Strategic Management

GS/DMGM 5010

Fall 2025

Course Outline

Term: Fall 2025

Course Day and Time: Thursdays 7:00 – 10:00 p.m.

Section: A

Location: IN PERSON | York Markham | Room: MK6015

Course Director: Dr. Amir Ghazinoori **Email:** amirgh@yorku.ca

Office Hours: Thursdays 6:00–7:00 p.m. | appointments set via email confirmation.

Start Date: 23-Oct-2025

Land Acknowledgement

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

The purpose of this course is to introduce you to key concepts and tools that managers use to approach common business situations. Strategic management refers to the process of identifying and analyzing strategic issues an organization faces and developing strategies for the organization to succeed. Organizational theory, on the other hand, focuses on how the organization of the company affects what it can do and how it should be organized to implement strategies.

Course Objectives

- To develop an understanding of the key definitions related to strategy, organization, and management.

- To use fundamental concepts and tools to analyze business policies, concerns, strategies, and actions.
- To develop corporate strategies to effectively manage business operations and competition.
- To effectively present analyses of business situations, alternatives, and to develop recommendations.

Course Overview

The purpose of this course is to introduce you to key concepts and tools that managers use to approach common business situations. Strategic management refers to the process of identifying and analyzing strategic issues an organization faces and developing strategies for the organization to succeed. It 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, but we will draw upon, and integrate into our analysis, your understanding of the various functional areas of business and the external factors. Organizational theory, on the other hand, focuses on how the organization of the company affects what it can do and how it should organize to implement strategies. To increase your competence in managing the strategic process, we learn how of organize the job, people, and flow of information across organizations.

Required Text(s)

There is no specific textbook assigned for this course. However, students are required to access and read below articles over the weeks of their study. Please note that additional reading might be assigned by the course director.

- Introductory Note on General Management, Mary M. Crossan, 2018, Ivey Publishing, Article #9B08M07, URL: [iveypublishing.ca/ introductory-note-on-general-management](https://iveypublishing.ca/introductory-note-on-general-management)
- Introductory Note on Managing People in Organizations, Ann C. Frost and Lyn Purdy, 2018, Ivey Publishing, Article #9B08C022, URL: [iveypublishing.ca/ introductory-note-on-managing-people-in- organizations](https://iveypublishing.ca/introductory-note-on-managing-people-in-organizations)
- Strategy Reading: Introduction to Strategy, Ramon Casadesus-Masanell, 2014, Ivey Publishing, Article #8097, URL: iveypublishing.ca/strategy-reading-introduction-to-strategy
- What is Strategy, Michael E. Porter, 1996, Ivey Publishing, Article #96608, URL: iveypublishing.ca/what-is-strategy
- Corporate Strategy, Anand, Bharat N. 2005, Ivey Publishing, Article #705482, URL: iveypublishing.ca/corporate-strategy-course-introduction
- The Five Competitive Forces that Shape Strategy, Michael E. Porter, 2008, Ivey Publishing, Article #R0801E, URL: iveypublishing.ca/the-five-competitive-forces-that-shape-strategy

- SWOT Analysis II: Looking Inside for Strengths and Weaknesses, HBS Press; Harvard Business School Press, Access via Ivey Publishing, Case #5535BC, URL: iveypublishing.ca/swot-analysis-ii-looking-inside-for-strengths-and-weaknesses
- Organizational Structure, Culture, and Climate, Men, Rita Linjuan and Bowen, Shannon A., 2016, Ivey Publishing Book Chapters, Article # BEP332, URL: iveypublishing.ca/s/product/organizational-structure-culture-and-climate

Students are also responsible for obtaining copies of cases assigned over the course. Cases can be purchased through the Ivey Publishing's website (iveycases.com). Harvard cases are to be also available through the Ivey website; if not, see Harvard Business Press (hbsp.harvard.edu). Students are required to bring their own copy to class.

RECOMMENDED/OPTIONAL READINGS

[Fortune](#); [Canadian Business](#) | [Harvard Business Review](#) | [Sloan Management Review](#) | [California Management Review](#) | [Globe and Mail](#) | [National Post](#).

COMPUTING INFORMATION

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

[Student Guide to Moodle](#) | [Zoom@YorkU User Reference Guide](#) | [Computing for Students Website](#) | [Student Guide to eLearning at York University](#)

HOW TO USE CITATIONS

Integrity is fundamental element of student studies. Students are required to learn, practice, and use standard in-text citations and bibliography. In all submissions APA or MLA style citation is a key requirement. Some useful links to proper referencing:

- [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 Evaluation

Assessment	Assigned	Due	Weight
Weekly Participation & Engagement	Ongoing	Ongoing	10%
Group Mini Case Assignment #1 (External Analysis)	Week 2	Week 3	15%
Group Mini Case Assignment #2 (Internal Analysis)	Week 3	Week 4	15%
Group Mini Case Assignment #3	Week 4	Week 5	15%
Group Final Case Report	Week 4	Week 6	20%
Group Final Case Presentation	Week 4	Week 6	15%
Individual Reflection (Course + 3 Reflections)	Week 2	Week 7	10%

Format of the Course

Lectures, discussions, and case analysis 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 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. In the first half of the session, we will mainly focus on the assigned topics and concepts. Lecture slides will be available for review prior to the lecture. In the second half of the session, there will discuss specific cases and students might be required to read a case (assigned by the professor) prior to lecture time.

Note: This course puts great emphasis on group work since group work is a contemporary work design in the real business world. Students will form a group of approximate 4 members, 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 Oct 30th (2nd session).** 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 involve in group issues (only if necessary).

PARTICIPATION AND ENGAGEMENT (10%)

Class participation and engagement account for **10%** of your final grade. This is not about simply attending class but about actively contributing to discussions in a way that enhances learning for everyone. Quality is more important than quantity—good participation involves making comments or asking questions that encourage deeper, more meaningful discussion, while merely repeating points or summarizing the readings is considered minimal participation. Participation will be evaluated regularly during six discussion sessions starting in Session 2, with points awarded based on how your contributions compare to the class average for that session. Students who participate at a level about one standard deviation above the average will typically receive 8–9 points, while those about one standard deviation below will receive 3 points or less. Only your best four out of five live-class participation sessions will count toward your grade to allow for occasional absences or situations where you may not participate fully. If you have difficulty engaging in discussions for any reason, you should contact the instructor as soon as possible to find ways to support your participation.

GROUP MINI CASE ASSIGNMENTS (3 X 15%)

There are three **group** mini-case assignments, each worth 15% of the final grade. Topics or cases for these assignments will be provided at the end of the sessions in Weeks 2, 3, and 4. After receiving the topic or case, each group is required to apply their class learning and prepare a short analysis/report (approximately 1,500 words) or complete any alternative activity assigned by the instructor. These assignments are due by 11:59 p.m. the day before the lecture in the following week. The purpose of these group assignments is to help students develop their ability to work collaboratively and apply key concepts to real business situations. Communication in business is generally brief and clearly organized, so your report should follow a professional structure with appropriate headings. Each submission must include a title page with the group number, all group members' names and student numbers, and the assignment title (e.g., "Mini-Assignment 1"). Use 11-point font, 1-inch margins, and submit the document in Word or PDF format. **Only one group member is required to upload the completed assignment to eClass on behalf of the group.** Groups must promptly inform the instructor if any member is not contributing to the group's work or to the submission process, as non-contributing members may receive a reduced or zero grade for that assignment.

GROUP ASSIGNMENT (20% REPORT + 15% PRESENTATION)

In week 4, Groups will be assigned to analyse their final business case. Groups are required to conduct an external and internal analysis, identify, and explain the actual strategies, and recommend alternative strategic options and managerial action. Groups are required to provide logical reasoning and justification (e.g., using case data, evidence, etc.) for their analysis and suggestions. Each student group is assigned to write 2500-3000 words report summarizing the analysis and results. The analysis should be limited to the case materials. No additional research is necessary nor recommended. **This report has 20% weight, and it is due before the last meeting on Week 6 (27th Nov 2025).** The group report should use font 11, 1-inch margins, include a title page with the student's name and number of ALL group

members and a title (e.g., Group-Final Case Report). Only documents in Word/pdf formats can be accepted. Assignments should be uploaded on eClass.

All groups will have **15 Minutes in Week 6 to present** their case, analysis, and results (in-person and in the classroom). The purpose of the group presentation is to help students to develop case analysis and presentation skills. There is no limit for number of PPTs, and here is no required format for the presentations. Your presentation can be as creative as you'd like to. However, in the presentation, you basically need to cover the following topics: (a) Issue identification (what are the issues) (b) Issue analysis (why those are issues) (c) Recommendations/Solutions (d) Implementation/Action.

Please note that you are expected to demonstrate a professional approach with visible synergy among group members. Your group is highly encouraged to pay a precise attention to delivery style, eye contact, body language and movement, and clear voice. Please note that groups are required to go beyond their written report, to engage the class in their case. All group members are required to present. Clarity and creativity are keys. **This group presentation has 15% weight.**

Empirical evidence shows that to achieve a high level of group performance requires effective teamwork and input from individual group members. However, 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 contributing their knowledge and time. Accordingly, individual grade for this component will be based on peer evaluation if the majority of group members' request.

INDIVIDUAL REFLECTION (10%)

Each student is required to complete three individual reflections based on three different lectures in which they were present and actively participated. Students can write their reflection throughout the weeks. These reflections are designed to deepen your understanding of the material, connect theory to practice, and encourage critical thinking about how course concepts apply in real-world situations. Reflections will be evaluated on depth of analysis, clarity of writing, integration of course concepts, and relevance of examples. All three reflections must be compiled into one single Word or PDF file for submission. Your file should include the following two parts:

Part 1—Introduction (Course Reflection)

Before presenting your three lecture-based reflections, write an introduction of 300–500 words that addresses the following questions

- a) What were the most important topics you learned in DMGM5010?
- b) Has your perspective or understanding of business policies and practices changed compared to six weeks ago? (c) Based on your learning, how might being analytical and having strong analytical skills help you in your professional life?

Part 2—Three Lecture-Based Reflections

For each reflection, choose a different lecture you attended and actively participated in, and answer the following prompts. Each reflection should be 300–500 words covering

- Key Takeaways—Summarize the main points discussed in the lecture.
- Practical Applications—How can the concepts covered in the lecture be applied in real-world consulting scenarios?
- Personal Insights—Reflect on any personal experiences or observations related to these topics. Have you encountered situations in your work, academic life, or other contexts that relate to client engagement, negotiation, or team development? How did the lecture help you better understand or rethink these experiences?
- Future Considerations—How can you incorporate these learnings into your future career or any other field?

Grading

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

Course Schedule

Week 1 (23 Oct 2025)

Topic #1: Introduction to Organizational Theories and Strategic Management

Introduction, Course outline review/Course Expectation/Administrative issues Student Groups (4 members) should be formed by next week before the lecture.

Watch, learn, and think:

youtu.be/0yHwUp87xcI

youtu.be/TD7WSLeQtVw

youtu.be/V2Hndmk18z0

youtu.be/L4N1q4Rni9I

Read:

Introductory Note on General Management, by Mary M. Crossan, 2018, Ivey Publishing, Article #9B08M07

Corporate Strategy: Course Introduction, Anand, Bharat N. 2005, Ivey Publishing, Article #705482

Week 2 (30 Oct 2025)

Topic #2: Evaluating a Firm's External Environment

Watch, learn, and think:

youtu.be/mYF2_FBCvXw

youtu.be/XCWHSeDU-zk

youtu.be/Cts4QVuVVbs

youtu.be/GFVKKTwkANY

Read:

Strategy Reading: Introduction to Strategy, by Ramon Casadesus-Masanell, 2014, Ivey Publishing, Article #8097 The Five Competitive Forces that Shape Strategy, Michael E. Porter, 2008, Ivey Publishing,

Hell's Basement Brewery: Surviving a Pandemic (Ivey case W25849), To be confirmed by the Professor

Week 3 (06 Nov 2025)

Topic #3: Evaluating a Firm's Internal Capabilities

Watch, learn, and think:

youtu.be/Ath_K1OuPzw

youtu.be/Abl6b71H2Mc

youtu.be/3vCHNNWGSiA

youtu.be/MePzW82AgbQ

Read:

SWOT Analysis II: Looking Inside for Strengths and Weaknesses, by HBS Press; Harvard Business School Press, Access via Ivey Publishing, Article # 5535BC.

Coffee Wars: Luckin vs. Starbucks (Ivey case HK1292), To be confirmed by the Professor

Week 4 (13 Nov 2025)

Topic #4: Strategic Choices (Generic Strategies, Business and Corporate Level Strategies)

Cases for the Final Report/Presentation Assigned, half-session group Discussion.

Watch, learn, and think:

youtu.be/VG9x-Ah4kXU

youtu.be/qOEUQg7GWOs

youtu.be/RbMp9blfvuU

youtu.be/UyohSu-Ft_U

Read:

What is Strategy, Michael E. Porter, 1996, Ivey Publishing, Article #96608

Delta Airlines (A): The Low-Cost Carrier Threat (Ivey case 704403), To be confirmed by the Professor

Amazon Go: Venturing into Traditional Retail (Ivey Case 9B17M092_P), To be confirmed by the Professor.

Week 5 (20 Nov 2024)

Topic #5: Organization for Success (Structure, Culture, and Human Resources)

Watch, learn, and think:

youtu.be/XKUzzAnexFY

youtu.be/4cBN8xH-5Qw

youtu.be/JJ2-n4UKH3E

Read:

Organizational Structure, Culture, and Climate, Men, Rita Linjuan and Bowen, Shannon A., 2016, Ivey Publishing Book Chapters, Article # BEP332

Introductory Note on Managing People in Organizations, by Ann C. Frost and Lyn Purdy, 2018, Ivey Publishing Case, Case #9B08C022

Week 6 (27 Nov 2024)

Case Report (20%) and Presentations (15%)

This assessment is a case analysis in which students are required to apply ALL materials we discuss in the class to analyze the case and make recommendations.

Individual Reflections Due (10%)

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](#).

Turnitin

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course's eClass site) for a review of textual similarities and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

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.

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](#).

Student Notice of Recording for Online Teaching and Learning

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University's Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with

York University's [Guidelines on Access of Information and Protection of Privacy](#) and the [Freedom of Information and Protection of Privacy Act](#). Access to online materials, including recordings or live meetings, is subject to York University's [Senate Policy on Computing and Information Technology Facilities](#).

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](#).