

Strategic Management

(Rutgers School of Business–Camden)

53:620:672:K1
Term: Summer 2025

Instructor: Hyun Gon Kim, Ph.D

E-Mail: hyungon.kim@rutgers.edu

Office Hours (in-person): By appointment only

Office Hours (online): Tuesdays & Thursdays 2pm – 4pm

Phone: 856-668-4593

Online Platform: Canvas

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. We will experience as many cases as we can in multiple group discussions.

Required Text

Strategic Management (Competitiveness & Globalization: Concepts and Cases), 13th edition by Hitt, Ireland and Hoskisson, Cengage Learning (Either E-book or Hardcover is fine), ISBN: 978-0-357-03383-8

Grading

Component	Value
Attendance and participation (Case discussion and exercise)	20 %
Mid-term exam	30%
Final project report (Individual)	20%
Final exam	30%
Total	100%

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 Monday (Day 1) and ends next Sunday (Day 7).

Monday–Wednesday (Day 1–Day 3)

- Read and study the recommended chapter readings, assigned case, and other materials. Watch lecture video(s).

Thursday–Sunday (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)

There are two 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 knowledge such as analyses and strategies that you learn in each chapter. Each student or group needs 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. The schedule will be posted in the module and course schedule. **Please note that this quiz is closed books and closed notes as same as face-to-face exams.** Also, 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.

In order to remain compliant with the federal requirement of student authentication in online courses, you will take your quizzes/exams in this course using the Respondus LockDown Browser. Technical requirements: You will need a web camera and a desktop, laptop computer or iPad. Please [check detailed instructions](#) on how to use LockDown Browser in the main menu.

Please take the [Test Quiz](#) for LockDown Browser as soon as possible. This ensures that there is plenty of time to resolve technical issues well before it is time to use it for taking a test.

You will need to be alone in a quiet room, sitting before a webcam, and have your student photo ID or a Driver’s License at hand (**For your private credential, you can cover the license number**). You may need to turn off the Anti-Virus software on your computer.

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 10%. 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.

Acceptable and Unacceptable Use of AI

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and

- Checking grammar and style.

The use of generative AI tools is **NOT** permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any assignment that is found to have used generative AI tools in unauthorized ways based on guidelines in this syllabus, will be subject to report of a violation of Academic Integrity and thus the appropriate adjudication. When in doubt about permitted usage, please ask for clarification.

The Rutgers University Academic Integrity Policy in its entirety can be reviewed online. Policy found at <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
 Armitage Hall, Room 240
 311 North Fifth Street
 Camden, NJ 08102-1405
 Web page: <http://learn.camden.rutgers.edu/disability-services>
 Phone: 856.225.6442
 Fax: 856.225.6443
 E-mail: tpure@camden.rutgers.edu

Important Administrative Dates

Summer Session I, Section T Begins	Tuesday, May 27
Last Day to WITHDRAW with 50% refund	Monday, June 5
July 4th Holiday - University Closed	Monday, July 4

Last Day to WITHDRAW from a class with a W grade. Deadline 5:00 p.m.	Wednesday, August 9
Final Exams are generally administered during the last class unless otherwise determined by the Instructor.	TBD
Summer Session I, Section T Ends	Wednesday, August 13

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.

Course Schedule and Case Assignments

Date	Topic	Chapter
Week 1 5/27 (Tues)-6/1 (Sun)	<ul style="list-style-type: none"> · Introduction and welcome to the course · Housekeeping matters – Expectations, Group formation etc. · Strategic management and strategic competitiveness 	1
Week 2 6/2 (Mon)-6/8 (Sun)	<ul style="list-style-type: none"> · The external environment 	2
Week 3 6/9 (Mon)-6/15 (Sun)	<ul style="list-style-type: none"> · The internal organization 	3
Week 4 6/16 (Mon)-6/22 (Sun)	<ul style="list-style-type: none"> · Business-Level strategy · Competitive rivalry and competitive dynamics 	4 5
Week 5 6/26 (Thurs)-6/29 (Sun)	<ul style="list-style-type: none"> · Mid-term Exam 	

Week 6 6/30 (Mon)-7/6 (Sun)	· Corporate-Level strategy · Merger and acquisition strategies	6 7
Week 7 7/7 (Mon)-7/13 (Sun)	· International strategy	8
Week 8 7/14 (Mon) - 7/20 (Sun)	· Cooperative strategy	9
Week 9 7/21 (Mon)-7/27 (Sun)	· Organizational structure and controls	11
Week 10 7/28 (Mon)-8/3 (Sun)	· Final project submission & Reading days for the final exam	
Week 11 8/7 (Thurs)-8/10 (Sun)	· Final Exam	