

Management
Course Number: 22:620:589
Course Title: Strategy in the Global Environment

COURSE DESCRIPTION

The long-term success of any business hinges on its ability to formulate and implement effective strategies in both domestic and global business environments. Firms operating in today's global business environment must be able to navigate varying regulatory and financial environments while adapting to the constantly shifting global forces influenced by economic, political, technological, and social developments. The purpose of this course is twofold: first, to explore how these global shifts affect domestic market dynamics and individual company prospects; and second, to explore the factors that allow some firms to achieve positive economic profits while others incur negative returns. To this end, this course introduces students to strategic management concepts and relevant international business frameworks necessary to tackle real-world challenges facing firms.

Unlike other core courses that concentrate on a single functional area, this 3- credit course emphasizes diagnosing critical elements in business situations and finding realistic solutions to strategic problems, concentrating on the total business situation in the global context. To help students gain a better understanding of the global business environment, this course focuses, in part, on macro topics (i.e., country-level or regional-level), including issues of trade, foreign direct investment, macroeconomic stability, currency exchange, global institutions, and government policies. Moreover, by investigating what enables certain firms to achieve positive economic profits while others incur negative returns, students delve into competitive and corporate strategy at the business unit, industry, and corporate levels.

Experiential Learning: This course integrates experiential learning to connect academic concepts with real-world business applications. Learning methods deployed in this course include *case-based analysis*, *simulation-based exercises*, and *project-based work*. These approaches enable students to apply theories to realistic scenarios, develop practical skills, and address complex business challenges.

COURSE MATERIALS

1.	Textbook	<p>There is no specific textbook for this course. The lecture deck I provide will incorporate material mainly from the following key texts and other sources including journal articles etc.</p> <p>Hitt M., Ireland, D. & Hoskisson R.(2024). Strategic Management: Concepts: Competitiveness and Globalization, 14th Edition, Boston: Cengage. ISBN: 9780357716762</p> <p>Charles W. L. Hill (2023). International Business: Competing in the Global Marketplace, 14th Edition. Publisher: McGraw-Hill. 978-1-260-38754-4 (bound edition)</p>	
2.	In-class Discussion cases	<p>There are up to 8 cases selected for in-class discussion in this course. Students may purchase the course packs from Harvard Business School by clicking on the links provided.</p>	
		<p>Course pack#: TBC</p> <ul style="list-style-type: none"> • Case #1: Airbnb in 2022 • Case #2: Zara: The Evolving Fast-Fashion Industry • Case #3: Spotify: Face the Music (2021) • Case #4: Tesla: Electrified Competition 	<ul style="list-style-type: none"> • Case #5: Disney vs Netflix • Case #6: Microsoft's Acquisition of Activision • Case #7: PetWell Clinic Blue Ocean Strategy • Case #8: Uber vs Didi in China

LEARNING GOALS AND OBJECTIVES

This course is designed to help MBA students develop skills and knowledge in the following areas:

1. **Business knowledge:** MBA graduates will have a command of business theory and practice.
2. **Ethical judgment:** MBA graduates will use reasoned and ethical judgment when analyzing problems and making decisions.
3. **Diversity Awareness and Global Perspective:** MBA graduates will have the breadth of perspective necessary to lead effectively and function in a global and diverse business environment.
4. **Persuasive communication:** Students graduating with an MBA degree will be effective communicators.

Students develop these skills and knowledge through the following course activities and assignments:

- a. **Lectures and group exercises.** These lectures and group sessions provide students with foundational concepts and key theoretical frameworks and the opportunity to apply these key concepts to strategic challenges faced by business.
- b. **HBS Case Discussion.** By discussing carefully curated Harvard Business cases, supported by other related readings, and interactive student-driven discussions in class provide students with an opportunity to hone their communication skills and sharpen their ability to analyze issues, evaluate strategic options and make pragmatic recommendations in addressing challenges faced by actual companies operating in the global environment. This will also encourage active listening and help students present their thoughts/perspectives in a clear, concise, convincing, and persuasive way.

c. **Knowledge Exam.** The exam/quiz will provide students with an opportunity to demonstrate expected level of understanding and application of key strategic concepts/frameworks/tools in the global environment as discussed in this course.

d. **Business Strategy Project.** The strategy project allows students to apply the relevant tools and concepts of strategic management in evaluating the strategic challenges of a chosen company. This will provide students with the opportunity to demonstrate clear, convincing, and persuasive oral and written business communication of their analysis, findings and recommendations in the final research project.

PREREQUISITES

NA

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>). I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” [I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work.] Don’t let cheating or plagiarism destroy your hard-earned opportunity to learn and advance. See business.rutgers.edu/ai for more details.

You do not have permission to distribute my course materials to any other person or republish any of my content to a third-party platform like Course Hero, Quizlet, etc.

Guidance on the use of AI at Rutgers

As noted in [Rutgers Academic Integrity Policy 10.2.13](#), the principles of academic integrity require that students make sure that all submitted coursework be “the student’s own and created without the aid of impermissible technologies, materials, or collaborations.”

ATTENDANCE AND PREPARATION POLICY

1. **Attendance will be taken for each class.** Unless otherwise advised by the Instructor, students will be required to “check in” in Qwickly Attendance using the passcode provided by the instructor. Do not share passcode with students who are not in class. If you have to leave the class earlier for whatever reasons, you are to inform your instructor (with prior notice) or at the earliest opportunity. Otherwise, your attendance will be recorded as “Left Earlier”, and you will receive partial credit for the class attendance.

2. **Absences from class can only be excused if proper official documentation is provided.** Approved religious holidays, and university engagements (such as a scheduled sports event) will be recognized as legitimate “excused absence”.
3. **If you miss class due to sickness, you must provide a doctor’s note** (a clear photo of the doctor’s note via email is preferred) for the specific date/s, if you want your absence/s to be excused. A maximum of 2 medical excused absence will be granted unless otherwise approved by the instructor.. Please note that job interviews, attending a job fare, conflicting class schedules, or extra-curricular activities are not considered legitimate absences.
4. **I allow a maximum of two personal days as excused absences** during the course of the semester. If you miss more than two classes (unexcused), then your class participation grade will be negatively affected. More importantly, if a student has multiple unexcused absences in my course in a semester, the student will receive a zero for class participation grade and this may negatively impact your overall course grade.
5. **You are expected to attend all classes, be prepared for class discussion,** and complete all graded assignments by their due dates. Late assignments will incur 10% deduction for each day late unless otherwise waived by the instructor.

ACCESSING CANVAS

Students should familiarize themselves with the Canvas Learning Management System. Your instructor will post Course Announcement, instructions for assignments as well as required reading material for each week. To access Internal business course pages, students shall logon to Canvas at <https://canvas.rutgers.edu/>.

The following link provides detailed information about using Canvas LMS from the perspective of students: <https://canvas.rutgers.edu/students/getting-started-in-canvas-students/>

Answers to common questions about Canvas can be found at:
<https://canvas.rutgers.edu/students/faq-students/>

OFFICE HOURS

- If on-campus classes are scheduled, then in-person office hours will take place in my office. See Course Information page on this course syllabus document or the home page in Canvas course page for my Office hours for this Semester
- If on-campus classes are not possible, then virtual office hours will be held using the online collaboration tool in Canvas. Instructions for seeing me during virtual office hours are posted on the Course home page in Canvas.
- Office hours are noted on the first page of the syllabus in the header section.
- If the scheduled office hours do not work for you, please email me to schedule a mutually convenient time for our meeting.

CLASSROOM CONDUCT

Rutgers Business School is recognized for its high-quality education. To that end, maintaining the caliber of classroom excellence requires students to adhere to the same behaviors that are expected in professional career environments. These include the following principles:

Discussion and Correspondence

- Each student is encouraged to take an active part in class discussions and activities. Substantive dialogue requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Disagreement and the challenging of ideas must happen in a supportive and sensitive manner. Hostility and disrespectful behavior will not be tolerated.
- In both correspondence and the classroom, students should demonstrate respect in the way they address instructors. Students should use proper titles in addressing instructors unless there is an explicit understanding that the instructor accepts less formal address. Similarly, appropriate formatting in electronic communication, as well as timely responsiveness, are all expectations in every professional interaction, including with instructors. Everything said and written should demonstrate respect and goodwill.

Technology

- Sharing links to private online classes, attempting to join an online class that you are not enrolled in, or posting disruptive content during these sessions are strictly prohibited and may lead to disciplinary action.
- For more instructions on information technology resources at Rutgers University, please refer to the [Acceptable Use Policy for Information Technology Resources](#).

Misappropriating Intellectual Property

- Almost all original work that is available to you is subject to claims of copyright by its creators or copyright holders. These copyright holders may include publishers, authors, professors, the University, RBS, and in some cases, your fellow students. The protected materials may include but are not limited to syllabi, recorded lectures, PowerPoint presentations, and other recorded, printed, or electronically stored media. These materials are only limited to completing the requirements of the class.
- Unauthorized use includes such things as copying, sharing, forwarding, selling, renting, online posting, publication, or any other form of distribution of these materials without the written permission of the copyright holder. Such misconduct may potentially subject you to disciplinary action by the University, significant civil penalties, and even severe criminal sanctions.
- For more instructions on copyright protections at Rutgers University, please refer to the [Rutgers Libraries](#).

Rutgers Business School is committed to the highest standards of integrity. We value mutual respect and responsibility, as these are fundamental to our educational excellence both inside and outside the classroom. For more information, please visit: <https://myrbs.business.rutgers.edu/students/code-professional-conduct>

EXAM DATES AND POLICIES

There is no on-site Exam for this course. However, there will be an on-line Knowledge Quizzes in this course

which are to be completed within an allocated time by due date.

Any student who feels that he/she has special needs due to a disability should contact me privately to discuss his/her specific needs. Please note that I would need the University-issued official note to meet this request. Refer to the Office of Disability Services (<https://ods.rutgers.edu/>) for details.

GRADING POLICY

Your grade consists of an individual component (65%) and a Group component (35%). See below:

Individual Work	Components and due date (where applicable)	65%
1. Self Intro/Reflections	<ul style="list-style-type: none"> Self-Introduction (1%), Personal Learning Reflection Video (2%) 	3%
2. HBS Case Discussion: Individual Participation (Cases 1-4: 10%) (Cases 5-8: 10%)	<ul style="list-style-type: none"> HBS Case Individual Participation <ul style="list-style-type: none"> Case #1 (Airbnb Inc. in 2022) Case #2 (Zara: The Evolving Fast-Fashion Industry) Case #3 (Spotify: Face the Music 2021) Case #4 (Tesla: Electrified Competition) Case #5 (Disney catching up with Netflix) Case #6 (Microsoft's Acquisition of Activision) Case #7 (PetWell Clinic: Blue Ocean Strategy) Case #8 (Uber vs Didi in China) 	20%
3. HBS Case Discussion: Individual Written Responses	<ul style="list-style-type: none"> Written responses to HBS Cases for the Week. Best of 6 cases. Min 1 Question. 300-400 words 	12%
4. Final Exam	<ul style="list-style-type: none"> Online Final Exam (Week 1-10 material): Week 10 	30%
Group Work	Expectations and Due date	35%
5. Simulation Game	<ul style="list-style-type: none"> Business Strategy Simulation Game (Week 11-13) 	10%
6. Final Project Assignment	<ul style="list-style-type: none"> Business Strategy Assignment Presentation (Week 14) 	25%
Total:		100%

Your final grade will be the weighted point-based average of the above components, translated into a letter grade based on the table shown below.

Point-based letter grade:

A	90 – 100 points		C+	77 - 79.99 points
B+	87 – 89.99 points		C	70 – 76.99 points
B	80 – 86.99 points		D	60 – 69.99 points
			FAIL	<=59.99 points

COMPONENTS OF GRADED ITEMS

Individual Components (65%): Students will be graded individually for (a) Self Introduction and Learning Reflection (3%), (b) Written Responses to at least one question each from 6 HBS Case discussion questions (12%) (b) Participation in HBS Case Discussion (20%) (4) Final Exam (30%). Collectively, the individual components contributed to 65% of the total course grading. See details described below:

(a) Self-Introduction and Personal Learning Reflection (total of 3%)

- By the end of Week 1, students will do a self-introductory video (not more than 3 minutes) on themselves as a way to introduce themselves to the class. Before the end of the course, students will post another Personal Learning Reflection videos to recap their learning experience in this course. Both postings will be graded.

(b) Individual Written Responses to HBS Case questions (12%)

- The objectives of this graded component are: (1) to encourage students to pre-read the HBS case for the week (2) to develop student's skill in identifying key case facts and providing thoughtful responses to the discussion question, (3) to allow students to apply relevant theories and concepts discussed in lectures in prior week and from the assigned readings, (4) to be better prepared to share their perspectives and responses during the case discussion in class and (5) to encourage active learning.
- Students will be required to provide written reflections of up to 6 HBS cases (one per week). Students will post their personal responses to at least one discussion board questions per case prior to the start of the class when the case is to be discussed. Students will not be able to see the posting of other students until they have posted their own weekly reflections in the discussion board. The reflections shall be about 300-400 words. Students should clearly identify the question before posting their responses.

(c) Individual Participation in Case Discussion (20%)

- The objective of this graded component is to promote active learning, critical thinking, and real-world application of knowledge to realistic case scenarios. Using curated HBS cases, students are expected to pre-read and reflect on how they would approach the issue/challenges of the cases, to engage actively with others in the class, offering perspectives, solutions, and leveraging the collective experience/views of the larger group.
- Students will be graded on their participation (quality and quantity) in the HBS case discussion. Participation requires timely attendance for all classes, preparing for class by carefully doing required reading of the assigned case material, and contributing to class discussion in a constructive, relevant, and respectful manner. I may vary my approach to the Weekly Case Discussion. For example, I may do cold calling of individual students to respond to specific discussion topics of the assigned case. I may preassigned roles to students, pose open-ended questions, or play devil's advocate in case discussions. I may use small group discussions so students will have a chance to work with different students in smaller group discussion before the larger plenary session.
- Students can take on different key roles in the Case Discussion (a) As an Attendee (up to 1 point) (b) As a Rapporteur (up to 2 points), (c) As a Discussant (up to 3 points) (d) As a Dialectic or Divergent Thinker or as a Connector of diverse views (up to 4 points) or (e)

as exceptional value-added contributor (up to 5 points). Max participation score for each case discussion is 5 points per student. No double counting. Absentees will not be credited with any points. Case participation grading will be assessed at two assessment period (Cases 1-4) and Cases 5 to 8) and will be based on the point matrix to be shared by the instructor.

(d) Final Exam (30%)

- There will be one on-line Final Exam in this course. It covers material discussed in class from Week 1 to 10. It contributes to 30% of the overall course grading. The Exam is typically administered online using Lockdown Browser, and students may complete them anytime when the Exam is open but not later than 11.59 pm on the due date. The Quiz will typically comprise Multiple Choice Questions, and essay questions. The list of topics that you will be tested is also provided in the schedule. You have up to 90 minutes to complete the Quiz. Students have only one attempt. Late attempt will incur a 10% penalty for each day late.

Group Components (35%):

There are two group-based assignment for this course, and these are weighted as follows:

- (a) Business Strategy Simulation Game (10%)
- (b) Business Strategy Assignment Presentation (25%)

Business Strategy Simulation Game (10%)

- Students will have access to the Business Strategy Simulation Game by Marketplace. The objective of this simulation is to introduce students to the practical aspects of business and strategy. Through computer simulation, students will be placed into a very realistic international business setting where they will start up and run a company for one-and-a-half years (six rounds of decision-making). In *Marketplace*, students gain tremendous experience by making real business decisions. The Game is played on a compressed time to speed up the business cycle, while allowing students to be immersed in the management of a new business.
- Students will form groups of not more than 4 persons playing specific functional roles in your company. In this simulation game, you are about to start a new company that will be entering a new segment of the bicycle industry. Their company will license the technology to build carbon fiber bikes using 3D printing and a new economical form of carbon fiber. With this new technology, it will be possible to make bicycle parts anywhere in the world with carbon fiber, a material that is stronger, lighter, and now less expensive than the light metals. Led by a CEO, the self-appointed executive team (with key functional roles of HR/Finance, Marketing/Sales, Supply Chain/Operations) will work together to develop this market opportunity.
- Teams will be competing with other teams in the class in 6 decision rounds representing a one-and-a-half-year period of compressed time. During these periods, teams must evaluate the market opportunity, choose a business strategy, evaluate the tactical options, and make a series of decisions with profitability in mind. Decisions are combined with the decisions of your competitors and run through a marketplace simulator. The results are fed back to the players for the next round of decision-making. The company performance will be reflected in the Balanced Score card and teams will be graded based on the company's overall performance.

Here is a brief list of the activities that the players will undertake by quarter or decision period. More details will be provided by the instructor.

- Quarter 1: Invest personal savings to start up the company, analyze market research, establish the firm's strategic direction, and set up shop (open a production facility, design brands, and open a sales outlet).
- Quarters 2, 3: Test market brands, prices, ad copy, media campaigns, sales staffing, and compensation package. Study the market's response, competitive tactics, and your own operational and financial performance and make adjustments to your business strategy.
- Quarter 4: Receive additional equity from venture capitalists (through the Venture Capital Fair), think through your strategy and tactics for the next three quarters.
- Quarters 5, 6: Expand the business strategy based upon the additional funding and expanded sense of your firm's capabilities and strategic direction. Adjust the strategy to market opinion, competitive tactics, operational and financial performance, and any unexpected economic developments that might occur.

Business Strategy Project Assignment (25%)

- Another significant part of the learning experience in the course is the Business Strategy Assignment to be undertaken as a group. The goal of this project is for students to demonstrate their understanding and ability to apply knowledge and skills gleaned from the course to an interesting, current strategic situation facing a real-life company. Each team will identify key strategic issue(s) facing the company and research its current situation. These impetus for change may include deteriorating performance, significant changes in its external environment or industry changes or the rise of a new entrant or aggressive actions of its key rivals. Team will then evaluate the external and internal environment with the goal of identifying different strategic options and then recommending specific strategic path going forward.
- For this Business Strategy Project assignment, students will self-select your team members (not more than 4 persons unless otherwise approved by your instructor). Each group will identify (a) a company of your choice operating in a specific industry. The proposed international company/host country will need to be approved by the instructor no later than end of Week 8. If no choices were made, the Group will be assigned a company/industry by the instructor instead. Approval of choices is on a first-come-first-served basis. Students will not be allowed to use companies covered in the HBS Cases discussed in class.

The following are key areas to be discussed in your Business Strategy Consulting Assignment:

1. Overview of the Company/Industry
2. External Environment and Industry/Competitors Analysis (Opportunities and Threats)
3. Internal Analysis (Strengths and Weaknesses) and Current Competitive Positioning
4. Evaluation of at least 3 Strategic Options/Focus
5. Recommendations including discussions of implications of recommended options (expected challenges and risks)

Each Team will present their analysis and recommendation to the Board Members. The Business Strategy Present/Report will be assessed as follows:

1. Evidence of company and industry/competitors' research
2. Application of key concepts or theoretical framework to discussion areas
3. Quality of external and internal environment evaluation
4. Quality of recommended strategic option(s) and implications
5. Quality of Presentation deck and delivery

COURSE SCHEDULE

I use several teaching methods in this course – lectures, class discussions, videos, case studies, and company/industry analyses, and others. I may include relevant material from articles (published in academic journals, newspapers and magazines) and incorporate them in my lecture, class discussion, and/or as additional reading material for students.

Class schedule		Topics/Planned activities in class	Planned Assignments/Tasks (estimated: 3 hours)
A. Introduction to Strategic Management in the Global Environment			
Week 1		<ul style="list-style-type: none"> Welcome and Syllabus & Expectations Review 1. Overview of Strategic Management (Process, Roles, Tools) Introduction to HBS Case Method 	<ul style="list-style-type: none"> Preview Course Syllabus Read Week 1 Lecture Deck Post Self-Intro Video Read Article Set #1
Week 2		<ul style="list-style-type: none"> 2. Analyzing the State of the Global Environment (PESTLE: Emerging Trends, Evolving Challenges/Expectations) HBS Case #1 (Airbnb) 	<ul style="list-style-type: none"> Read Week 2 Lecture Deck Discussion HBS Case #1 Read Article Set #2
B. Core Concepts and Strategic Analytical Tools			
Week 3		<ul style="list-style-type: none"> 3. Evaluating the Industry and Competitive Environment HBS Case #2 (Zara: The Evolving Fast Fashion Industry) 	<ul style="list-style-type: none"> Read Week 3 Lecture Deck Discussion HBS Case #2 Read Article Set #3:
Week 4		<ul style="list-style-type: none"> 4. Evaluating the Company's Internal Resources, Capabilities and Competitiveness (VRIO and Business Model Canvas, Value Chain Analysis) HBS Case #3 (Spotify: Face the Music (2021)) 	<ul style="list-style-type: none"> Read Week 4 Lecture Deck Discussion HBS Case #3 Read Article Set #4
Week 5		<ul style="list-style-type: none"> 5. Core Competitive Advantage Strategies and other Competitive Positionings (Strategic Moves, Timing, Scope of Operations) HBS Case #4 (Tesla: Electrified Competition) 	<ul style="list-style-type: none"> Read Week 5 Lecture Deck Discussion HBS Case #4 Read Article Set #5
C. Crafting the Company's Strategy in the Global Environment			

Week 6		<ul style="list-style-type: none"> • 6. Corporate-level strategies and Strategic Growth opportunities (Related and Unrelated Diversification, and the Multi-business Company) • HBS Case #5 (Disney vs Netflix) 	<ul style="list-style-type: none"> • Read Week 6 Lecture Deck • Read Article Set #6 • Discussion HBS Case #5
Week 7		<ul style="list-style-type: none"> • 7. Strategic Possibilities and Business Model Innovation (Blue Ocean Strategy, Disruptive Innovation, Scenario Planning) • HBS Case #6 (Microsoft's acquisition of Activision) 	<ul style="list-style-type: none"> • Read Week 7 Lecture Deck • Discussion HBS Case #6 • Read Article Set #7
Break			
Week 8		<ul style="list-style-type: none"> • 8. International Strategies: Competing in the Global Markets (Considerations, Choices and Challenges for strategic management) • HBS Case #7 (PetWell Clinic: Blue Ocean Strategy) 	<ul style="list-style-type: none"> • Read Week 8 Lecture Deck • Discussion HBS Case #7 • Read Article Set #8

Class schedule		Topics/Planned activities in class	Planned Assignments/Tasks (estimated: 3 hours)
		<ul style="list-style-type: none"> • Guidance on Business Strategy Consulting assignment 	
Week 9		<ul style="list-style-type: none"> • 9. Global Institutions and impacts of Trade Policies/Practices in the Global Environment (Opportunities and Implications for strategic management) • HBS Case #8 (Uber vs Didi in China) • Expectations for Business Strategy assignment 	<ul style="list-style-type: none"> • Read Week 9 Lecture Deck • Discussion HBS Case #8 • Read Article Set #9
D. Executing the Company's Strategy in the Global Environment			
Week 10		<ul style="list-style-type: none"> • 10. Functional Strategies and the Strategy- Function Dialectics • Introduction to Business Simulation Game by Marketplace (Decision round 1-2) 	<ul style="list-style-type: none"> • Read Week 10 Lecture Deck • Read Article Set #10 • Business Strategy Simulation Game
Week 11		<ul style="list-style-type: none"> • 11. Evaluating and Selecting Strategic Options • Business Strategy Simulation Game (Decision Round 3-4, Venture Capital Fair) 	<ul style="list-style-type: none"> • Read Week 11 Lecture Deck • Read Article Set #11 • Online Exam (Week 1-10 material)

Week 12		<ul style="list-style-type: none"> • 12. Strategic Leadership in the Global Environment (Key managerial competencies for successful Strategy Execution) • Business Strategy Simulation Game (Decision Round 5-6 and Game Debrief 	<ul style="list-style-type: none"> • Read Week 12 Lecture Deck • Read Article Set #12
E. Special Topic and Course Wrap up			
Week 13		<ul style="list-style-type: none"> • Business Strategy Assignment Presentation • Guest Speaker: TBC 	<ul style="list-style-type: none"> • Strategy Assignment Presentation
Week 14		<ul style="list-style-type: none"> • Business Strategy Assignment Presentation (remaining groups) • Course Debrief and End of Course Admin 	<ul style="list-style-type: none"> • End of Course Admin

DETAILED COURSE SCHEDULE AND REQUIRED READINGS/RESOURCES

WEEK 1:

Lecture Topic: Overview of Strategic Management (Process, Roles, Tools) **Required Reading:** Lecture Deck for Week 1

Assigned Readings Set #1:

- Porter, M.E. (1996). What Is Strategy? Harvard Business Review 74 (6). Review article at <https://www.libraries.rutgers.edu/databases/bsp>
- Podcast by Richard Rumelt. What separates good strategy from bad? <https://podcasts.apple.com/au/podcast/135-richard-rumelt-on-what-separates-good-strategy-from-bad/id1422814215?i=1000580323004>

WEEK 2:

Lecture Topic: Analyzing the State of the Global Environment **Required Reading:** Lecture Deck for Week 2

Assigned Readings Set #2:

- Altman, S and Bastian, C. (July, 2023). The State of Globalization in 2023. Harvard Business Review. Locate article at <https://www.libraries.rutgers.edu/databases/bsp>
- Giones, F. and Brem A. (2019). Strategic decision in turbulent times: Lessons from the energy industry. Science Direct. Retrieved from <https://hbr.org/2022/09/strategy-making-in-turbulent-times>. Retrieved article at <https://www.libraries.rutgers.edu/databases/bsp>

Case to be discussed: Case #2: Airbnb in 2022

Case Discussion Questions (Airbnb)

- Q1: (a) Who are the internal and external stakeholders of Airbnb and what are their respective interests? (b) How can/should Airbnb balance the seemingly conflicting interests of its stakeholders?
- Q2: (a) How would you compare/contrast the business models of Airbnb vis-a-vis large hotel chains such as Marriott and Hilton, and bed & breakfast operators? (b) How has the profile and preferences of its target customers change and how does Airbnb's value proposition meet this change?
- Q3: (a) How you assess the effectiveness of Airbnb's pandemic pivot strategy and its results? (b) What would Airbnb need to do in improving its competitiveness in accommodation market while mitigating current and future risks?

WEEK 3:

Lecture Topic: Evaluating the Industry and Competitive Environment
Required Reading: Lecture Deck for Week 3

Assigned Readings Set #3

- Porter, M. (2008). The Five Competitive Forces that Shaped Strategy. Harvard Business Review. Review article at <https://www.libraries.rutgers.edu/databases/bsp> or at <https://hbr.org/2008/01/the-five-competitive-forces-that-shape-strategy>
- C. M. Christensen (2001). The past and future of competitive advantage. Sloan Management Review, 42(2): 105. Review article at <https://www.libraries.rutgers.edu/databases/bsp>
- Bradley, C., Hirt M, and Smit, S. (2011). Have You Tested Your Strategy Lately? McKinsey Quarterly. Review article at <https://www.libraries.rutgers.edu/databases/bsp> or retrieve from <https://login.proxy.libraries.rutgers.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=58572354&site=ehost-live>

Case to be discussed: Case #2: Zara: The Evolving Fast Fashion Industry

Case Discussion Questions (Zara)

- Q1: (a) Using Porter's Five Forces Framework, assess the power of these forces in the apparel industry (b) How would you assess the attractiveness of the apparel industry and why?
- Q2: (a) In what ways is Zara coping with these industry changes and how effective is their approach? (b) Why are other key industry players failing to cope with these changes?
- Q3: (a) Why are other key industry players failing to cope with these changes? (b) What opportunities must Zara examine to survive these industry changes in the long term?

WEEK 4:

Lecture Topic: **Evaluating a Company's Internal Resources, Capabilities, and Competitiveness**

Required Reading: Lecture Deck for Week 4

Assigned Readings Set #4

- M. S. Gueller & S. Schneider (2021). The resource-based view in business ecosystems: A perspective on the determinants of a valuable resource and capability, *Journal of Business Research*, 133: 153–169. Review article at <https://www.libraries.rutgers.edu/databases/bsp>
- Peng, M. W., et al. (2009). The Institution-Based View as a Third Leg for a Strategy Tripod. *Academy of Management Perspectives* 23(3): 63-81. Review article at <https://www.libraries.rutgers.edu/databases/bsp>

Case to be discussed: Case #3: Spotify: Face the Music (2021).

Case Discussion Questions (Spotify)

- Q1: (a) Describe the major players and their relative bargaining powers in the music industry (b) How attractive is this industry and why?
- Q2: (a) Using the VRIO framework, analyze its core resources/capabilities of the company (b) describe its competitive advantage over its rivals and evaluate whether these advantages are sustainable?
- Q3: (a) Evaluate the attractiveness and challenges of the 2 business models, namely the Premium (paid subscription) mode vs the Free Service model (b) What recommendations would you make to the company to sustain the rate of growth at Spotify? Why?

WEEK 5:

Lecture Topic: **Core Competitive Advantage Strategies and other Competitive Positioning**

Required Reading: Lecture Deck for Week 5

Assigned Readings Set #5

- D'Aveni, R. (1995). Coping with Hypercompetition: Utilizing the new 7S framework. *Journal of Management Perspectives* 9(3). Review article at <https://www.libraries.rutgers.edu/databases/bsp> or retrieved from <https://doi.org/10.5465/ame.1995.9509210281>
- Prahalad, C. K., & Hamel, G. (1990). The core competence of the corporation. *Harvard Business Review*, 68(3), 79-91. Review article at <https://www.libraries.rutgers.edu/databases/bsp>
- Margaret A. Peteraf and Mark E. Bergen (2003). Scanning Dynamic Competitive Landscapes: A Market-Based and Resource-Based Framework. *Strategic Management Journal* 24 (2003), pp. 1027–1042. Review article at <https://www.libraries.rutgers.edu/databases/bsp>

Case to be discussed: Case #4: Tesla: Electrified Competition.

Case Discussion Questions (Tesla)

- Q1(a) What is the nature of the auto industry (Five Forces analysis)? (b) Why has Tesla so successful in this industry (External and Internal Analysis)?
- Q2(a) How did Tesla overcome the barriers to entry in the established auto industry? (b) Is Tesla's competitive advantage sustainable? How so?
- Q3(a) What must Tesla do to ensure future success as the auto industry continues to change? (b) What are the potential challenges ahead and why so?

WEEK 6:

Lecture Topic: Corporate-level Strategies and Strategic Growth

Opportunities Required Reading: Lecture Deck for Week 6

Assigned Readings Set #6

- Collis, D. J., & Montgomery, C. A. (1998). Creating Corporate Advantage. *Harvard Business Review* 76(3), May-June. Review article at <https://www.libraries.rutgers.edu/databases/bsp>
- Porter M. (1987). From Competitive Advantage to Corporate Strategy: Three Tests of Diversification, *Harvard Business Review* (May-Jun). Review article at <https://www.libraries.rutgers.edu/databases/bsp>

Case to be discussed: Case #5: Disney catching up with Netflix

Case Discussion Questions (Disney catching up with Netflix)

- Q1: (a) Using Porter's Five Forces model, discuss why and how Netflix became so dominant in that industry? (b) How attractive or unattractive is the industry and why?
- Q2: (a) What was Disney's competitive strategy in unseating Netflix as the leader in the video streaming industry? (b) How effective was its competitive strategy? Why so?
- Q3: (a) What are the advantages and disadvantages for Disney as a second or late mover in this industry? (b) How does it impact their competitive strategy against Netflix?

WEEK 7:

Lecture Topic: Strategic Possibilities and Business Model

Innovations Required Reading: Lecture Deck for Week 7

Assigned Readings Set #7

- Kim, W.C., & Mauborgne, R. (2004). Blue Ocean Strategy. How to Create Uncontested Market Space. Harvard Business Review. Go to Rutgers Library Business Source Premier database*
- Teece, D. J. (2010). Business Models, Business Strategy and Innovation. *Long Range Planning* 43(2): 172-194. Review article at <https://www.libraries.rutgers.edu/databases/bsp>
- Johnson, M.W., Christensen, C.M., & Kagermann, H. (2008). Reinventing Your Business Model. Harvard Business Review, 86(12). Review article at <https://www.libraries.rutgers.edu/databases/bsp>

Case to be discussed: Case #6: Microsoft's Acquisition of Activision

Case Discussion Questions

- Q1: (a) Using the Five Forces Framework, what are the relative powers of the different forces in this industry (2) How has competitive rivalry actions in the industry influence Microsoft's acquisition decision?
- Q2: (a) What is the nature of Microsoft's acquisition of Activision Blizzard? (b) Using Porter's three tests for assessing diversification strategies, assess Microsoft's motivation for considering Activision as a potential attractive acquisition target
- Q3: (a) What other strategic options do Microsoft have besides the acquisition of Activision? (b) If the acquisition proceeds as planned, how should Microsoft deal with Bobby Koticks given his role as a leader at Activision?

Break:

WEEK 8:

Lecture Topic: International Strategies: Doing Business in/with Foreign Markets

Required Reading: Lecture Deck for Week 8

Assigned Readings Set # 8

- Ghemawat, P. (2007). Managing differences: The central challenge of global strategy. *Harvard Business Review*, 85(3), 58-68. Review article at <https://www.libraries.rutgers.edu/databases/bsp>
- Bartlett, C. A., & Ghoshal, S. (1989). Managing across borders: The transnational solution. *Strategic Management Journal*, 10(5), 445-465. Review article at <https://www.libraries.rutgers.edu/databases/bsp> or retrieve from <https://doi.org/10.1002/smj.4250100505>.

Case to be discussed: Case #7: PetWell Clinic and Blue Ocean Strategy

Case Discussion Questions (PetWell Clinic)

- Q1: (a) What are the key tenets/challenges of the traditional business model of Vet services? (b) Why do you think the vet services industry in general has relatively unchanged for such long time?
- Q2: (a) What do you think was fundamental to Dr Sam's ability to break out of the red ocean to ideate then create PetWell Clinic? (b) What are the value propositions of Dr Sam's strategy, and for which set of stakeholders?
- Q3: (a) How do culture and leadership qualities play into Dr Sam's ability to execute and grow PetWell Clinic's blue ocean strategy (b) What are the other critical elements to PetWellClinic's roll out and execution of the blue ocean strategy?

WEEK 9:

Lecture Topic: **Global Institutions and Trade Policies/Practices in the Global Environment**

Required Reading: Lecture Deck for Week 9

Assigned Readings Set# 9

- Siripurapu A. and Berman, N. (May 14, 2024). The Contentious US-China Trade Relations. Council on Foreign Relations. Retrieved from <https://www.cfr.org/backgrounder/contentious-us-china-trade-relationship>
- Farok Contractor (Nov 21, 2024). Blog: Assessing the economic impact of the proposed trump tariffs. Retrieved from <https://globalbusiness.blog/2024/11/21/assessing-the-economic-impact-of-the-proposed-trump-tariffs-a-review-of-the-pros-and-cons/>
- Petri P. and Plummer M. (November 16, 2020). RCEP: A new trade agreement that will shape global economics and politics. Brookings. Retrieved from <https://www.brookings.edu/articles/rcep-a-new-trade-agreement-that-will-shape-global-economics-and-politics/>

Case to be discussed: **Case #8: Uber vs Didi in China**

Case Discussion Questions (Uber)

- Q1 (a) What are the similar home country challenges faced by Uber operating in the host country and (b) what are the different set of challenges faced in China? Why are these differences important for Uber?
- Q2: (a) What are the competitive advantages/disadvantages of Didi in China? (b) How can Uber deal with its competitive disadvantages in the host country?
- Q3: (a) What are the different strategic options available to Uber in the longer term and what are the associated advantages/disadvantages? (b) What is your recommendation and why?

WEEK 10:

Lecture Topic: **Functional Strategies and the Strategy-Function Dialectics** Required Reading: Lecture Deck for Week 9

Assigned Readings Set # 10

- Hamel, Gary, and C.K. Prahalad (1989). Strategic Intent. Harvard Business Review. Review article at <https://www.libraries.rutgers.edu/databases/bsp>
- Gjerding, A.N, Rasmussen, J. G. (2005). The Dialectical Nature of Business Strategy: Strategy Story telling. Paper presented at Conference on Business, Economics, Management and Marketing, June 16-18, 2005 Atiner Athens, Greece. Retrieved from <https://vbn.aau.dk/ws/portalfiles/portal/164196/The%20dialectical%20nature%20of%20business%20strategy.pdf>

Case to be discussed: NA

Introduction to Business Strategy Simulation Game (Decision Round 1 and 2)

WEEK 11:

Lecture Topic: **Evaluating Strategic Options and Recommendations** Required Reading: Lecture Deck for Week 11

Assigned Readings Set#11

- David, M. E., David, F. R., & David, F. R. (2009). The Quantitative Strategic Planning Matrix (QSPM) applied to a retail computer store. The Coastal Business Journal, 8(1), 42- 52. Retrieved from <https://digitalcommons.coastal.edu/cbj/vol8/iss1/4/>

Case to be discussed: NA

Business Strategy Simulation Game (Decision Round 3-4, Venture Capital Fair)

WEEK 12:

Lecture Topic: **Strategic Leadership in the Global Environment** Required Reading: Lecture Deck for Week 11

Assigned Readings Set # 12

- Meyer, E. (2017). Being the Boss in Brussels, Boston, and Beijing. Harvard Business Review 95(4). Review article at <https://www.libraries.rutgers.edu/databases/bsp>
- Goleman, D. (2000). Leadership That Gets Results. Harvard Business Review. Review article at <https://www.libraries.rutgers.edu/databases/bsp>

Case to be discussed: NA

Business Strategy Simulation Game (Decision Round 5-6, Game Debrief)

ADDITIONAL RESOURCES FOR COURSE ASSIGNMENTS

You may find these additional resources helpful in completing your assignments. Note, however, that you will not be tested on the content from these additional books or materials.

Case Study Guide

Ellet, W., (2018) **The Case Study Handbook: Revised edition. A Student's Guide.** Boston MA, Harvard Business Review Press. <https://hbsp.harvard.edu/casestudyhandbook/>

Industry/Market analysis resources via Rutgers Library databases:

IBIS World Industry Reports:

<https://www.libraries.rutgers.edu/databases/ibisworld> MarketLine Industry Reports: <https://www.libraries.rutgers.edu/databases/marketline>
<http://libguides.rutgers.edu/content.php?pid=124959&sid=1227556>

Company Information

Mergent Online library database via Rutgers

Library:

https://www.libraries.rutgers.edu/databases/mergent_online Company website and Annual Report

Country Profile

<http://globaledge.msu.edu/global-insights>

Access academic journal articles at Rutgers using the Business Source Premier database:

<http://www.libraries.rutgers.edu/indexes/bsp>

World Trade Organization website:

https://www.wto.org/english/tratop_e/tratop_e.htm

The World Factbook published by the CIA provides information on the history, people and society, government, economy, energy, geography, communications, transportation, military, and transnational issues for 267 world entities. [The World Factbook - The World Factbook \(cia.gov\)](https://www.cia.gov/library/publications/the-world-factbook/)

Statista premium database is a useful resource for students and faculty; it can be accessed via Rutgers libraries. Statista is a global platform and includes 4,500 Statista dossiers and industry reports and 200,000 forecasts from 425 industries, covering data from 40 countries. Students can incorporate data from Statista in term papers, presentations, and

projects and benefit from its data exporting, visualization, and citation functions. Specifically, Digital Market Outlook and Consumer Market Outlook can be used to assess online/in-store purchasing trends for business development/expansion purposes. Also, Consumer Market Outlook can be used to explore product trends in multiple markets for sample business models. Use the following link to access Statista via Rutgers libraries:

<https://www.libraries.rutgers.edu/indexes/statista>

Writing a research paper with proper citations, quotations, etc. to avoid plagiarism issues:

<http://owl.english.purdue.edu/owl/section/2/9/>

SUPPORT SERVICES

If you need accommodation for a ***disability***, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are ***pregnant***, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek ***religious accommodations***, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of ***gender or sex-based discrimination or harassment***, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link:

<http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link:

https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

Bias incidents: an act – either verbal, written, physical, or psychological that threatens or harms a person or group on the basis of actual or perceived race, religion, color, sex, age, sexual orientation, gender identity or expression, national origin, ancestry, disability, marital status, civil union status, domestic partnership status, atypical heredity or cellular blood trait, military service or veteran status.

Bias incidents can be reported online at:

[New Brunswick Bias Incident Report Form](#)
[Newark Bias Incident Report Form](#)

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via

<https://temporaryconditions.rutgers.edu> .

If you are a military **veteran** or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of **mental health** services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of **physical health** services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of **legal** services, please use our readily available services:

<http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to **English as a second language (ESL)** should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional **academic assistance**, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>]

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.
 - Students must sign, date, and return a statement declaring that they understand this syllabus.]
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CODE OF PROFESSIONAL CONDUCT

[If you prefer to direct students to the conduct policy online instead, please use the following link and place it beneath the header above:

<https://myrbs.business.rutgers.edu/students/code-professional-conduct>]

Rutgers Business School is recognized for its high-quality education. To that end, maintaining the caliber of classroom excellence, whether in person or online, requires students to adhere to the same behaviors expected in professional career environments. These include the following principles:

Discussion and Correspondence

- Each student is encouraged to participate actively in class discussions and exercises. Substantive dialogue requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Disagreement and the challenging of ideas must happen in a supportive and sensitive manner. Hostility and disrespectful behavior will not be tolerated.
- In correspondence and in the classroom, students should demonstrate respect in how they address instructors. Students should use proper titles unless there is an explicit understanding that the instructor accepts less formal alternatives. Similarly, appropriate formatting in electronic communication and timely responsiveness are all expectations in every professional interaction, including with instructors. Everything said and written should demonstrate respect and goodwill.

Punctuality and Disruption

- Class starts and ends promptly at the assigned periods. Students are expected to be in their seats or present online and ready to begin class on time.
 - Take your responsibility to attend class seriously. Your attendance is a critical element of the learning experience for in-person classes. Failure to show up disrupts your learning and signals disrespect to your peers and instructors. (Of course, illness is a legitimate exception requiring advanced reporting to the [University](#) and your instructors.)
 - Barring emergencies and within reason, students are expected to remain in their seats for the class duration. In person, packing belongings before the end of class disturbs both other students and the instructor. Online, attending to other tasks is distracting. In addition, even if webcams are not required in your course, your attention is fundamentally lacking if you are engaged in multiple tasks simultaneously.

Technology

- The use of technology is sanctioned only as permitted by the course instructor. As research on learning shows, peripheral use of technology in classes negatively impacts the learning environment in three ways:
 1. Individual learning and performance directly suffer, resulting in the systemic lowering of grades earned.
 2. In the classroom, one student's use of technology automatically diverts and captures other people's attention, thus impeding their learning and performance. Moreover, even minor infractions have a spillover effect and result in others doing the same.
 3. Subverting this policy (e.g., using a phone during class, even if hidden below the table or out of sight from your webcam; tapping on a smartwatch; using a laptop for non-course related matters) is evident to the course instructor and offensive to the principles of decorum in a learning environment.
- Networking, computing, and associated resources in the trading rooms, advanced technology rooms, and general classrooms are to be used in the manner intended.
- Sharing links to private online classes, attempting to join an online class you are not enrolled in, or posting disruptive content during these sessions are strictly prohibited and may lead to disciplinary action.
- For more instructions on information technology resources at Rutgers University, please refer to the [Acceptable Use Policy for Information Technology Resources](#).

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- Almost all original work is the intellectual property of its authors. These works may include syllabi, lecture slides, recorded lectures, homework problems, exams, and other materials, in either printed or electronic form. The authors may hold copyrights in these works, which U.S. statutes protect. Copying this work or posting it online (on sites such as Chegg or Course Hero) without the author's permission may violate the author's rights. More importantly, these works are the product of the author's efforts; respect for these efforts and the author's intellectual property rights are important values that members of the university community take seriously.
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