



School of Business | Camden

Strategic Management 53:620:672

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Office Hours:	By appointment	Office:	BSB220
Class meetings:	Asynchronous		

Strategic management deals with the decisions and actions affecting the future direction and effectiveness of an organization. This involves identifying the purpose of an organization and the steps to achieve this purpose. Hence, diagnosing the firm's current situation and developing solutions to strategic and organizational problems are the key concerns of strategists. Strategists seek to enhance their organizations' capacity to respond to diverse environmental challenges.

Our perspective is that of the general manager, which is broader than that of the functional area manager. We are primarily concerned with the organization as a whole. However, managing subunits—such as a division, business unit, or profit center—also involves strategic decisions affecting success or failure.

The format for this course includes readings and discussion of theoretical perspectives, analytical tools, case studies, group work, and presentations. The discussion format for the class offers you the opportunity to further develop critical thinking and communication skills, both vital to your success as a manager.

The overarching objective of this course is to equip you with the analytical skills necessary to participate effectively in the evaluation, formulation, and implementation of business and corporate strategies.

SPECIFIC LEARNING OBJECTIVES

- Develop an understanding of strategy, how it is formulated and evaluated, and how it brings coherence to organizational activities.
- Become more creative strategic thinkers, competent to apply theoretical frameworks that generate alternatives you might not have considered previously.
- Gain competency in using the appropriate quantitative or qualitative analysis.
- Understand how corporations create (or destroy) economic value through its multimarket activities including the scale and scope of these activities.
- Develop interpersonal and team dynamic management skills through group projects.

We may also substitute or cover some additional topics based on interest exhibited by the class.

COURSE MATERIAL

1. Grant, Robert M. 2021. *Contemporary Strategy Analysis* (11th ed.). Wiley.
ISBN (ebook): 978-1-119-81521-1 (~\$17)
ISBN: 978-1-119-81523-5 (*Price based on version student elects to purchase*)
2. HBS cases will also be required and can be purchased online: Harvard Business Cases (*approximately \$20-\$35*)
3. Simulation: Capsim purchase is required (*\$54/person*)

Additional readings and material will be posted on Canvas as needed.

Recommended readings: For current strategic management practice and thought, you are encouraged to follow business news in publications such as: Business Week, Fortune, Financial Times, Harvard Business Review, NYT, WSJ etc. Doing so regularly will aid you in identifying articles you may be asked to prepare for class discussion.

EVALUATION

Performance in this course will be evaluated based upon these components.

<i>Individual Assignments (Discussions, Participation, & quizzes)</i>	25%
<i>Group Assignments (Capsim and other case group assignments)</i>	35%
<i>Exams (Lockdown browser required, see below)</i>	40%

Canvas grades: Please note that grades/scores posted on Canvas will not always accurately reflect your final grade. Graded assignments may be reflected as being non-graded for the purpose of enabling calculations with weights or curves etc. Again, please do not rely on what you see on Canvas. You can independently calculate your standing or reach out to me for guidance at any time.

Final Grading Scale.

Grade	Scale w/Numerical Range	Definition	Numerical Equivalent
A	(90 –100)	Highest grade	4.0
B+	(85 – 89)	Work of distinction	3.5
B	(80 – 84)	Above average	3.0
C+	(75 – 79)	Average work	2.5
C	(70 – 74)	Average work	2.0
F	(Below 70)	Failure without credit	0.0

ONLINE PLATFORM

The course is located on Canvas and can be accessed by logging in <https://onlinelearning.rutgers.edu/canvas>. If you need any tutorials regarding Canvas please use <https://onlinelearning.rutgers.edu/canvas> and for any technical questions related to Canvas please contact Help@canvas.rutgers.edu.

CLASS COMMUNICATION

All class communication will be conducted via Rutgers e-mail and our online learning management system, Canvas. You are expected to check your Rutgers e-mail at least (equally spaced) two or three times every week. 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. You should also check the discussion forum for any changes and modifications.

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 48 hours, please re-send your email as I may have overlooked or accidentally deleted your e-mail.

For *general questions*, please use the “Virtual Office” under Course Home in the Canvas course site. For meeting me in my office, please make an appointment.

Virtual Office

If you have any general clarification questions, I encourage you to post them in the "General Questions" forum in the "Virtual Office" under Course Home in the Canvas course. My responses to the posted questions will help other students who have the same queries. The Virtual Office should be used **only** for general questions. For questions of a personal nature, please email me directly.

Skype/Zoom/Webex

I will be available **by appointment only** for audio or video conferencing. Please email me at dinesh.iyer@rutgers.edu for an appointment.

Weekly Conference

I will hold synchronous conferences throughout the semester on a day/time to be announced. This helps the participants to communicate synchronously using audio and video modes. I will be available live during this hour to answer any questions that you may have. Please email me in advance if you very specific questions you would like me to address. The frequency of these meetings will be determined based on demand and attendance.

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, take the online quizzes, and participate in online discussions. Please plan to log into Canvas regularly 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 **Monday (Day 1)** and ends on **Sunday (Day 7)**. Here is a suggested timeline for the week.

- **Monday–Wednesday (Day 1–Day 3)**
 - Read the recommended chapters/assigned readings, case, and other materials. Watch lecture video(s).
 - Work on Capsim decisions
- **Thursday (Day 4)**
 - By 11:59 p.m. E.T., post your initial discussion contribution.
 - ***Submit Capsim decisions before 11PM. (No flexibility here).***
- **Thursday–Sunday (Day 4–Day 7)**
 - Submit your weekly quiz during this period.
 - Post your response to your classmates' discussion posts (at least one response by Day 6).
- **Saturday-(Day 6)**
 - Submit your weekly assignment if any by 11:59 PM.
- **Sunday (Day 7)**
 - By 11:59 p.m. E.T.: submit quiz; upload case report; any other assignments that may be due.

Submissions will not be accepted outside the due date/time and/or may be subjected to penalties if allowed.

ASSIGNMENTS

Chapter Quizzes

You will be required to take quizzes as we complete various modules. In each module, the quiz will be made available to you on **Thursday (Day 4)** morning at 12:00 a.m. E.T and will be due on **Sunday (Day 7)** by 11:59 p.m. E.T. You may take the quiz at any time during this time frame, but once you start the quiz, you will have complete it. You can take the quiz up to *three* times (please note that the same question set may not be repeated). The average of the scores will be used.

Deadlines will be strictly enforced and there will be no make-up for any missed quizzes.

Individual Assignments. Specific guidelines will be provided.

Group Assignment. Group work is a required and integral part of this course and accounts for 35% of the grade. You must be willing and able to participate in group work. It is your responsibility to coordinate meetings (aka times/dates etc.) with your group. Specific guidelines for projects will be provided.

Important: A peer evaluation will be required for all group projects combined. Your team score will be scaled based on your contribution toward group efforts. You could receive a *grade of zero* for group work if you are evaluated as not having contributed to the projects. It is your responsibility to bring up group issues in a timely manner with the instructor. The instructor reserves the right to alter or modify individual grades.

In addition to the above, general guidelines according to University policies on Exam make-up and Participation is attached toward the end of the syllabus.

Exams. Exams will use LockDown browser (or a similar tool). It is your responsibility to ensure you have access to a computer (with webcam and microphone) that is compatible. Violation of specific instructions for the exam will be dealt with according to the severity of the infraction at the discretion of the instructor.

Discussions

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. You are expected to participate in the discussion threads; just reading discussion threads is not enough. It is required that you read discussion articles and cases in advance as assigned in the syllabus. Your contributions are expected to help the class learn and understand the topics under consideration and active engagement in the discussions is crucial to successful learning. We will also be using Harvard Business School (HBS) cases to engage in meaningful and graded discussions. Typically, on **Monday (Day 1)** of a module, I will post 1–2 discussion questions based on the assigned readings in the Discussion forum. I expect you to respond to these questions in a substantive initial post (50-300 words) by **Thursday (Day 4)** as well as respond to *at least one* classmate's post in a substantive response (50-200 words) by **Saturday (Day 6)**. Please also note that you will be unable to see or respond to your classmates' posts until you have made your own contribution to the discussion. Discussions for each module will close at 11:59 p.m. E.T. on **Saturday (Day 6)**. The expectation is that you will be actively involved in discussions most weeks of the course.

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?). Does it extend our understanding of the issues or concepts? Does it reflect your adequate preparation to participate in the discussion?
- **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?). Have your observations reasonably questioned the comments of others or challenged their assumptions without disparaging the person who offered them?

I will access the discussion forums regularly. I may post if I think it would be helpful, for instance, if I think students are proceeding in the wrong direction, but generally these topics are for you to help and engage each other and with the course materials by sharing ideas, examples, resources, and experiences.

Your participation will be graded based on how well your discussion forum posts meet the relevance, quality of expression, and delivery criteria. Participation grades will be assessed regularly; Please remember that participation grade is based on the instructor's perception of your contribution to class discussions.

<p>Exceeding Expectations 10 points</p>	<ul style="list-style-type: none"> • Discussion post comprehensively addresses the topic, adds value to discussion with stimulating posts • Posts in-depth, incisive reflections that demonstrate critical thinking; shares real-world experiences and examples • Well-written posts made within required timeframe; no grammar/spelling errors • Exhibits creativity in topic title
<p>Meeting Expectations 8-9 points</p>	<ul style="list-style-type: none"> • Discussion post is on-topic, relevant, and contain original content • Shows evidence of knowledge and understanding of content with clear connections and examples • Posts use complete sentences and rarely have grammar/spelling errors • Responds substantively to a classmate's post
<p>Emerging Towards Expectations 7 points</p>	<ul style="list-style-type: none"> • Posts are on-topic, but may lack originality and/or fail to elicit reflections from or build on ideas of others; examples may be made but may be irrelevant or unclear how they connect to course content • Posts may contain multiple grammar/spelling errors • Does not respond to a classmate's post
<p>Below Expectations 1-6 points</p>	<ul style="list-style-type: none"> • Discussion post does not contain enough reference back to original topic or may not address the issue at hand sufficiently • Little evidence of knowledge/understanding of course content is shown; examples missing • Posts contain incomplete sentences and/or may not adhere to standard English grammar/spelling

<p>Cannot Judge (Missing)</p> <p>0 points</p>	<ul style="list-style-type: none"> • Student did not complete discussion.
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LockDown Browser Requirement

This course requires the use of LockDown Browser for online exams. Watch this video to get a basic understanding of LockDown Browser: <https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

Download Instructions

- Select a quiz from the course
- If you have not already installed LockDown Browser, select the link to download the application and follow the installation instructions
- Return to the quiz page in a standard browser
- LockDown Browser will launch and the quiz will begin

Note: LockDown Browser only needs to be installed once per computer or device. It will start automatically from that point forward when a test requires it. *It is your responsibility to update the browser as suggested on Canvas.*

Guidelines

When taking an online quiz/exam, follow these guidelines:

- Select a location where you will not be interrupted
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Turn off all mobile devices, phones, etc. and do not have them within reach
- Clear your area of all external materials - books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
- Respondus has a Knowledge Base available from support.respondus.com. Select the "Knowledge Base" link and then select "Respondus LockDown Browser" as

the product. If your problem is with a webcam, select "Respondus Monitor" as your product

- If you are still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it

NETIQUETTE AND STUDENT CODE OF CONDUCT

Rutgers University is committed to providing courses that meet the highest standards of excellence with the mission of preparing students to become productive members of society and good citizens of the world (University Code of Student Conduct, Rutgers University at <http://studentconduct.rutgers.edu/university-code-of-student-conduct>). As such, students are expected to maintain a standard of 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. A challenge in the online classroom is understanding the meaning of communications without the visual and auditory clues from the speaker. Please remember that this is an academic course where much of the work is taking place online. *In general, you should treat others as you would like others to treat yourself. Be mindful that what is acceptable in a text or chatroom with friends may not be appropriate in a classroom or in an online conversation with an instructor.*

General Netiquette Rules

All students taking this course should adhere to the following netiquette guidelines during the term of this course.

- **Make the Connection:** Electronic communication (email, discussion forums, etc.) is how you share ideas with other participants in this course. Online environments can separate the person from the ideas received in this course. Remember, like you, someone is on the other side of an email or discussion posting. Communicate with fellow participants as you would in a face-to-face course.
- **Be Professional:** Your coursework is more than learning facts; you are preparing for a career. You are learning to interact with your fellow course participants as you would in your professional life. Your conduct in this course should reflect this. Your communication should follow standard rules for grammar and spelling (unless in an online chat) and be clear, concise, and intelligent. Please do not send a message written all in upper case because that represents the vocal equivalent of SHOUTING.
- **Have Opinions:** Everyone is entitled to have an opinion. In discussion forums, everyone is encouraged to share them. Feel free to disagree, but don't be disagreeable.
- **Respect Disagreement:** People have the right to disagree with you. However, disagreement should never be personal. Online discussions are a means to share ideas and practice the skill of persuasion. Persuasive speech cannot be achieved with hurtful, hateful, or inappropriate language. Review your posts before you publish and reread them for unintended meanings.
- **Ask Questions:** Cultural influences can influence communication in terms of phrasing and word choice. The lack of visual and auditory clues may affect meaning, as well. Before jumping to conclusions, ask for clarification.
- **Be Forgiving:** For most participants, online communication is straightforward. Sometimes unintended meanings are conveyed.

Online behavior is not always perfect. In fact, it can venture into disrespectful and hurtful areas and needs to be addressed. If you experience any questionable or outright inappropriate behavior from your fellow course participants, please let me know.

This Netiquette policy was adapted from "[Netiquette—Often-Overlooked Policy](#)." Please carefully review the [Discussion Board Netiquette](#) video for discussion forum netiquette.

Academic Integrity and Plagiarism

The Academic Integrity policy can be found at <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

It is especially important that you represent only your own work as your own and that all other materials or references are duly noted and cited. Any unauthorized or uncited use of material constitutes ***plagiarism***. Engaging in plagiarism is a ***serious violation of academic integrity*** and is grounds for a failing grade in the course for the individual or group concerned.

Academic Integrity means that you (the student) must:

- properly acknowledge and cite all use of ideas, results, or words of others,
- properly acknowledge all contributors to a given piece of work,
- make sure that all work submitted as your own in a course activity is your own and not from someone else
- obtain all data or results by ethical means and report them accurately
- treat other students fairly with no encouragement of academic dishonesty

Adherence to these principles is necessary in order to ensure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated, and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld. Violations are taken seriously and will be handled according to University policy.

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 students who violate the code are subject to penalties relative to the level of the matter. In

general, students may not disturb normal classroom procedures by distracting or disruptive behavior, this includes online as well as in-person.

The Code of Student Conduct is more than a collection of University regulations to be abided by – it seeks to promote the University’s values and educate. The Code of Student Conduct encourages students to be their authentic selves as they find their place on campus, while also encouraging students to embrace inclusion through discovery, dialogue, and development as they celebrate diverse backgrounds.

The spirit of the Code of Student Conduct promotes student engagement both on and off campus, global citizenship, and leadership. It encourages students to uphold the highest tenets of trust, honesty, and integrity, understanding at all times that our actions significantly impact our personal journeys, our communities, and our larger society.

Rutgers–Camden, Rutgers–Newark, and Rutgers–New Brunswick students originate from all corners of the world and travel between many campuses and cities. As our students strive to achieve their goals, they are expected to conduct themselves in accordance with University policies and procedures, but more importantly, the values and spirit that these policies and procedures are founded upon.

Violations of the Student Code of Conduct should be reported to the Dean of Students office deanofstudents@camden.rutgers.edu or 856-225-6050. If the violation is immediate and a potential threat is a concern, call the Rutgers-Camden police at 856-225-6111

Additional Etiquette expectations from on-line students

The following protocols on the codes of behavior reflect professional business norms on manners, courtesy, and respect. (*In general, you should treat others as you would like others to treat yourself. Be mindful that what is acceptable in a text or chatroom with friends may not be appropriate in a classroom or in an online conversation with an instructor.*)

Even though many of you are already aware of these protocols, they are explicitly stated here so that everyone is cognizant of the same protocols. These protocols should be followed by all students taking this course to help ensure the online experiences for everyone involved are pleasant. They are as follows:

- If you were to send an e-mail to the professor/tutor, please address the person appropriately such as “Dr.” or “Mr./Ms.” ,not ‘Hey’. Note that I will address you with your first name, unless you prefer that I address you differently.
- When sending an e-mail, you can get better attention by using the following guidelines:
 - use descriptive subject lines, (I am sure you have received a lot of Spam e-mails; I have occasionally and accidentally deleted student e-mails that I thought was Spam.)
 - please be as brief as possible by getting straight to the point, and if possible, limit the use of attachments

Never send offensive and insulting messages* (this is a violation of the Student Code of Conduct). If you disagree, say so and state your reasons. Social media is a very powerful tool for communication. However, it can be badly misused if it is not used correctly or professionally. For example, you may have personal and legitimate concerns with this course. However, other students, who do not have similar feelings, can be negatively influenced by your concerns. This will unnecessarily and negatively affect their overall experience of the course. Therefore, to minimize such an occurrence, please feel free to directly contact the instructor/tutor first to

resolve any concerns that you may have to help ensure that everyone's online experience of this course is beneficial.

- Always guard against inciting others when it comes to content, opinions, etc. That is, avoid blaming or accusing others of wrongdoing.
- Do not start a volley of back and forth e-mails, with copies distributed to every student in the class.
- Copy the minimum number of people. That is, send e-mails to only the people you think should receive and will benefit from it.
- Treat all e-mails and postings as permanent forms of written record and do not expect that any your e-mail communications to be private, unless stated otherwise. Instead, assume that all e-mail communications are public.
- Do not publicize your own or others' personal information (such as email, phone numbers, last names, etc.)

Disability Services/Accommodations

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](https://webapps.rutgers.edu/student-ods/forms/registration) (<https://webapps.rutgers.edu/student-ods/forms/registration>).

Erin G. Leuthold, MS Ed
(856) 225-2717

Rutgers-Camden Disability Services:

311 North Fifth Street, Camden, NJ 08102-1405

Web page: <https://learn.camden.rutgers.edu/disability-services>

E-mail: erin.leuthold@rutgers.edu

Exam Make-up Policy/Late Policy

If, for a university approved reason, you cannot take an exam at the scheduled time you must give the professor written notice at least one week in advance so that other arrangements can be made. If the situation does not allow for advance notification (for example, emergency hospitalization), contact the professor as soon as possible after a missed exam. Make-up exams for non-university approved reasons are not guaranteed. The professor reserves the right to request written documentation to support your absence (such as a doctor's note, an obituary, or military orders).

Incompletes and Problems: If you find that you are having trouble completing course work or need further explanation of class topics, please schedule an appointment with me immediately. If you need this class for graduation, you should be sure that your performance is up to standard throughout the course. It is too late to wait until the last week of classes to ask for help. I'm available to meet (at least virtually) throughout the entire semester if you need help. "Incompletes" will only be given through prior consultation, under extreme circumstances. Incomplete grades must be made up prior to the start of the next semester.

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.

*** This is a tentative course outline and is subject to change during the semester. The instructor reserves the right to change or modify any part of the course.

CALENDAR LEGEND (Reminder)

Unless stated otherwise, the weekly turn-ins will follow this schedule

Discussion Post: Before 11:59PM on Thursday (Day 4)

Capsim: Decisions due before 11PM on Thursday (Day 4)

Case assignments: Before 11:59PM on Saturday (Day 6)

Discussion Response: Before 11:59PM on Saturday (Day 6)

Quizzes: Before 11:59PM on Sunday (Day 7)