Strategic Management
(Rutgers School of Business - Camden)

53:620:672:90
Term: Spring 2018

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Office Hours (in-person): By appointment only Office: BSB228

Course Overview

This is an integrative course for graduate business students (3-credit MBA course). We will adopt the perspective of top manager and general manager of the corporation. The general manager may be corporate president, a division chief executive, the head of an operating unit, or an owner-proprietor. Regardless of the general manager’s formal title, the main idea is that the general manager is the person responsible for making decisions about the company’s strategy.

To understand how a firm can develop its strategy, we will study many contemporary business theories and issues. These theories and concepts will provide you with a common language for discussing strategy and the tools necessary to conceptualize a firm’s competitive environment and resources. We will use business cases to apply these concepts and analytic frameworks to the strategic issues faced by real world companies.

Course Objectives

➢ To become familiar with the concepts, frameworks and techniques of strategic management.

➢ To gain expertise in applying these concepts, frameworks and techniques to:
  • understand the reasons for good or bad performance by an enterprise.
  • generate strategy options for an enterprise.
  • select the most appropriate strategy.
  • recommend means for implementing the chosen strategy.

➢ To enhance your ability to:
  • view business problems from a general management perspective.
  • develop original and innovative approaches to strategic problems.
  • create convincing plans of action for resolution of business problems.

➢ To improve your analytical, discussion and presentation skills.

General Flow of the Course
The assignments are detailed in a later section. Please read through them to get an idea of the specific content of each chapter. In general, we will start with single-business or dominant-business companies and proceed to multiple-business companies. Similarly, we will begin with basic techniques of analysis and then expand and modify them to fit a range of situation. We will examine many sectors of the economy. As we proceed through the course, the classes and cases used in them will “build” on each other in such a way that the knowledge and skills gained in analyzing one session can be used in subsequent cases. Throughout the course we will maintain our concern with both analysis and implementation.

**Required Text**


**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Value</th>
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<tbody>
<tr>
<td>Attendance and participation (Case discussion and exercise)</td>
<td>20 %</td>
</tr>
<tr>
<td>Mid-term exam (Quizzes)</td>
<td>20 %</td>
</tr>
<tr>
<td>Final project and presentation (Individual or group)</td>
<td>20 %</td>
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<tr>
<td>Final project report (Individual)</td>
<td>20 %</td>
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<tr>
<td>Final exam</td>
<td>20 %</td>
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<tr>
<td><strong>Total</strong></td>
<td>100 %</td>
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**Grading Scale**

A : 90-100  
B+: 85-89.9  
B : 80-84.9  
C+: 75-79.9  
C : 70-74.9

**Class Communication**

All class communication will be conducted via Rutgers e-mail and our online learning management system, Canvas. You should check your Rutgers email regularly for important announcements. Please forward your Rutgers email to your personal email if necessary. Not checking your Rutgers email is not an excuse for missing any communication. All announcements will also be posted in Canvas and can be accessed via the “Announcements” page in Canvas.
In addition, I would like to open online conferencing about three times in a semester. In this video conference, we would talk about the general course information, academic process and any concerns or issues etc. I will announce when the schedule is set. If you have any questions or concerns of a personal nature, please contact me via email. I will respond to you within 24 hours. Although I check my e-mails few times a day, I may not be able to answer all e-mails immediately upon receiving them. If you do not hear from me within 24 hours, please re-send your email as I may have overlooked or accidentally deleted your e-mail.

If you would like to meet me in person in my office or video conference in canvas, please make an appointment.

**Method of Instruction**

This is an online course. Being successful in this course puts a great deal of responsibility in your hands. There are no scheduled meeting times, but deadlines are strictly enforced, as students work together to achieve learning objectives. The class follows a rigorous schedule and you should expect to put at least as many hours into this course as you do with a traditional, face-to-face class. It is critical that you stay on pace with the reading material, understand lecture material, and participate in online discussions and strategy exercise each week. Please plan to log into Canvas and work almost every day to complete all the weekly learning activities.

As much as possible, we will try to stick with a consistent schedule during the week, which starts on Sunday (Day 1) and ends on Saturday (Day 7).

**Sunday–Tuesday (Day 1–Day 3)**
- Read and study the recommended chapter readings, assigned case, and other materials. Watch lecture video(s).

**Wednesday–Saturday (Day 4–Day 7)**
- Discuss chapter activities (individual or group).
- By 11:59 p.m. E.T., submit the documents (case discussion and business exercise).

**Online Course Attendance and Participation**

Your class participation is crucial to successful learning. There are three major activities in this course; case discussion & business exercise in each chapter, and final project presentation. Although you guys can do these activities individually, I strongly recommend you guys work as a group. Basically, I randomly have formed groups. Since forming a group is optional, you can individually do your activities or do as a group. If you want to leave the list and work independently, please let me know so that I move out your name from the list. Active class participation will not only facilitate our learning process but also make the class discussion lively and exciting. Effective class participation does not mean you have to have an answer to every quiz question and to be right all the time. You are
encouraged to experiment and take risks, and there is certainly no punishment for giving
the wrong answer. I believe that the correlation between willingness and ability to
participate is not always positive. In this course, the quality of your participation is more
important than the quantity of your participation, although both are important. I will greatly
reward quality contributions in evaluating your class participation grade. High
quality contributions include: moving the discussion forward, making insightful comments
and connections to course materials, constructively analyzing a classmate's argument,
introducing a unique perspective into the discussion, etc. **A student who misses more
than Six weeks regular activities will automatically fail this course.**

The materials presented in class provide the essential backbone of the course. You are
expected to:

- Read all text material assigned for each class.
- Use Video Lectures and PowerPoints as a guide for key concepts.
- Follow instructions in all assignments.
- Start assignments early and get feedback from the instructor
- Consult/meet with the professor immediately when you need help.

Direct Interaction: Although Canvas provides good learning tools, oftentimes, a direct one-
to-one professional interaction to resolve difficult issues is usually the most effective. For
example, you may have a certain technical/mathematical problem that is frustratingly
difficult to solve that you think is difficult be resolved in open forums or elsewhere. In this
case, please feel free to send me an e-mail for the communication so that I open an online
conference to resolve it.

**Chapter Notes**

Lecture videos and other reading materials for each chapter will be available to you from
the outset of the course in every module. This not only will help you prepare for online
discussions and complete the online chapter quizzes but will also allow you to study ahead,
if you'd like.

**Group Case Discussion and Exercise (Individual or Group)**

In any online course, participating in online discussions is a great way to share ideas and
interact with fellow students without being in a classroom. Your participation in the
discussions is crucial to successful learning. There are three types of activities. (1) The first
activity is a case discussion based on the questions provided during each lecture. We will
use the mini-cases in the textbook. (2) The second activity is a business exercise. Each
student or group will create its own company to practice the knowledge such as analyses
and strategies that you learn in each chapter. (3) The third activity is another group
discussion which is bi-weekly case study and discussion activity. We will use the cases in
the textbook to engage in meaningful and graded discussions every two weeks. The
questions will be about analyzing external, internal environment, strategy formulation, and
strategy implementation etc. Each student or group need to submit the last version of
answers (100-300 words) for each question.
A substantive post/response meets the following criteria:

- **Relevance**: relates to, or expands on, the main theme of the discussion topic (is it on point?)
- **Quality of Expression**: demonstrates knowledge and insight in the analysis of issues raised; displays evidence that the implications of facts are clearly drawn and stated; uses models and techniques from the readings; support points with reasons, logic and examples; goes beyond recitation of the case facts; generates learning within the community by raising interesting questions (how much does it move the discussion forward and further the class understanding of issues discussed?)
- **Delivery**: Clear, grammatically correct, complete sentences with rare misspellings; postings done in the required time frame (how well do you say it?)

More details on the basis for evaluation of discussion posts can be found in the “Discussion Grading Rubric” under Course Home in the course site. Participation grades will be assessed weekly; you can find your earned score in the online gradebook.

### Quizzes and Exams

Exams will comprise of multiple choice, true-false, and open-ended questions. There are two quizzes and a final exam, and the schedule will be posted in the module and course schedule. Please note that you will get only one attempt to complete this exam. Deadlines will be strictly enforced and there will be no make-up quiz for any missed quiz except for medical emergency and disability issues. Once you open the exam, you will have to complete it within the specified time frame; if you log off, you will not be able to submit the answers.

### Final Project and Presentation (Individual or Group)

Each student or group will participate a case study and a presentation of your case study. We will use the major cases from the textbook to engage in meaningful and graded final project. Your final project submission can be in the form of a PowerPoint presentation and a video presentation with the help of 15-20 slides for 20-25 min. This presentation is mainly about the summary of the case.

### Final Project Report (Individual)

In addition to the presentation, you will have to submit an individual essay regarding your case analysis. This project is designed to be a term paper. You are the analyst (assuming that you are one of top managers in your firm), and it is your job to integrate relevant information and to form your own opinions and views. This project will require you to analyze data. The full report should be between **2500-3000 words** research paper style with title page, organization of the text by sections (introduction, background, …) and include all appropriate citations and bibliography. You can attach any analysis or data in appendices, which will not be counted towards word limit.
The content of the report will include: (a) a brief introduction and history of your firm, (b) a critique of its mission, vision, and key goals, (c) PESTL, SWOT, and Five Forces Analysis for its industry or strategic group, (d) discussion of its key resources, capabilities, and competencies (including financial analyses and perhaps a value chain analysis), (e) a discussion of the key strategies that the company was pursuing at the time the case ended, (f) an update of the case to include (i) outcomes of the strategies discussed in the case, (ii) description and evaluation of any new, major strategies since the time the case ended, (iii) discussion of alternative, viable strategies recommended by your group going forward.

The report should be submitted in the “Final Project Report” assignment in Module 15 of the Canvas course. This report will be graded out of 20%. Please provide a list of complete sources of information used during your research at the end of the report. In addition, make sure to cite the information sources at relevant places in the report. Please feel free to discuss any questions with me during the progress of your project.

Note: All case analyses will be processed through Turnitin anti-plagiarism software.

**Online Course Policies**

- Academic and personal integrity: It is totally unacceptable for you to violate honor codes or cause other integrity problems. For your projects, ensure that you cite all external sources of information (including sources on the Internet) fully and completely. For this course, you are not permitted to reuse products from another class or another student. Violators of academic integrity are subject to disciplinary actions such as receiving failing grades and being reported to the relevant University authorities.
- It is your responsibility to do all the assignments by their due dates, attend all classes, and be prepared for, and participate in class discussions.
- All written work should be typed and submitted by the due date. Deadlines will be enforced. Please write your name on all personal work, and your team name and member names on your group work.
- All written assignments must be typed and double spaced; 1 inch margins (top, bottom, sides); poor organization, spelling, and grammar will be penalized.

**Netiquette**

Interactions in a virtual community can feel different from face-to-face communications. The following guidelines should be followed in your threaded discussions and email communications to facilitate a positive and productive learning experience and build a respectful community of learners.

- In all your interactions, remember there is a person behind the written post.
- Pause and reflect on a post that is uncomfortable before responding. Consider the root of your emotional reaction.
• Remember, we are discussing ideas and disagreements that are not personal in
nature. Take care in crafting your response to demonstrate your disagreement with
the idea, not the person.
• Do not participate in "flaming." Flaming refers to inflammatory comments that are
hostile, insulting, and do not contribute to the learning process. To support a better
learning experience for everyone, choose not to respond to "flames".
• Be careful with humor and sarcasm. Because the visual cues are absent, many
people cannot tell if your comments are meant seriously or facetiously.
• Contribute to a meaningful discussion by presenting your "best self" in the course
environment: Take the time to explain your ideas respectfully and completely.
However, also keep brevity in mind. You want to make your point clearly, but also
make it concisely.
• It can be challenging to communicate some ideas in writing. If a peer misinterprets
your meaning, acknowledge this without being rude or defensive. This is your
opportunity to practice clarifying your ideas to others.
• Do not post in all caps. This is the equivalent of SHOUTING at someone and is not
acceptable.

**Academic Integrity**

Academic misconduct includes all acts of dishonesty in any academic or related matter and
any knowing or intentional help, attempt to help, or conspiracy to help, another student
commits an act of academic dishonesty. Academic dishonesty includes, but is not limited
to, the following acts, when performed in any type of academic or academically related
matter, exercise, or activity:

• Cheating: using or attempting to use unauthorized materials, information, study
aids, or computer-related information
• Plagiarism: representing the words, data, works, ideas, computer programs or
output, or anything not generated in an authorized fashion, as one’s own
• Fabrication: presenting as genuine any invented or falsified citation or material
• Misrepresentation: falsifying, altering, or misstating the contents of documents or
other materials related to academic matters, including schedules, prerequisites and
transcripts.

The Rutgers University Academic Integrity Policy in its entirety can be reviewed online.
Policy found at [http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers](http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers).

The Honor System must be upheld and enforced by each member of Rutgers University
community. The fundamental attributes of our community are honor and integrity. We are
privileged to operate with this Honor System.

Understanding these guidelines will help you to encourage classroom behavior that does
not detract from the quality of each student’s educational experience. Please read the
student handbook and think about your role in promoting a University culture based on
mutual respect and civility.
If there are questions on how to comply, please contact Mary Flaherty in the Rutgers-Camden Dean of Students office: marykreb@camden.rutgers.edu or contact the appropriate Associate Dean or Area Head at the School of Business.

**Student Code of Conduct**

http://studentconduct.rutgers.edu/university-code-of-student-conduct

Violations of the Student Code of Conduct are considered serious infractions of student behavior and subject to penalties relative to the level of the matter. Students may not disturb normal classroom procedures by distracting or disruptive behavior. Examples of disruptive behavior include, but are not limited to, the following:

- Repeatedly leaving and entering the classroom without authorization
- Answering cellular phone or allowing pager to beep
- Making loud or distracting noises
- Repeatedly speaking without being recognized, interrupting the instructor or other students, or otherwise acting in disregard of the instructor’s requests

Violations of the code should be reported to the Dean of Students office deanofstudents@camden.rutgers.edu or 856-225-6050.

**Disability Accommodation**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines.

If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Any student who has already received a letter of accommodation should contact the instructor privately to discuss implementation of his or her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of accommodations.

Please note that the documentation review process may be lengthy. Thus, students are encouraged to initiate the process as early as possible. Additional information can be obtained from the Office of Rutgers-Camden Disability Services.

Rutgers-Camden Learning Center
Important Administrative Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td>First day of Spring semester</td>
<td>Tuesday, January 16, 2018</td>
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<tr>
<td>Last day to drop a class without “W”</td>
<td>Tuesday, January 23, 2018 (This can be done through WebReg)</td>
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<tr>
<td>Academic Warning Grades Submitted</td>
<td>Monday, February 26 - Friday, March 9, 2018</td>
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<tr>
<td>Spring Recess</td>
<td>Saturday, March 10 - Sunday, March 18, 2018</td>
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<tr>
<td>Last day to withdraw with “W”</td>
<td>Tuesday, April 2, 2018 (This can be done through WebReg) For more information, see the registrar’s website <a href="http://registrar.camden.rutgers.edu/">http://registrar.camden.rutgers.edu/</a></td>
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<tr>
<td>Last day of classes</td>
<td>Monday, April 30, 2018</td>
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<tr>
<td>Final Exam period</td>
<td>Thursday, May 3 - Wednesday, May 9, 2018</td>
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NOTE: I reserve the right to change any aspect of this syllabus at any time. I will make adjustments to the class calendar and/or assignment schedules as required by class progress or outside events.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
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<tbody>
<tr>
<td>Week 1 (Module 1)</td>
<td>· Introduction and welcome to the course</td>
<td>1</td>
</tr>
<tr>
<td>1/16 (Tue)-1/20 (Sat)</td>
<td>· Housekeeping matters – Expectations, Group formation etc.</td>
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<td></td>
<td>· Strategic management and strategic competitiveness</td>
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<td>Week 2 (Module 2)</td>
<td>· The external environment</td>
<td>2</td>
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<td>1/21 (Sun)-1/27 (Sat)</td>
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<td>Week 3 (Module 3)</td>
<td>· The internal organization</td>
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<td>1/28 (Sun)-2/3 (Sat)</td>
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<td>Week 4 (Module 4)</td>
<td>· 1st Quiz</td>
<td>1, 2 &amp; 3</td>
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<td>2/8 (Thr)-2/10 (Sat)</td>
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<td>Week 5 (Module 5)</td>
<td>· Business-Level strategy</td>
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<td>2/11 (Sun)-2/17 (Sat)</td>
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<td>Week 6 (Module 6)</td>
<td>· Competitive rivalry and competitive dynamics</td>
<td>5</td>
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<td>2/18 (Sun)-2/24 (Sat)</td>
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<td>Week 7 (Module 7)</td>
<td>· Corporate-Level strategy</td>
<td>6</td>
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<td>2/25 (Sun)-3/3 (Sat)</td>
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<td>Week 8 (Module 8)</td>
<td>· Merger and acquisition strategies</td>
<td>7</td>
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<td>3/4 (Sun)-3/19 (Fri)</td>
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<td>Week 9 (Module 9)</td>
<td>Spring Recess</td>
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<td>3/10 (Sat)-3/18 (Sun)</td>
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<td>Week 10 (Module 10)</td>
<td>· 2nd Quiz</td>
<td>4,5,6 &amp; 7</td>
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<td>3/23 (Fri)-3/24 (Sat)</td>
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<tr>
<th>Week 11 (Module 11)</th>
<th>· International strategy</th>
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<td>3/25 (Sun)-3/31 (Sat)</td>
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<th>Week 12 (Module 12)</th>
<th>· Cooperative strategy</th>
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<td>4/1 (Sun)-4/7 (Sat)</td>
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<th>Week 13 (Module 13)</th>
<th>· Organizational structure and controls</th>
<th>11</th>
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<td>4/8 (Sun)-4/14 (Sat)</td>
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<tr>
<th>Week 14 (Module 14)</th>
<th>· Strategic leadership</th>
<th>12</th>
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<td>4/15 (Sun)-4/21 (Sat)</td>
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<tr>
<th>Week 15 (Module 15)</th>
<th>· Final project submission &amp; Reading days for the final exam</th>
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<td>4/22 (Sun)-5/3 (Thr)</td>
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<tr>
<th>Week 16 (Module 16)</th>
<th>· Final Exam</th>
<th>8,9,11 &amp; 12</th>
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<td>5/4 (Fri)-5/5 (Sat)</td>
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