

Management
Course Number: 29:620:418
Course Title: Business Policy & Strategy

COURSE DESCRIPTION

Business Policy & Strategy (BPS) is a senior-level management course about how firms create and sustain competitive advantage. Designing and implementing superior strategies is more critical now than ever because no firm or organization can take its competitive advantage for granted in today's fast paced, turbulent, and global business environment. Since firm's strategy permeates all departments and functional areas, this course draws on the knowledge gained from your studies in the functional areas of business (e.g., marketing, organizational behavior, finance, accounting, etc.) and aims to integrate this knowledge by applying a *general management* point of view – we will analyze decisions and strategies in light of the *total enterprise*. We will learn strategic management inputs, strategy formulation, and strategy implementation. Fundamentally, we will first examine how firms gain competitive advantages by analyzing their external and internal environments, how they use different business-level and corporate-level strategies to formulate these competitive advantages, and how they maintain these advantages by strategy implementation. The theories and concepts utilized in the course will provide you with a language for discussing strategy and the tools necessary to conceptualize a firm's competitive environment and resources. You will apply these concepts and theories both in your personal life and in real-world business problems.

COURSE MATERIALS

Required Textbook:

Hitt, Ireland & Hoskisson. 2017. Strategic Management: Concepts: Competitiveness and Globalization, 12th Edition, Cengage, ISBN-10: 1-305-50220-5; ISBN-13: 978-1-305-50220-8.

Cases:

Two Online Case Packs: The cases that we will be discussing in class are contained in two online case packs that you need to purchase from Harvard Business School Publishing.

Canvas Access:

Check Canvas (canvas.rutgers.edu) and your official Rutgers email account regularly. I will post lecture slides and assignment arrangement in "Course Documents" in Canvas. All the team assignments shall be submitted through the "Assignment" in Canvas.

I have ordered copies of the textbook at the Rutgers Newark Bookstore. If you decide to purchase the textbook from other sources, please be aware that you need a book with Concepts only. (You do NOT need the more expensive version that contains both Concepts and Cases). Older editions of the book (6th through 11th edition) include the same strategic management concepts and tools as the 12th edition and are acceptable to use for the class instead of the most recent edition. However, some of the company and industry examples used in the older editions to illustrate these concepts and tools are less recent. As the

older editions are out of print, they cannot be ordered through the campus bookstore. You should be able to purchase a very inexpensive copy of older editions from online resellers. If you decide to do so, it is your responsibility to assure that the textbook arrives in time for you to complete the required readings before class.

Two online case packs are available from Harvard Business Publishing via the links provided below. Because online case packs cannot be returned for a refund, I have created two packs to avoid that students, who decide to drop the course during the drop-add period, will be charged for copies of all the cases we discuss. The first pack contains only the first case we will discuss (Southwest Airlines), while the other pack contains the remaining cases. You will need to purchase both course packs for the class, but purchase Pack #2 only after you are sure that you will not drop this class. I will post course pack links in Canvas.

LEARNING GOALS AND OBJECTIVES

The major learning goals of this course are:

(1) Business Knowledge:

Students, who complete this course, will develop a working knowledge of current basic and advanced strategic management concepts and tools and an ability to apply these tools to practical business problems. Acquiring strategic management knowledge and skills helps you to cope with issues you will face in the business world and makes you much more marketable to prospective employers.

(2) Ethical Judgement:

Students, who complete this course will develop an ability to critically evaluate unstructured strategic business issues and decisions and develop innovative and ethical solutions.

(3) Effective Communication:

Students, who compete this course will enhance their ability to construct and deliver clear, concise, and convincing oral and written business communication.

(4) Enterprise-wide perspective:

Students who complete this course will gain a better understanding of the enterprise-wide perspective of general managers/C-level executives. They will become more effective and valued managers because they will be better able to align their work with their employer's strategic priorities.

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

- (1) Lectures & discussions. Besides delivering basic concepts and terminology of Strategic Management, lectures and discussions deal with practical applications and current strategic issues faced by companies and managers. Discussions provide an opportunity to hone your oral communication skills.
 - (2) Written Case Analyses. Written case analyses provide you with an opportunity to hone your written communication and analytical skills and develop an enterprise-wide perspective by applying the tools of strategic management to an actual company situation and reach a consistent conclusion or recommendation. The challenge is how to present your analysis and recommendations in a clear, concise, convincing and persuasive way.
 - (3) Research Project. The research project allows your team an opportunity to apply the strategic management tools and concepts to a company of your choice. Clear, concise, convincing and persuasive oral and written business communication will be further trained in the project.
-

LEARNING EXPERIENCE

The learning goals of this course include acquiring knowledge of strategic management frameworks and concepts as well as the developing analytical skills to diagnose and solve strategic problems. Reflecting this, the course employs multiple methodologies such as case discussions, readings, lectures, written analyses, team projects, experiential exercises, and peer evaluations. The text and readings expose you to the latest issues, theories, and frameworks in strategic management. The class lectures outline and clarify these issues, theories, and frameworks. We spend a lot of time delving into real-world strategic scenarios - in-class discussions of cases and current topics as well as written case analyses expose you to both the subjective and objective dimensions of strategic management. Finally, you will develop and test your collaborative skills in the context of a team research project. Peer evaluations of team members will also be conducted in order to simulate the evaluation contexts we face in the business world.

This is a highly interactive and case study-based course! We will discuss interesting strategic issues in a non-threatening classroom environment. However, it is imperative that each one of you is **WELL-PREPARED** on a **DAILY** basis to participate in class, by knowing the material and preparing your thoughts about it.

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 destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

CLASS POLICY

1. You are expected to do all the assignments by their due dates, attend all classes, and be prepared for class discussion. If you expect to miss more than three class meetings (including for job interviews), consider taking the class during another semester.
2. If you miss a class, it is your responsibility to find out from classmates what materials were covered, what assignments are due, and what (if any) handouts were distributed in class. If you miss a class when an assignment was due, you will not be allowed to make up the assignment (unless you had a valid and documented emergency).
3. I will attempt to do everything I can to use the class time effectively and ask that you do the same. This includes arriving, starting, and ending on time. Please respect your fellow students and professor and do not disrupt the class in any way.
4. All written work should be typed and submitted by the due date. Please write your team number and name, the names of all team members, and your section number on the written work! You should email me a copy of your written work if you have technical problems in submitting the work through Canvas.
5. For weather-related class cancellations, please call the Rutgers main number (973-932-INFO) or 973-353-1766.

CLASS ADMINISTRATION

1. I will hand out name cards in the beginning of each class. Place these cards in front of you during class. This will help me to keep track of your class contributions. Please, return the name cards back to me at the end of each class.
2. I frequently call on students to summarize readings and participate in the discussion. Be prepared for this!
3. I make extensive use of the course Canvas site and will post new materials on an ongoing basis. I urge you to check the site frequently. Materials that I will post include copies of the PowerPoint presentations that I use in class, readings and other files for the discussion of current topics, and sample exams.
4. Please feel free to contact me with any questions or concerns you have during my office hours or at any other mutually convenient time. Email is a great way to communicate, so don't hesitate to use it. I will try to help you on any day of the week (as long as I am in town or otherwise available).

CLASSROOM CONDUCT

Limit Cell phones. Please set your phone in the silent mode during the class. If you would like to take some pictures from the class as a way of taking notes, please show me the pictures you took after class and get my permission for keeping them or sharing them. Otherwise, you shall delete the photos.

Limit laptops. I'll allow you use laptops and pads with this clause: *If I see non-course-related content on your device screen during class time, you will lose credit for attendance.*

No video recording or voice recording. Unauthorized recordings of class are prohibited. Recordings that accommodate individual student needs must be approved in advance, for personal use during the semester only; redistribution is prohibited. Secret recordings may be a criminal and civil violation and prosecuted as such.

No side conversations. A quick and quiet clarification with a classmate is OK. Anything more is disruptive to others. I'll ask you to stop at first, and shortly thereafter, *you will lose credit for participation.* If you persist, I will ask you to move to a new seat, away from your conversation partner.

GRADING POLICY

Your "deliverables" for the class are: (a) class participation, (b) two exams, (c) two team written case analyses, and (d) one team research project,. You are expected to complete each assignment in order to pass the course. The grading breakdowns and a detailed description of each deliverable are given below.

Individual Elements

(45% of final grade)

The class involves major individual contributions:

1. Readings: All the readings are from the Hitt, Ireland, and Hoskisson text or contained in the case packages. While I do not grade readings separately you will find it hard to do well in this course without reading the assigned chapters of the text before class and you will need to read the cases before class to participate in case discussions.
2. Midterm Exams 25%
3. Class participation 20%

Team Assignments

(55% of final grade)

Coordination is a major part of management. This is especially true for strategic management, which demands close coordination of executive teams across different functional areas. Accordingly, we will form teams of 5-6 students to work together on a written cases analyses and a team project.

1. Two written case analysis (5% each) 10%
2. Team Project 45%
 - a. Initial Presentation and Interim Report 5%
 - b. Final Presentation 15%
 - c. Written Report 25%

Summary of Grading Elements

Individual Elements				45%
	Exams			25%
		Midterm exam	25%	
	Class Participation			20%
Team Assignments				55%
	2 Written Case Analyses (5% each)			10%
	Team Project			45%
		<i>Initial Presentation and Interim Report</i>	5%	
		<i>Final Presentation</i>	15%	
		<i>Written Report</i>	25%	

There is no "curving" of grades. The final grade is based on the straightforward system of:
Your grade points will be converted to a letter grade as follows:

- A over 90%
- B over 80% to 90% (B+ for 87 – 90%)
- C over 70% to 80% (C+ for 77 – 80%)
- D over 60% to 70%
- F 60% and below

-Pregrading & regrading: Before you submit the case analysis assignment, you are welcome to discuss your case analysis assignment with me if you have any questions about improving the quality of your assignment during the office hours. However, I can only give you suggestions and comments to answer your questions, but I will not pregrade any case assignment. If you have any questions about the quizzes, assignments, or exam grades, you can discuss your questions with me during the office hours. If I made an error, I will correct it. Your final grade is not subject to negotiation. If you feel I have made an error, submit your written argument to me within one week of receiving your final grade. Clarify the precise error I made and provide all due supporting documentation. If I have made an error, I will gladly correct it. But I will adjust grades only if I have made an error. I cannot and will not adjust grades based on consequences, such as hurt pride, lost scholarships, lost tuition reimbursement, lost job opportunities, or dismissals. Do not ask me to do so. It is dishonest to attempt to influence faculty in an effort to obtain a grade that you did not earn, and it will not work.

Exam

The in-class exams cover the strategy concepts covered in the text, readings, and class lectures. (Note: The cases and current topics are not explicitly covered in the exams.) The exams consist of multiple-

choice questions and essay questions. I will provide more details on each exam and a sample exam before the exam. The exam might be in the form of an on-line exam. If you do not have access to laptops for taking exams in class, please inform me by email a week before the exam date. I will print the exams for you.

If you have a valid emergency and cannot attend the scheduled exam, notify me as soon as possible, preferably before the exam. For students with documented and valid emergencies, a makeup exam will be administered soon after the scheduled exam, at the instructor's convenience. The makeup exam may have a different format, structure, and level of difficulty from the scheduled exam.

The good news is that there is **no final exam** for the course! However, this means **you are required to maintain a heavier workload during the semester** (in particular, you are expected to participate regularly in case discussions, see next section).

Class Participation

The business world expects you to be able to both communicate ideas *and* respond constructively to the ideas of others. Class participation prepares you for this aspect of the workplace and helps to give you confidence in your ability to think, communicate, and build upon the ideas of others. In this course, you integrate your existing functional skills and display and practice them in an atmosphere that is far more forgiving than the real world (although you may think otherwise!). It is critical (to the success of this case study-based course and its enjoyment by all of us) and urgent (since you will graduate soon) that you take this opportunity to develop your analytical and communication skills. To do this, you **MUST** participate. In order to pass the class, you must participate frequently during the semester, at an appropriate quality level.

I expect you to substantiate your comments with the facts of the case or from other readings. Since attendance is required for participation, I expect you to be present for all classes, including the class presentations during the last two weeks.

You should note that solutions to strategic management problems are varied, with no clear right or wrong answers. **The goal of the class discussions is NOT to come to a comfortable consensus but, instead, to learn about the dynamics of strategic management by grappling with difficult and complex strategic problems.** Often the best strategic solution becomes apparent over time. For this reason, the fear of being wrong should not inhibit your participation. Instead, you should come well prepared to each class – particularly for the **case discussion** classes – and be ready to answer questions/ discuss your strategic analysis.

In sum, Business Policy & Strategy is not a lecture course. My role is to that of a facilitator, i.e., to help you: (a) understand and apply strategic thinking, and (b) communicate and learn from each other in class. Because your participation is so vital to the overall success of the class, I will record daily participation grades.

Grading Criteria for Class Participation

- a) **Class attendance is absolutely essential for this course:** the daily participation grades reflect attendance. Only **documented** illnesses, emergencies, religious holidays and university engagements (such as a scheduled sports event) will be recognized as legitimate absences. **Job interviews or attending a job fair are not legitimate absences.** Please contact within 7 days of your absence in case you have a legitimate absence. **Non-legitimate absences will result in severe deductions** from your class participation scores. You will have two excused absences. After the two excused absences,

any of your absences that are not legitimate absences will be considered unexcused absences. Your first, second, third, fourth unexcused absences will decrease 10%, 15%, 30%, 45% of your participation grade respectively. 10%, 15%, 30%, 45% of your participation grade equals 2%, 3%, 6%, 9% of your total grade.

- a) **Disrupting the class will negatively affect your participation grade.** This includes arriving late to class. Please, respect your fellow students and professor and do not disrupt the class in any way.
- b) **Participation** grades depend on the quality and quantity of participation. In particular, **the case discussion** classes provide important opportunities to participate and develop strategic skills and **your participation in 'case' classes will be weighted more heavily.**

In evaluating your contributions to **case discussions**, I use the following questions:

- (1) Have you read and analyzed the case in depth?
- (2) Do you use the case data constructively to analyze the strategic issues and make strategic recommendations?
- (3) Do you use the strategic management concepts and frameworks taught in the course to usefully analyze the case?
- (4) Are you a good listener? Do you listen and learn from others in class?
- (5) Does your participation fit in with the flow of the class discussion and show that you have been listening and reacting to others' points?
- (6) Do you constructively debate points with other students? Do you provoke a dialogue with other students?
- (7) Do you present useful recommendations justified by your analysis and/or by the class discussion?
- (8) Do you help us to look creatively at strategic problems and solutions?

I place less value on participation that primarily repeats case facts without analysis or disrupts the flow of the class discussion without reason.

If you attend class but do not **regularly participate in the discussion, do not expect to receive a passing grade in the class participation.** Remember that effective communication is critical in the business world and that, if you have problems communicating (for example, due to shyness), this class provides you with the opportunity to tackle them. Please feel free to discuss any participation issues with me (before it's too late and the semester is ending!) – I will do my best to assist you, as long as it's early enough in the semester.

Written Case Analyses

The case study method is widely used in business schools to expose students to complex, real-world problems facing companies. During the semester, we will discuss a number of strategic management cases. Your team is expected to prepare written reports on **two** of those cases. **The exact cases your team writes up write up (and the dates they are due) will be determined by me, based on your team number.** After we have formed the teams, look up when your case analyses are due in the course schedule.

Note that cases are to be submitted via Canvas before () on the due date. Late cases will normally not be accepted and, even if they are, stiff penalties (for example, 20% of the grade deducted per day late) will apply.

The **maximum length** of a written case analysis is **1000 words of text**, which is approximately equivalent to three pages of text (double-spaced, 1 inch margins, 12 pt font). Please, note that I will count the words of text in your submitted file, so the word limit rather than the page limit is the relevant one. In addition, you can attach a **maximum of two pages of exhibits** to support your analysis. If you decide to use exhibits, please refer to them and explain them in the text.

Cases selected for this class deal with real strategic issues faced by companies; they put you at the scene of the action and ask you what you would do if confronted with the same circumstances. In almost all cases, there is ambiguous and incomplete information, which can be frustrating. Your task is to determine what the key issues/ problems in the case are and then to use whatever information is at hand to suggest how the company may solve those problems.

When we analyze the first case (Southwest Airlines), we will explore how to conduct a strategic case analysis. To summarize what's to come, here are some important guidelines for your written case analysis:

- (1) You should not conduct outside research for the case analysis. In fact, you should pretend that you are facing exactly the same situation and information presented in the case.
- (2) Think of your case analysis as a consulting assignment that you are performing for the case firm. Thus, your audience for the case analysis is your client (an executive in the case firm) and your analysis should take the form of an executive briefing. Think about who your client is and what he/she would like to see in your report. The analysis must be professionally written and presented. If you need help with the writing, please use the campus-writing center.
- (3) Do not summarize the case. The audience (your client) is very familiar with the situation and requires further analysis that goes beyond the information presented in the case.
- (4) Avoid laundry lists. Focus and organize your analysis. Look for frameworks from the readings or class that help you organize and present your analysis. (In emphasizing frameworks from this class I don't mean to discourage using ideas from other classes, lessons learned from personal experience, lessons learned from previous cases, or common sense.)
- (5) The best structure for your case analyses depends on the particular issues raised in the case that you analyze. The assignment questions for each case are a useful starting point for your analysis. In

addition, the strategic case analysis framework that will be handed out in class is a useful guide for structuring your analysis.

More detailed analysis on how to prepare for a case analysis and discussion and how to maximize YOUR learning from the case method is available on the course Canvas site in the 'Case Analysis' folder.

Team Project & Presentation

A significant part of the learning experience in the course is the team project. The goal of this project is to help you to apply your knowledge and skills to an interesting, current strategic situation facing a real-life company. Your team will identify key strategic issue(s) facing the company and research its current situation. The team will then present its strategic recommendations for the company.

Keep in mind that your report is not a profile of a company, but rather a discussion of a specific strategic situation that they are facing. As such, your paper needs to have a central question that your recommendations address, regardless of whether you are analyzing a successful company or a failing one. Some examples:

- **Evaluating an unsuccessful company:** Why did Kodak deny the chance of joining the digital photography revolution as the inventor of the first consumer digital camera?
- **Evaluating a successful company:** Will Microsoft's successful strategy of the last 15 years continue to work in the next 15?
- **Evaluating a situation with an unknown outcome:** Will selling own brand "365" in Wholefood positively affect firm's market position and profitability?

Your team project serves as the cumulative demonstration of what you have learned in this class. In addition to the grading criteria used for your written case analyses, your final project will be evaluated on:

- (1) **Appropriate use of concepts and frameworks:** no single concept or framework is relevant for all situations. Your final project should address any concepts or frameworks discussed in class that are relevant to your strategic analysis; similarly, you should not include any discussion of concepts or frameworks that are irrelevant.
- (2) **Correct application of concepts and frameworks:** you will be evaluated on your understanding of the concepts and frameworks deployed in your analysis. Note that this extends to any concepts or frameworks that you have learned in other classes.

The deliverables for this project are:

- a) Team Formation

- b) Company Selection
- c) Progress Report
- d) Final Paper
- e) Final Presentation

Team Formation

By the deadline in the syllabus, form your own project teams of 5-6 people. Try to select people with a range of business majors because you need to integrate skills such as financial analysis, marketing skills etc. **EMAIL me your list of team members, with your majors and contact information (phone numbers and email addresses)**. If you have tried hard but have not succeeded in joining a team by the deadline, email me your major and I will assign you to a project team.

Company and Topic Selection

By the deadline in the syllabus, each team must choose a company to analyze for the final project, and email me (one email per team) your chosen company plus a 1-2 sentence description of the strategic issue/question that you will be analyzing for that company.

Progress Report

In the second half of the semester, we will have a class devoted to the presentation of team progress reports. Your team will give a 4-5 minute presentation on the strategic issue(s) that your team is analyzing, followed by 2 minutes of Q&A with the class. While not everyone on your team is required to speak during this presentation, everyone is required to be present. In addition, you will submit via Canvas a 1-2 page write up that includes an overview of the topic you will present to the class, plus a project completion plan. The substance of both the report and the presentation should be focused on communicating what particular questions, issues, or achievements your final project will be addressing, and why these are important to the company you are analyzing. A well-written progress report could be (and certainly can be) used as the introduction of your final report. The project completion plan should outline how your team will proceed with completing the analyses you have introduced in the report; this portion should be omitted from your presentation.

Final Paper

Each team will submit via Canvas a 10-15 page company report (double-spaced, plus up to 3 pages of optional exhibits), which follows the guidelines of a written case analysis. You are encouraged to conduct as much original research as possible (for example, through personal interviews), in addition to using the Internet and our brick and mortar library. There are two sources of information that are not acceptable: Wikipedia and pre-written cases (such as those produced by HBS, Stanford and Darden). While you may analyze companies that you have discussed in other classes, you are expected to perform your own research

If you have any serious problems with free-riders and/or slackers, then: (a) try to manage and discuss your concerns with the slacking individual, and (b) if that doesn't work, alert me immediately, i.e. in a timely fashion (you should NOT wait until the last few days before the project is due). It is your responsibility to do manage the team project well; remember that team management is a valuable part of the learning experience.

Final Presentation

Your group will give a 20 minute formal presentation of the project (key issues, analyses, and recommendations) during the last two weeks of the semester. The presentation will then be followed by a brief question and discussion session with the class. The content and quality of presentation will closely reflect the written team project. However, you are highly encouraged to use your creativity to make the presentation engaging for your audience.

You should treat the team presentations as professional presentations. Important guidelines are: (a) dress professionally, (b) use visual aids such as PowerPoint, (c) speak clearly and professionally, (d) be prepared for questions, and (e) do not exceed the time allotted to your team. Note that every member of the team must participate in the presentation.

In extreme cases, non-performing team members may fail the course. You will have the opportunity to rate team members' contributions through an end-of-semester peer evaluation. A copy of the peer evaluation is attached to this syllabus. Note that the peer evaluation is **not meant** to substitute for taking timely and proactive steps concerning non-performing team members.

Grading Criteria for Written Assignments

In grading your written assignments (case write-ups and team project) I use the following criteria. Read them carefully before you start any assignment and before you hand it in:

- (a) **Rigor of Analysis**: Your group's team project and your case write-ups should use the appropriate frameworks from the class that are germane to the problem.

- (b) **Logical Consistency**: Your recommendations should be logically consistent with your analysis. You should also not recommend an alternative that you have not carefully analyzed.

- (c) **Realistic Recommendations:** While I do not want to discourage you from being creative, it is important that you consider the organizational realities that may act as barriers to certain strategies (e.g., politics, culture, access to resources). Also consider the organizational consequences and changes necessary to initiate any bold moves.
- (d) **Clarity of Writing:** Papers should be addressed to a managerial audience. This means that you should outline carefully, write clearly and concisely, and use appropriate tables and graphics to support your argument. Given that the writing and analysis for your team project will probably be divided up among your team members, make sure that the paper reads smoothly (e.g. consistent writing style, format, etc.).

COURSE SCHEDULE

(Note: This schedule is subject to change.)

Date	Topic	Assignments
	Introduction and Course Overview Strategic Management and Strategic Competitiveness	Due before class begins unless otherwise noted HIH Ch. 1; “The perils of Bad Strategy” article; read the syllabus
BUSINESS UNIT STRATEGY		
	External Analysis: Industry Analysis Internal Analysis: Resources, Capabilities, and Core Competencies	HIH Ch. 2. HIH Ch. 3
	<u>Case:</u> Southwest Airlines Strategy Skills: Analytical Communication	Prepare case for class discussion Strategy Skills Discussion: Read assigned materials on Canvas Team Project: Group rosters due via email at ()
	Business Level Strategy Case: Trader Joe’s	HIH Ch. 4 Prepare case for class discussion
	Corporate level Strategy: Diversification	HIH Ch. 6 Teams 1-3: Case write-up due ()

	Case: Apple, Inc. in 2015	Everybody: Prepare case for class discussion <i>Team Project: Research topics due via e-mail at ()</i>
	<u>Case: Cola Wars Continue</u> Review Lecture	Teams 4-7: Case write-up due () Everybody: Prepare case for class discussion Prepare practice exam questions
CORPORATE STRATEGY & ADVANCED COMPETITION		
	Exam #1: Business Unit Strategy (HIH, Chapters 1,2,3,4,6) Blue Chip Game	
	Corporate-level Strategy II: Acquisition and Restructuring Strategies Game theory Case: Walt Disney Co.	HIH Ch.7 Teams 1- 3: Case write-up due () Everybody: Prepare case for class discussion
	Corporate Strategy III: Cooperative Strategy Presentations of Team Project Progress Reports	HIH Ch. 9 <i>Team Project: Interim Progress Report & Outline due ()</i>
	Strategy Implementation: Corporate Governance Dataset session	HIH Ch. 10
	Case: House of Tata	Teams 4-7: Case write-up due () Prepare case for class discussion
	Case: Netflix inn 2011	
	Team Presentations (Teams 1-4)	<i>Team Project:</i> <i>All the teams – Presentation materials and written reports due at ()</i>
	Team Presentations (Teams 5-7)	

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]

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.]