

Management
Course Number: 33:620:492
Course Title: Business Policy & Strategy

COURSE DESCRIPTION

Welcome to Business Policy and Strategy! This is a senior-level management course that examines the strategies used by firms to create and maintain competitive advantage. Designing and executing superior strategies are more critical than ever because no business organization can take its competitive advantages for granted in today's turbulent, fast-paced, and global business environment. A firm's strategy must permeate all departments and functional areas to be successful. Consequently, this course draws on the knowledge gained from your studies in the functional areas of business (e.g., marketing, supply chain management, finance, accounting, etc.) and aims to integrate this knowledge by adopting a *general management* point of view. We will analyze decisions and strategies in light of the *total enterprise*. We will also spend time on corporate strategy – how do firms create value from operating multiple business units.

COURSE MATERIALS

There are **three required materials** for this course:

1. **Textbook:** Hitt, Ireland & Hoskisson. 2017. Strategic Management: Concepts: Competitiveness and Globalization, **12th Edition**, Cengage, ISBN 978-1-305-50220-8 (Note: older editions of this book - 6th through 11th editions - are acceptable. See my comments below.)
2. Two **Online Case Packs:** The cases that we will discuss in class are contained in two online case packs that you need to purchase from Harvard Business School Publishing.

I have ordered copies of the **textbook** at the Rutgers New Brunswick 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 editions) include the same strategic management concepts and tools as the 12th edition and are acceptable to use in the class instead of the most recent edition. As the older editions are out of print they cannot be ordered through the campus bookstore. You should be able to purchase an inexpensive copy of older editions from online resellers. However, if you decide to do so, it is your responsibility to make sure the textbook arrives in time for you to complete required readings as they are assigned.

Two online case packs are available from Harvard Business Publishing. Because online case packs cannot be returned for a refund, I have created two packs so that students who decide to drop the course during the drop-add period will not be charged for copies of all the cases we discuss. The first pack contains both the first case we will discuss (Southwest Airlines) as well as an article (“What is Strategy?”), while the other pack contains the remaining cases. You will need to purchase **both** course packs for the class, but you do not have to purchase Pack #2 until you are sure that you will enroll in this course.

To purchase Case Pack #1 please use the following link:

<https://hbsp.harvard.edu/import/694749>

You will need to purchase the Case Pack using your credit or debit card. This online purchase process should be fairly simple, but if you require assistance, please let me know.

When you have decided to maintain your enrollment in this course for the entire semester, please also purchase Case Pack #2. You can find the link for Course Pack #2 at:

<https://hbsp.harvard.edu/import/694751>

In addition to the required course materials, students should have access to a personal computer, along with access to Microsoft Word, Excel, and PowerPoint.

Please note that I will not accept written assignments on Google Docs.

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. Enterprise-wide Perspective:** Students who complete this course will gain a better understanding of the enterprise-wide perspective of C-level executives and general managers. Further, students will become more effective and valued managers because they will be better able to align their work with their employer’s strategic priorities.

4. **Effective Communication:** Students who complete this course will enhance their ability to communicate in a business context – specifically, the abilities to:

- a. construct clear, concise, and convincing written business communication
- b. construct and deliver clear, concise, and convincing oral communication

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 refine your written communication and analytical skills by applying the tools of strategic management to an actual company situation and reaching a compelling conclusion and recommendation. The challenge is how to present your analysis and recommendations in a clear, concise, 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 and persuasive oral and written business communication will be further trained in this project.

LEARNING EXPERIENCE

Strategic management is a blend of theory, application, art, and science. A key objective of this course is for you to gain experience assessing, diagnosing, and implementing real world strategic issues in a classroom setting. To achieve this, we will use a variety of learning methods, including lectures, discussions, and written analyses and presentations. The lectures will provide you with theories, analytic frameworks, and required background information, while the discussions and will provide you with exposure to the subjective and objective dimensions of strategic management.

This is a highly-interactive and case study-based course. We will discuss strategic issues in a non-threatening classroom environment. It is essential that you prepare all assigned reading in advance and be prepared to participate actively in class discussions.

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 POLICIES

1. Academic and personal integrity: violations of honor codes and other integrity problems are not acceptable. Students are responsible for understanding the RU Academic Integrity Policy that can be accessed at <http://academicintegrity.rutgers.edu/academic-integrity-policy/>. In doing projects and assignments, you should cite all external sources of information (including Internet sources) fully and completely. Under no circumstances should you “recycle” materials from another class or from other students. To maintain fairness to all other students, violators of academic integrity will be penalized by receiving failing grades and will be reported to the appropriate University authorities.
2. The use of electronic devices is not permitted during class without my permission. Electronic devices include phones, laptop computers, and tablets. Non-compliance with this rule can result in forfeiting both the attendance and discussion points for the class session in question. If you believe that you will have trouble complying (for example, you are expecting a critical phone call), please discuss with me before class.
3. Please be aware that I will not accept case write ups or prep questions after we have discussed the relevant case in class. Therefore, it is in your best interest to submit assigned case write-ups prior to the required deadline, even if you feel that you have not completed your work to the best of your ability.
4. 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.
5. Professional conduct is expected at all times:
 - a. Treat all participants in the class with respect.
 - b. Do not distract others.
 - c. If you are unable to comply with these expectations you will be asked to leave the classroom and will forfeit your Attendance Points for that class session.
6. For weather-related class cancellations, please check the Rutgers - New Brunswick "Campus Operating Status" page <https://www.newbrunswick.rutgers.edu/status> or by going to the main Rutgers - New Brunswick campus webpage at <https://www.newbrunswick.rutgers.edu> . Obviously, if the campus is closed due to weather conditions, then class will be canceled. If I have difficulty making it class on time (or at all), even under normal operations in New Brunswick, I will attempt to alert you either by email and Canvas the night before, or first thing in the morning of the class. So... if the weather appears marginal, please make sure to check your email and Canvas prior to class.

CLASS ADMINISTRATION

1. I make frequent 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, assigned (and required) problems, readings, and other files or links for the discussion of current topics.
I also use Canvas to make email announcements, and I expect that you will be checking your email periodically. However, this assumes that you use the email accounts that you receive when you enroll at Rutgers. Otherwise, I will not be able to reach you with messages concerning exams, canceled classes, etc. **It is your responsibility to make sure you are able to receive email messages and announcements from me by properly administering your Rutgers email accounts.** Please make sure that you are receiving announcements made through the Canvas; if not, please notify me.
2. I will hand out name cards in the beginning of each class. Place these cards in front of you during the class. This will help me keep our discussions organized and record attendance. Please return the name cards back to me at the end of each class.
3. 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 available.

EXAM DATES AND POLICIES

The two in-class exams cover the strategy concepts covered in the text, readings, and class lectures. While exams will not cover details from the cases, some questions may very well cover key concepts or “lessons” from the cases (so it is suggested that you take notes during our case discussions). The exams will most likely consist of multiple-choice questions, although I reserve the right to include short written response questions, and/or essay questions related to a short case. I will provide more details on each exam in advance.

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).

GRADING POLICY

Your "deliverables" for the class are: (a) class participation, (b) two exams, (c) two team-written case analyses, (d) a team financial analysis assignment, and (e) 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

(70% of final grade)

The class involves two major individual contributions:

1. Readings: All the readings are from the Hitt, Ireland, and Hoskisson ("HIH") 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. Two Exams 50%
Your lower scoring exam score will count for 20% of your final grade.

Your higher scoring exam score will count for 30% of your final grade.

This allows for flexibility in case you have a bad exam day.

3. Class attendance and participation 20%

Team Assignments

(30% 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 4 or 5 students to work together on various assignments.

1. Two written case analysis (5% each) 10%

2. Team Project 20%
 - a. Initial Presentation and Interim Report 2%

- b. Final Presentation 9%
- c. Written Report 9%

There are no extra credit opportunities for this course.

Summary of Grading Elements

Individual Elements				70%
	2 Exams		50%	
		<i>Higher scoring exam</i>	30%	
		<i>Lower scoring exam</i>	20%	
	Participation Score		20%	
Team Assignments				30%
	2 Written Case Analyses (5% each)		10%	
	Team Project		20%	
		<i>Initial Presentation and Interim Report</i>	2%	
		<i>Final Presentation</i>	9%	
		<i>Written Report</i>	9%	

The final grade is based on the straightforward system of:

- 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

GRADING CRITERIA FOR CLASS ATTENDANCE, PREPARATION AND DISCUSSION

Attendance at all classes is expected, and along with your preparation and participation in discussion, counts towards 20% of your class grade (collectively, your “**Participation Score**”).

To determine your **Participation Score**, I will assign three different types of points:

- **Attendance Points**: You will receive one point for each class that you attend. (You will receive two points for each class if your section meets once per week). However, you are allowed two unexcused absences without penalty.
- **Prep Points**: You will receive up to two points for each set of case preparation questions that you submit prior to the deadline.
- **Discussion Points**: I will credit you with up to seven Discussion Points over the semester for your participation in class discussions

Your total Participation Score for the semester will equal the sum of: (1) Attendance Points; (2) Prep Points; and (3) Discussion Points. I will calculate your total Participation Score as a percent of the total available points for the semester. As noted above, 20% of your semester grade will be based upon the Participation Score.

Here are some general guidelines to remember:

- Discussion Points:
 - You can earn a maximum of one Discussion Point per class.
 - Your Discussion Points are capped at a maximum of 7 for the semester.
- **If you believe that I have failed to record your Attendance Points or Discussion Points for a specific class, you have until one week after I have posted points for that class to notify me.**
- **After one week, I will not make adjustments to attendance or discussion points unless there are extenuating circumstances. It is your responsibility to check Canvas regularly to confirm your points.**

Grading Criteria for Attendance Points

You are allowed two unexcused absences during the semester without penalty. You may use these absences if you have a minor illness for which it is not practical to get medical documentation or if you need to attend to a personal matter. Personal matters include such important events as **job interviews** and **job fairs** (whether on campus or not), which are NOT considered to be excused absences.

The only excused absences for this course are those which meet the requirements as outlined in the Rutgers attendance policy (these include recognized religious holidays, participation as a student athlete as a member of an intercollegiate athletic team, or an extended serious illness documented with, and approved by the dean of students). Only in these situations is it necessary to contact me and alert me to your absence.

Students requesting an excused absence for an extended serious illness should ask the dean to notify me directly of your absence and circumstances. If I receive proper notification from the dean of an authenticated absence, I will make reasonable accommodations to allow you to make up work that counts toward your semester grade.

In addition, students are expected to arrive to class on time and to stay until class is completed. My policy is to deduct one full attendance point for every three late arrivals and/or early departures (any combination thereof) from class. If you feel you have a valid need to arrive early or depart early, please consult with me in advance.

I also reserve the right to withhold Attendance Points in the following circumstances:

- Disruptive behavior
- Behavior that is disrespectful of the Professor or other students. This includes temporarily leaving the classroom to take / make a phone call or leaving the room to get food or drinks.
- Use of electronic devices

Please keep in mind that you are expected to attend class regularly. Missing more than a few classes for whatever reason is likely to impact your ability to master the material. Students who - for any reason - miss more than an occasional class should consult with me in advance to discuss the implications of their absences on their ability to achieve the learning objectives and to earn a high grade in the course.

Grading Criteria for Prep Points

For most of the cases that we discuss, I will assign several preparation questions for you to submit prior to class. (If your team is required to submit a write up, however, you will not be required to submit preparation questions). The questions will be posted on Canvas, and you will be asked to submit your response through Canvas. I will credit you with up to two participation points using the following criteria:

- Two points: your response is submitted through Canvas prior to the deadline AND it demonstrates a satisfactory effort to review the case and answer the assigned questions.
- One point: your response is submitted prior to the deadline, but demonstrates little review of the case or limited analysis of the assigned questions.
- Zero points: your response demonstrates no significant comprehension of the case OR it is not submitted prior to the Canvas deadline. You will also receive zero points if it is clear that your response is a copy of a classmate's.

Grading Criteria for Discussion Points

Based on your participation in discussions over the semester, I will award up to seven Participation Points (for the full semester), provided that you make a satisfactory contribution to our class discussions. In evaluating your contribution, I use the following questions:

- (1) Is it apparent that you have read and analyzed the case?
- (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) Does your participation fit in with the flow of the class discussion and show that you have been listening and reacting to others' points?

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

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. 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.

You should note that solutions to strategic management problems are varied and often 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 only 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.

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 these cases. **The exact cases your team writes up (and the dates they are due) will be determined by me, based on your team number.**

Note that cases are to be submitted via Canvas before the designated time on the due date. Late submissions will be marked down by one or more letter grades. Note, however, that I will not accept case write ups after we have discussed the relevant case in class.

The written case analysis should consist of a **required minimum of 1,000 words and a suggested maximum of 1,300 words of text**, which is approximately equivalent to three pages of text (double-spaced, 1 inch margins, 12 point font). Please note that I will count the words of text in your submitted file, so the word count is what is relevant – not the page count. 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.
- (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 analyzing a case, your main objective is to determine the key issues, which typically consist of

threats, opportunities or problems and cite the evidence contained in the case that these issues exist.

(In the business world, you will be much more effective and persuasive if you use evidence to support your opinion regarding a threat, opportunity, or problem). Then use whatever information is contained in the case to suggest how the company may address the relevant issue(s). Note that senior-level executives are expected to understand key issues faced by their organization and to develop appropriate plans. The case write-ups are an opportunity for you to practice this activity in a low-risk environment.

I have provided a rubric for the grading of papers as an attachment to this syllabus.

TEAM PROJECT

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. The output of this process is a **10-15 page company report (double-spaced, including 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 the Rutgers library.

By the deadline in the syllabus, form your own project teams. If you experience difficulty in joining a team by the deadline, email me your major and I will assign you to a project team.

All teams are expected to submit and present an **initial progress report and project completion plan** (including an outline of the division of tasks) on **the day specified in the syllabus.**

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.

In extreme cases, non-performing team members may fail the course. You will have formal opportunities to alert me about problems with free riders, slacking behavior, or other issues with group dynamics by contacting me (what I call a "Yellow Card"). I will then intervene and determine the best course of action.

TEAM PRESENTATION

Your group will give an approximately 15-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.

You should treat the team presentations as **professional presentations**. You should use a PowerPoint presentation, be prepared for questions, and not exceed the time allotted to your team. I will give each team a short “grace period” after the allotted time, but thereafter I will mark down your team grade if you exceed the allotted time. I will discuss this further in class.

COURSE SCHEDULE

(Note: This schedule is subject to change)

Session	Date	Topic	Assignments
1	()	Introduction and Course Overview	
2	()	Strategic Management and Strategic Competitiveness	<i>Read</i> HIH Ch. 1
BUSINESS UNIT STRATEGY			
3	()	<u>Case/Article</u> : Michael Porter “ <i>What is Strategy</i> ” External Analysis: Industry Analysis	<i>Read</i> HIH Ch. 2 All Students: Prep questions for Porter article
4	()	<u>Case</u> : Southwest Airlines	All Students: Prep questions for Southwest Airlines case (Part One)
5	()	Internal Analysis: Resources, Capabilities, and Core Competencies	<i>Read</i> HIH Ch. 3 Form Student Teams
6	()	<u>Case</u> : Southwest Airlines, continued	All Students: Prep questions for Southwest Airlines case (Part Two)
7	()	Business Level Strategy Discussion of Team Writeups	<i>Read</i> HIH Ch. 4
8	()	Assessing a Company’s Strategy Financial Analysis Exercise	
9	()	Case: Trader Joe’s	<u>Teams 1 thru 5</u> : Case write-up due YELLOW CARD DATE
10	()	Competitive Rivalry and Competitive Dynamics	<i>Read</i> HIH Ch. 5

11	()	Case: eBay, Inc. and Amazon.com (A)	<i>Teams 6 thru 10: Case write-up due</i> YELLOW CARD DATE
12	()	EXAM #1: Business Unit Strategy (HIH, Chapters 1-5)	Prepare for Exam #1
CORPORATE STRATEGY			
13	()	Corporate Strategy I: Diversification	<i>Read HIH Ch. 6</i> <i>All Teams: Team Project Research Topics Due (via e-mail)</i>
14	()	Case: The Walt Disney Company: The Entertainment King	All Students: Prep questions for Walt Disney case
15	()	Corporate Strategy II: Acquisition and Restructuring Strategies ACE Insurance (article posted to Canvas)	<i>Read HIH Ch. 7</i> All Students: Prep questions for ACE Insurance article (article will be posted to Canvas)
(No Classes)			
16	()	Case: Illinois Tool Works: Retooling for Continued Growth...	<i>Teams 1 thru 5: Case write-up due</i> YELLOW CARD DATE
17	()	Presentations of Team Project Progress Reports	<i>Team Project:</i> <i>Interim Progress Report/ Outline Due</i>
18	()	Case: The Best Deal Gillette Could Get?	<i>Teams 6 thru 10: Case write-up due</i> YELLOW CARD DATE
19	()	Strategy Implementation: Corporate Governance Samsung (article posted to Canvas)	<i>Read HIH Ch. 10</i> All Students: Prep questions for Samsung article (article will be posted to Canvas)
20	()	Role Play Exercise: TBD (Likely to be Yahoo!)	All Students: Prep questions for Exercise

21	()	International Strategy Overview Special Topic TBD (Likely to be IKEA in India)	Read HIH Ch. 8
22	()	Case: WalMart Around the World	All Students: Prep questions for WalMart case
23	()	EXAM #2: Corporate and International Strategy (HIH, Chapters 6-8, 10)	Prepare for Exam #2
24	()	Special Topic: Speed Strategy Competition	TBD
TEAM PROJECT PRESENTATIONS			
25	()	Team Prep Time and consultations	YELLOW CARD DATE
26	()	Team Presentations (Schedule TBD)	<u>Team Project:</u> <i>All Teams – Written Reports Due</i>
27	()	Team Presentations (Schedule TBD)	
28	()	Team Presentations (Schedule TBD) Course Wrap Up	

Rubric for Short Case Write Ups

	<i>Beginning</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
<i>Analysis, Depth, Evidence</i>	<p>2 point</p> <p>No, or weak, evidence of issues provided. Limited use of strategic “tools”</p>	<p>6 points</p> <p>Some evidence of issues, with use of at least 2 strategic “tools”. Evidence of limited relevance, and/or key points are overlooked.</p>	<p>8 points</p> <p>Good presentation of evidence, but with some overlooked evidence or inaccurate analysis. Typically will use 3 or more strategic “tools”, including SWOT. May not clearly describe relevant, insightful points that could be obtained by</p>	<p>10 points</p> <p>Accurate and thorough analysis of evidence, with identification of relevant and significant factors. Typically will use 3 or more strategic “tools” including SWOT, with clear description of insights provided by tools. Commentary is provided to help reader understand</p>

			complete, effortful analysis.	the key points of analysis without provided extraneous detail.
Issues Identification	0 point There is no mention of key issues	1 point Issues are mentioned but not connected to analysis and evidence OR not logical OR not clearly expressed	2 points Issues are clearly identified, but may have a weak connection to analysis and evidence OR may not be logical	3 points Issues are clearly identified and described AND are logical and very directly related to analysis and evidence. A summary opinion or statement is presented that makes clear the author’s point of view.
Recommendations	0 point There are no recommendations OR there are superficial recommendations	1 point Recommendations are provided but do not completely address issues. Risk analysis / alternatives not provided.	2 points Recommendations are relevant and clearly address issues. Limited risk analysis OR alternatives. Recommendations may be relatively minor or limited given the magnitude of the issues.	3 points Recommendations are connected to analysis and very clearly address issues. A brief “why” is presented. Risks and alternatives to recommendations are provided in a clear way. Recommendations focus on the most significant issues and do not constitute “minor fixes” or “band aids”.
Organization, Writing Quality	1 point Paper is poorly presented with	2 point Paper is jumbled (ideas do not	3 points Paper is good, but somewhat	4 points Paper is excellent with very clear

<i>and Adherence to Requirements</i>	multiple grammatical and spelling errors. Formatting or deadline not achieved	flow) with some grammatical and spelling errors. Formatting or deadline not achieved.	unstructured, with minor spelling or grammatical errors. Formatting AND deadline achieved.	organization and flow of ideas. Attention to detail resulting in limited grammatical and spelling errors. Formatting AND deadline achieved.
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Notes:

- This rubric obviously emphasizes the quality and depth of analysis. Papers which are simultaneously concise and which demonstrate a compelling analysis will typically:
 - Limit any description of the case, as it can be assumed the reader has read the case or is familiar with the basic facts of the case
 - Make effective use of bullet points, outline format, or even tables to succinctly convey key points (for example, a table format is an effective way to convey the key points of a SWOT analysis). This type of presentation can often convey useful information more effectively than extensive narrative.
- Academic integrity is enforced.

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.]