



**Strategic Management (3 credits)**

**Course ID: 52:620:450:40**

**Term: Spring 2026**

**Mode of delivery: On-campus**

**Location: BSB-116**

**Time: W 6:00 PM – 8:50 PM**

Professor: Thomas Fewer

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Office Hours: By appointment

### **Course Materials**

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1. **Strategic Management (9th Edition)** Book Author: Richard Lynch; Book Publisher: Sage; ISBN-10: 1529758246
2. **Assigned Case Studies.** Cases can be purchased online from Harvard Business Publishing. You can purchase them on-line by using the following link: <https://hbsp.harvard.edu/import/1371712>
3. **Other readings.** Posted material will be available on the class canvas site.

### **Course Description**

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Why do some firms perform better than others? This course seeks to answer this fundamental question. Strategic Management is the capstone class that focuses on the role that top-level managers play in creating the future. This course is designed to integrate knowledge across the business curriculum and equip you with a holistic view of business management. This course also emphasizes the importance of crafting and undertaking strategies that are socially responsible. It will guide you on how to align your business goals with societal needs, ensuring that your strategies not only lead to business success but also contribute positively to society. The skills and perspective that you gain from this course will help you in any job you take after graduation and are especially critical if you desire to pursue careers associated with general management, consulting, product planning, market research, industry analysis, new venture creation or management, venture capital, or investment banking.

To formulate proper strategies, there are two types of strategic inputs – external analysis (assessing opportunities and threats in the company’s environment) and internal analysis (assessing the company’s own unique resources, capabilities, and core competencies). Based on external and internal analysis, a company then should consider at least two levels of strategy – business-level strategy (how a company should compete in a particular industry or line of business) and corporate-level strategy (how a company should decide what industries or lines of business to compete in). Within each of these major topic areas, we will discuss several sub-topics.

## **Course Learning Objectives and Expected Outcomes**

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This course is intended to help you develop skills for analyzing both the external and internal environments of a firm, specifically:

- 1) To provide you with tools to think systematically about the factors affecting firm performance: industry conditions, firms’ resources and capabilities, and opportunities for securing sustainable competitive advantage.
- 2) To help you understand corporate purpose, social impact, and how to align business strategies with societal needs.
- 3) To help you develop and practice diagnostic reasoning skills relevant to problems of strategic management.
- 4) To integrate knowledge gained in other management courses, showing how the various pieces of a business fit together, and demonstrating why the different parts of a business need to be managed in strategic consistency for a firm to operate in a winning fashion.

The skills you acquire in this course will be relevant to:

- Senior executives and entrepreneurs, who make “big picture” decisions about a company’s overall strategy and mission, including its social responsibility.
- Front-line and middle managers, because they need to know how to make daily decisions that are consistent with the company’s overall strategy.
- Consultants, because they need to help their clients make better strategic decisions.
- Investors and investment analysts, because they need to forecast future performance in order to know where to invest.

## **Course Format**

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This course will meet in-person for approx. three hours each week during our regularly scheduled class time (Wednesday, 6:00 PM to 8:50 PM). This course will be structured as a flipped classroom. That is, you will complete all necessary readings and assignments prior to our meetings and come to class prepared to discuss the material. Before each meeting, please (1) complete all assigned textbook/case readings and watch or listen to any assigned content, and (2) complete any assignments for that week.

During our class meetings, I will briefly review the textbook material and we will discuss the readings, case studies, and/or video content. These discussions are critical to your grade, as such, I expect you to come prepared for each class with an understanding of **all** of the readings.

### Key Spring Term Dates

Spring 2026 classes begin	Tuesday, January 20 <sup>th</sup>
Last day to withdraw with a “W”	Thursday, January 29 <sup>th</sup>
Last day of classes	Monday, May 4 <sup>th</sup>
Final Exam period	Thursday, May 7 <sup>th</sup> - Wednesday, May 13 <sup>th</sup>

### Assignments and Expectations

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To excel in this class, you have to commit as an independent learner as well as a team player. This section details my expectations for both parts.

#### Class Participation

In the age of endless digital information and easily accessible artificial intelligence, our in-class time is valuable to demonstrating your original thought and meaningful engagement with the course material. As such, I expect attendance and active participation from everyone. 20% of your final grade will be based on your participation and contributions to the class. We will utilize our scheduled class time for discussions.

I will take attendance at the beginning of each class session and keep track of contributions made during each session. When grading participation, I will consider not just the quantity but also the quality, with an emphasis on the latter. Moreover, note that attempts to dominate class discussion rarely result in significant contributions. The point is to contribute to the class’s understanding of a particular situation or offer insightful comments about a certain course of action. Also note that I reserve the right to cold call students during the discussion of a reading, topic, or case study. If, for some reason, you are not ready to participate in a discussion, please let me know in advance. Otherwise, it may negatively impact your participation grade if it is apparent that you did not do the readings to prepare for class.

#### Case Questions

This course utilizes case studies of real-world businesses to enhance your understanding of the concepts. To make the most of the case method, **it is essential that you read/listen to the case and come prepared to discuss**. To this aim, you will be answering a series of questions based on the case studies. A set of questions typically contains 2-4 open-ended questions, and you will have 60 minutes to complete these. The questions have to be completed at one setting (i.e., you will not be able to save them and go back later to finish the questions), so plan your time well. The questions do not have one correct answer but will require you to demonstrate that you understand the case and can form logical conclusions based on facts presented in the case. I am not looking for long answers here (3-5 sentences/question are enough to portray your thoughts). These questions will be open for one week and are always due the night before the class in which

a case will be discussed (e.g., due at 11:59 PM ET Tuesday for a Wednesday class). These will account for 20% of your grade.

**I do not allow late case questions**, so please make sure that you complete them on time. I designed these so students will read the case in advance and be prepared for the case discussion. After a case has been discussed in class, there is no point in answering those questions. For this reason, there is no make-up opportunity. Please make sure that you complete them on time.

### Quizzes

There are five quizzes based on assigned readings and in-class discussions which will account for 20% of your final grade. These quizzes will be done in-class. Each quiz consists of roughly 12 multiple choice and true/false questions and you will have 15 minutes to complete the quiz. You are allowed one page of notes (on standard 8x11 paper). If you miss a quiz, you can make it up before the next class meeting. Also, note that there is a 50% discount if you complete a quiz late without a University-approved reason. Please refer to the schedule attached to this syllabus for more information on quiz dates.

### Final Group Project (in-class presentation and paper)

For the final project, you will assume that you were an external consultant hired by an existing company, which should be an organization that is not covered by case studies that we used in the course. Each group should conduct an in-depth strategic analysis of the company and apply concepts from the course. We will form groups and select companies in weeks 1 and 2.

Each team is expected to present a mini-project update on 3/11. This presentation should be approximately 8-10 minutes and will provide important feedback for each group. I will detail the expectations of this presentation, but overall, it should include the name of your focal firm, (1) the current competitive position of the firm, (2) two to three key competitors for the organization and why you selected these firms, and (3) what industry the firm is competing in and any issues the industry is facing. I expect you to incorporate this feedback into your final project report.

The final report is not to exceed 10 pages (not including a one-page executive summary and exhibits) and must be typed, double-spaced and formatted with reasonable type size (no smaller than 12 pt font, no less than 1-inch margins all the way around. The written paper will be comprised of four parts (greater detail is provided in the *Team Project Guidelines* handout):

- Firm analysis:
  - Identify the competitive position of your firm
  - Identify your firm's current strategy (type of advantage)
  - Identify the firm's key resources and capabilities and, using the appropriate framework, identify those that support the current source of competitive advantage and those that have the potential to create advantage
- Competitor Analysis
  - Identify 2-3 important competitors and explain why you believe them to be important

- Construct a complete competitor profile (goals, assumptions, resources, strategy) for each competitor, complete with conclusions
- Industry analysis:
  - Identify the industry and analyze its competitive structure
  - Identify industry trends
  - Draw conclusions about the industry
- Conclusions for your firm and based on your integrated analysis of the above:
  - Identify the important issues/challenges facing your firm
  - Make the appropriate recommendations (be specific and realistic)

Grading of your write-up will be based on the following factors: 1) how well you integrate course concepts throughout the paper, 2) the extent to which the report reflects your *analysis* and does not simply present facts gathered from other sources, 3) the quality of your insight, 4) the caliber of your written presentation. Please note that this assignment requires analysis and justification for your position, not just a presentation of facts. More information on the grading rubric is provided on Canvas.

The final week of classes will be reserved for team project presentations. **Attendance is MANDATORY.** Failure to attend without a university-approved reason will result in a minimum 10% cut in your participation grade. Following each presentation, the audience will have 5-10 minutes to ask questions of the presenting team. Active and thoughtful participation from audience members is expected and will comprise an important part of your in-class participation score. Also note that 10% of your final grade will be peer evaluations, so a lack of engagement in the project will negatively impact your grade. I reserve the right to grade member contributions to the paper and presentation individually, if it is clear that some group members did not contribute properly.

### Evaluation and Grading Scheme

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In-class Participation.....	20%
Case Questions.....	20%
Quizzes.....	20%
Final Project:	
Mini-Presentation.....	5%
Final Presentation.....	10%
Paper.....	15%
Peer Evaluations.....	10%

Grading Scale	
A	91-100%
B+	85-90%
B	80-84%
C+	75-79%
C	70-74%
D	60-69%
F	Below 60%

### Course Policies and Procedures

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#### Make-up Policy

If, for a university-approved reason, you cannot complete a quiz or assignment during the scheduled time, you must give me written notice via email at least one week in advance so that

other arrangements can be made. If the situation does not allow for advance notification (e.g., emergency hospitalization), contact me as soon as possible after the missed work and provide written documentation. The ability to make up work for non-university approved reasons is not guaranteed. I reserve the right to request written documentation to support your absence (such as a doctor's note, an obituary, or military orders).

### **Late Work Policy**

All work must be completed and uploaded to Canvas by the specified due date (with the exception of a university-approved, documented, and professor or Dean of Students verified reason; see Make-up Policy above). Any work submitted after the due date and time will receive a reduction of one full letter grade for each day that it is late.

### **Incompletes**

'Incompletes' will only be given through prior consultation, under extreme circumstances, and when completion of the course requirements in question would substantially improve your grade. In the rare event when an "incomplete" is given, you must submit all of the agreed-upon work to me by the Rutgers registrar deadline to avoid the "incomplete" converting to an "F":

<https://registrar.camden.rutgers.edu/gradeinstruction#incomplete>

### **Diversity Statement**

This class strives to be an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. As a community, we aim to be respectful to all. We reject all forms of prejudice and discrimination, including but not limited to those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status. Faculty and students are expected to commit to creating an environment that facilitates inquiry and self-expression, while also demonstrating diligence in understanding how others' viewpoints may be different from their own.

Our goal as a learning community is to create a safe environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment. To this end, classroom discussions should always be conducted in a way that shows honor, respect, and dignity to all members of the class. Moreover, disagreements should be pursued without personal attack and aggression, and instead, should be handled with grace and care. This will allow for rigorous intellectual engagement and a deeper learning experience for all.

### **Communication and Use of Canvas**

All communications to students will be done using the Rutgers email address provided to you. Please forward your Rutgers email to your personal email if necessary. Not checking your Rutgers email is not an excuse for missing any communications.

Canvas is the learning management system used for this course. Posted will be the syllabus, resources, Power Point slides, announcements, guides, etc. To access this system, go to <http://canvas.rutgers.edu>, log in, and click on the course in the dashboard. For technical support 833-648-4357 or [help@camden.rutgers.edu](mailto:help@camden.rutgers.edu).

Note that during the week, from Monday until Friday, I will try reply to all e-mails within 24 hours. Please do not expect immediate response. If you do not hear from me within 48 hours, please re-send your email as I may have overlooked your e-mail.

### **Disability Services/Accommodations**

The University is committed to supporting the learning of all students and faculty will provide accommodations as indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have accommodations from the Rutgers University–Camden Student Academic Success office, you must give it to me by the end of the second week of classes. This allows time me to make any changes necessary to our course for you.

If you have or think you have a disability (learning, sensory, physical, chronic health, mental health or attentional), please contact the ODS at <https://success.camden.rutgers.edu/disability-services>. Accommodations will be provided only for students with a letter of accommodation from ODS.

### **Academic Integrity**

The Academic Integrity policy can be found at:

<https://studentconduct.rutgers.edu/processes/university-code-student-conduct>  
<http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/>

***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.

Academic Integrity means that you (the student) must:

- properly acknowledge and cite all use of the 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 some-one else,
- obtain all data or results by ethical means and report them accurately,
- treat all 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.

### Artificial Intelligence Use

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 answers to prompts or questions assigned to you.
- 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.

### Code of Student Conduct

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space.

As a student at the University, you are expected adhere to the Code of Student Conduct. To review the code, go to the Office of Community Standards:

<https://deanofstudents.camden.rutgers.edu/student-conduct>

Note that the conduct code specifically addresses disruptive classroom conduct, which means “engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.”

### General Technical Support

Students who need technical support for email accounts, zoom accounts, or blackboard can contact the OIT Help Desk at Rutgers-Camden. When emailing, consider including a phone number for tech representatives to call back if needed.

- **Email:** help@camden.rutgers.edu
- **Phone:** (833) OIT-HELP

### Appropriate Use of Course Materials

It is important to recognize that some or all of the course materials provided to you may be the intellectual property of Rutgers University, the course instructor, or others. Use of this intellectual property is governed by Rutgers University policies found at:

<https://newbrunswick.rutgers.edu/copyright-information>

This policy states that **all** course materials including recordings provided by the course instructor may not be copied, reproduced, distributed or re-posted. Doing so may be considered a breach of this policy and will be investigated and addressed as possible academic dishonesty, among other potential violations. Improper use of such materials may also constitute a violation of the University’s Code of Conduct and will be investigated as such.

### Remote Class Facilitation Expectations

During the activation of Rutgers emergency preparedness plan, or other faculty scheduling conflicts, courses which were to take place in a classroom can be facilitated remotely using webinar technologies (e.g. Zoom). Any synchronous class sessions will take place during the originally scheduled class time but will also be recorded and can be made available to students who, due to substantial time zone shift or illness, are not able to attend the live event (students should contact their instructor as soon as possible if they anticipate this need). Faculty office hours can also take place via Zoom, Microsoft Teams, etc. and can be scheduled at various times to best meet student needs. Meeting links will be placed in Blackboard for easy student access.

**Other Best Practices:** When joining a zoom room, mute your microphone so that you don’t cause noise or feedback in the session. If you have a question/comment, you can either type it into the chat or you can use the “Raise hand” feature to signal to your instructor that you wish to speak, wait to be acknowledged, and then unmute your microphone. Be sure to mute again when finished. **It is also recommended that you use earphone/earbuds on a webinar call to help reduce feedback and echo.** Tip: the person causing echo in a call will usually not hear the echo themselves.

Course schedule →

Week	Topic	Readings/Videos	Date	Deliverables
1	Introduction to Strategic Management	<ul style="list-style-type: none"> <li>• Chapters 1 &amp; 2</li> </ul>	1/21	
2	Analyzing the Strategic Environment	<ul style="list-style-type: none"> <li>• Chapter 3</li> <li>• Cola Wars Case</li> </ul>	1/28	<ul style="list-style-type: none"> <li>• <b>Team Formation Contract (in class)</b></li> <li>• Cola Wars Case Questions</li> </ul>
3	Resources, Capabilities, and Strategy Dynamics	<ul style="list-style-type: none"> <li>• Chapters 4 &amp; 5</li> <li>• Amazon Podcast</li> </ul>	2/4	<ul style="list-style-type: none"> <li>• Chapters 1-3 Quiz (in class)</li> <li>• Amazon Podcast Questions</li> <li>• <b>Final Project Firm Selections</b></li> </ul>
4	Purpose, Mission, and Ethics	<ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• Sweet Deal Case</li> </ul>	2/11	<ul style="list-style-type: none"> <li>• Sweet Deal Case Questions</li> </ul>
5	Innovation and New Technology	<ul style="list-style-type: none"> <li>• Chapter 7</li> </ul>	2/18	<ul style="list-style-type: none"> <li>• Chapters 4-6 Quiz (in class)</li> </ul>
6	Business-level Strategy	<ul style="list-style-type: none"> <li>• Chapter 8</li> <li>• Southwest Airlines Case</li> </ul>	2/25	<ul style="list-style-type: none"> <li>• Southwest Airlines Case Questions</li> </ul>
7	Corporate-level Strategy	<ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Netflix Case</li> </ul>	3/4	<ul style="list-style-type: none"> <li>• Chapters 7-9 Quiz (in class)</li> <li>• Netflix Case Questions</li> </ul>
8	<b>Project Update</b>		3/11	<ul style="list-style-type: none"> <li>• <b>Project Mini-Presentations</b></li> </ul>
9	<b>NO CLASS – SPRING BREAK</b>		3/18	<b>NO CLASS – SPRING BREAK</b>
10	Strategic Leadership and Change	<ul style="list-style-type: none"> <li>• Chapters 13, 15, &amp; 16</li> <li>• Boeing 737 MAX Case</li> </ul>	3/25	<ul style="list-style-type: none"> <li>• Boeing 737 MAX Case Questions</li> </ul>
11	Knowledge, Networks, and Structure (Part I) Green Strategy (Part II)	<ul style="list-style-type: none"> <li>• Chapters 11 &amp; 12</li> <li>• Chapter 14</li> </ul>	4/1	<ul style="list-style-type: none"> <li>• <i>TBD</i></li> </ul>
12	Entrepreneurial Strategy	<ul style="list-style-type: none"> <li>• Chapter 17</li> <li>• New Year’s Eve Case</li> <li>• WSJ Tarriff Podcast</li> </ul>	4/8	<ul style="list-style-type: none"> <li>• Chapters 11-16 Quiz (in class)</li> <li>• New Year’s Eve Case Questions</li> </ul>
13	International Strategy	<ul style="list-style-type: none"> <li>• Chapter 19</li> <li>• IKEA Case</li> </ul>	4/15	<ul style="list-style-type: none"> <li>• IKEA Case Questions</li> </ul>
14	Government and Not-for-profit Strategy	<ul style="list-style-type: none"> <li>• Chapter 18</li> </ul>	4/22	<ul style="list-style-type: none"> <li>• Chapters 17-19 Quiz (in class)</li> <li>• Prepare final project report &amp; presentation</li> </ul>
15	<b>Team Project Presentations</b>		4/29	<ul style="list-style-type: none"> <li>• <b>Project Reports &amp; Presentations Due</b></li> <li>• <b>Peer Evaluations Due</b></li> </ul>