



# Syllabus: MAN 4633 – Strategic Management

Spring semester 2026

## Course Information

- **Course Number and Title:** MAN 4633 – Strategic Management
- **Credit Hours:** 3 credits
- **Academic Term:** Spring 2026
- **Class Meeting:** Tuesday and Thursday 2:30PM-3:45PM (IST-1044)

## Instructor Information

- **Instructor:** Dr. Artem Malinin
- **Office Location:** ARC 1106
- **Office Hours:** Tuesday 1:00pm -2:00pm, Wednesday 1:00 pm-2:00 pm, Thursday 1:00pm -2:00pm or by appointment
- **E-mail:** [amalinin@floridapoly.edu](mailto:amalinin@floridapoly.edu)

## Course Details

- **Delivery Mode:** Face to Face
- **Official Catalog Course Description:**

This course integrates concepts and knowledge from a broad range of core business and analytical skills to explore contemporary factors such as social, technological, environmental, political, and economic conditions influencing the business environment. The course emphasizes strategic thinking in crafting and executing strategy. This course requires significant group-based work through use of case studies.

- Course Pre and/or Co-Requisites: MAN 2591 Introduction to Operations and Supply Chain Management OR MAN 3504 - Introduction to Operations and Supply Chain Management
- Communication/Computation Skills Requirement (6A-10.030): N
- **Required Texts:** Frank Rothaermel, Strategic Management 5th edition, McGraw Hill, 9781260261288

- **Equipment and Materials:** Microsoft Excel, five case studies.

- Case studies:
  1. <http://store.darden.virginia.edu/warren-e-buffett-2015>
  2. <http://store.darden.virginia.edu/gainesboro-machine-tools-corporation>
  3. <http://store.darden.virginia.edu/national-railroad-passenger-corporation-amtrak-acela-financing>
  4. <http://store.darden.virginia.edu/american-greetings>
  5. <http://store.darden.virginia.edu/planning-for-the-future-savings-and-retirement>

- Course Objectives:  
The course objective is to provide students with a sound understanding of how companies should implement internal and external (market) strategies while taking into account constantly changing global and domestic business environments as well as new technologies.

- **Course Learning Outcomes:**  
Upon successfully completing this course, students will be able to:

1. Formulate short-term goals needed for the long-term strategy to be successful.
2. Assess an organization's internal strengths and weaknesses as well as understand external

opportunities and threats.

- Understand the importance of business ethics, corporate social responsibility and 3P sustainability model while formulating strategy.
- Make effective managerial decisions and implement long-term strategies.

- Alignment with Program Outcomes:**

Course Learning Outcome and Learning Level*				
Business Analytics Program Outcomes	1	2	3	4
(1) Apply current business analytics concepts, techniques, and practices to solve business problems.	Knowledge	Application	Application	Application
(2) Analyze a given business problem using appropriate analytics techniques to generate insights and solutions.	Knowledge	Analysis	Analysis	Analysis
(3) Communicate effectively insights, analysis, conclusions, and solutions to a diverse audience.	Knowledge	Application	Knowledge	Application

\*: learning level as described in Bloom's taxonomy and Anderson and Krathwohl's taxonomy.

## Academic Support Resources

- Library:** Students can access the Florida Polytechnic University Library through the University website and [Canvas](#), on and off campus. Students may direct questions to [library@floridapoly.edu](mailto:library@floridapoly.edu).
- Peer Learning Strategists (PLS):** Are specially trained student leaders who help their peers strategize approaches to course content and work through solution methods. PLS work in collaboration with the courses they support so the content and methods are aligned with your instructors' expectations. Students can meet with a PLS in The Learning Center, which is located on the first floor of the Innovation, Science and Technology (IST) building in room 1019.
- Academic Success Coaches:** All students at Florida Poly are assigned an Academic Success Coach. Your Academic Success Coach can assist you with academic success strategies. Please visit the Student Success Center on the second floor of the IST building to meet with an Academic Success Coach.
- Writing Center:** Located on the second floor of the IST (2059/2061), the Writing Center helps students to develop their writing and presentation skills. Consultations are available in person and virtually. For more detail, visit <https://floridapoly.edu/writingcenter>.

## Course Schedule

Date	Topic	Chapters
13-Jan 15-Jan Week 1	What is strategy? <ul style="list-style-type: none"><li>Explain the role of strategy in a firm's quest for competitive advantage.</li><li>Define competitive advantage, sustainable competitive advantage, competitive disadvantage, and competitive parity.</li><li>Assess the relationship between stakeholder strategy and sustainable competitive advantage.</li><li>Conduct a stakeholder impact analysis.</li></ul>	1
20-Jan 22-Jan Week 2	Strategic leadership <ul style="list-style-type: none"><li>Explain the role of strategic leaders and what they do.</li><li>Outline how you can become a strategic leader.</li><li>Compare and contrast the roles of corporate, business, and functional managers in strategy formulation and implementation.</li><li>Describe the roles of vision, mission, and values in a firm's strategy.</li></ul> <b>Quiz 1 assigned</b>	2

27-Jan 29-Jan  Week 3	<p>External analysis</p> <ul style="list-style-type: none"> <li>• Generate a PESTEL analysis to evaluate the impact of external factors on the firm.</li> <li>• Differentiate the roles of firm effects and industry effects in determining firm performance.</li> <li>• Apply Porter's five competitive forces to explain the profit potential of different industries.</li> <li>• Examine how competitive industry structure shapes rivalry among competitors.</li> </ul>	3
03-Feb 05-Feb  Week 4	<p>Internal analysis</p> <ul style="list-style-type: none"> <li>• Differentiate among a firm's core competencies, resources, capabilities, and activities.</li> <li>• Compare and contrast tangible and intangible resources.</li> <li>• Evaluate the two critical assumptions about the nature of resources in the resource-based view.</li> <li>• Apply the VRIO framework to assess the competitive implications of a firm's resources.</li> </ul> <p><b>Quiz 2 assigned</b></p>	4
10-Feb 12-Feb  Week 5	<p><b>Career day (no class)</b></p> <p>Business strategy part 1</p> <ul style="list-style-type: none"> <li>• Define business-level strategy and describe how it determines a firm's strategic position.</li> </ul>	6
17-Feb 19-Feb  Week 6	<p>Business strategy part 1 (cont.)</p> <ul style="list-style-type: none"> <li>• Examine the relationship between value drivers and differentiation strategy.</li> <li>• Examine the relationship between cost drivers and cost-leadership strategy.</li> </ul>	6
24-Feb  26-Feb  Week 7	<p><b>Exam I review</b></p> <p><b>Mid-Term Exam I</b></p> <p><b>Quiz 3 assigned (case quiz)</b></p>	
03-Mar	<p>Business strategy part 2</p> <ul style="list-style-type: none"> <li>• Outline the four-step innovation process from idea to imitation.</li> <li>• Apply strategic management concepts to entrepreneurship and innovation.</li> <li>• Describe the competitive implications of different stages in the industry life cycle.</li> </ul>	7

05-Mar Week 8	<b>Cases assigned and discussion</b> <b>Research project discussion</b>	
10-Mar 12-Mar Week 9	<p>Corporate strategy part 1</p> <ul style="list-style-type: none"> <li>• Define corporate strategy and describe the three dimensions along which it is assessed.</li> <li>• Explain why firms need to grow, and evaluate different growth motives.</li> <li>• Describe and evaluate different options firms have to organize economic activity.</li> </ul> <p><b>Quiz 4 assigned</b></p>	
17-Mar 19-Mar Week 10	<b>Spring Break (no classes)</b>	8
24-Mar Week 11	<p>Corporate strategy part 2</p> <ul style="list-style-type: none"> <li>• Apply the build-borrow-or-buy framework to guide corporate strategy.</li> <li>• Define strategic alliances, and explain why they are important to implement corporate strategy and why firms enter into them.</li> </ul> <p>Describe three alliance governance mechanisms and evaluate their pros and cons.</p> <p><b>No class (at the conference)</b></p>	9
31-Mar 02-Apr Week 12	<p>Organizational design</p> <ul style="list-style-type: none"> <li>• Define organizational design and list its three components.</li> <li>• Explain how organizational inertia can lead established firms to failure.</li> <li>• Define organizational structure and describe its four elements.</li> </ul> <p><b>Quiz 5 assigned</b></p>	11
07-Apr 09-Apr Week 13	<p><b>Midterm 2 review</b></p> <p><b>Midterm 2</b></p>	
14-Apr Week 14	<b>Speaker event</b>	
16-Apr Week 14	<b>Groups 1-5 case presentation (all groups)</b>	
21-Apr	<b>Groups 1-3 research project presentation</b>	

23-Apr Week 16	<b>Groups 4-5 research project presentation</b>	
28-Apr Week 16	<b>Final exam review</b>	
<b>TBA</b>	<b>Final Exam</b>	

\*\*\* This is a tentative schedule and I reserve the right to modify this schedule as required by the progression of the class.

## Course Policies

### Attendance

- Students in **face-to-face (this includes labs and C-courses)** courses are expected “to attend all of their scheduled University classes and to satisfy all academic objectives as defined by the instructor” (University Policy, FPU-5.0010AP).
- If you know that you will miss a class for any reason discuss the situation with your instructor in a timely manner. **Attendance and participation accounts for 5% of your final grade in this course.** If you know that you will miss a class for any reason discuss the situation with your instructor before the class is missed. Class attendance will be taken at every class period
- If you miss three or more lectures without university-approved reason, you will receive the **grade of 0** for Attendance and Participation.
- Exceptions to any attendance requirements may be made on a case-by-case basis.

### Late Work/Make-up work

Each student must keep current on assignments. *Late assignments are not graded unless permission has been obtained from the instructor in advance.* Medical emergencies with valid documentation would be about the only exception.

### Grading Scale

Grades will be determined according to the following scale:

A	93% – 100%	B	83% – 85%	C	73% – 75%	D	63% – 65%
A–	90% – 92%	B–	80% – 82%	C–	70% – 72%	D–	60% – 62%
B+	86% – 89%	C+	76% – 79%	D+	66% – 69%	F	0% – 59%

### Assignment/Evaluation Methods

Assignment	Percentage	Points
Midterm 1	15%	15
Midterm 2	15%	15
Final	15%	15
Research project (group)	10%	10
Case presentation (group)	10%	10
Case writeup (group)	5%	5
Quizzes	15%	15
Article discussion	10%	10
Attendance and Participation	5%	5
Total	100%	100

Article discussion: Each student will be assigned one article during the semester on a contemporary managerial issue that should be discussed during the class. Slides needed to be prepared as well.

Case (group): There will be five different case studies during the semester, but each group needs to present only one case. You will also need to prepare a write-up as well as slides and present at the end of the course as a group. Groups for this assignment are different from the article discussion assignment above.

Research project (group): **Each group** should choose one local Florida-based business and analyze it using frameworks we discussed in this class. Slides should be presented at the end of the semester as well.

Quizzes: **Five** take-home online **quizzes** will be published during the semester, covering the lectures and case studies. Quizzes will include **multiple choice and essay type** questions as well as **calculation and Excel** problems.

Exams: There will be **two mid-term exams** and **one comprehensive final exam**. Please see the course outline for the exam schedule. All exams are **in-class** and closed-book (you can prepare 1-page notes).

Attendance and Participation: You need to be prepared to participate every class as it's a **crucial** portion of your grade.

## University Policies

### Reasonable Accommodations

The University is committed to ensuring equal access to all educational opportunities. The University, through the Office of Disability Services (ODS), facilitates reasonable accommodations for students with disabilities and documented eligibility. It is the student's responsibility to self-identify as a student with disabilities and register with ODS to request accommodations. If you have already registered with ODS, please ensure that you have requested an accommodation letter for this course through the [ODS student portal](#) and communicate with your instructor about your approved accommodations as soon as possible. Arrangements for testing accommodations must be made in advance. Accommodations are not retroactive. If you are not registered with ODS but believe you have a temporary health condition or permanent disability requiring an accommodation, please contact ODS as soon as possible.

The Office of Disability Services (ODS):  
[DisabilityServices@floridapoly.edu](mailto:DisabilityServices@floridapoly.edu)  
(863) 874-8770  
The Access Point  
[ODS website: www.floridapoly.edu/disability](http://www.floridapoly.edu/disability)

### Accommodations for Religious Observances, Practices and Beliefs

The University will reasonably accommodate the religious observances, practices, and beliefs of individuals in regard to admissions, class attendance, and the scheduling of examinations and work assignments. (See [University Policy](#).)

### Title IX

Florida Polytechnic University is committed to ensuring a safe, productive learning environment on our campus that prohibits sex discrimination and sexual misconduct, including sexual harassment, sexual assault, dating violence, domestic violence and stalking. Resources are available if you or someone you know needs assistance. You may speak to your professor, but your professors have an obligation to report the incident to the Title IX Coordinator. Please know, however, that your information will be kept private to the greatest extent possible. You will not be required to share your experience. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Florida Polytechnic University [Ombuds Office](#), BayCare's Student Assistance Program, 1-800-878-5470 and locally within the community at [Peace River Center](#), 863-413-2707 (24-hour hotline) or 863-413-2708 to schedule an appointment. The [Title IX Coordinator](#) is available for any questions to discussion [resources and options](#) available.

### Academic Integrity

The faculty and administration take academic integrity very seriously. Violations of [academic integrity regulation](#) include actions such as cheating, plagiarism, use of unauthorized resources (including but not limited to use of Artificial Intelligence tools), illegal use of intellectual property, and inappropriately aiding other students. Such actions undermine the central mission of the university and negatively impact the value of your Florida Poly degree. Suspected violations will be fully investigated, possibly resulting in an academic integrity hearing and sanctions against the accused student if found in violation. Sanctions range from receiving a zero on the exam or assignment, to expulsion from the university. Repeat offenders are subject to more severe sanctions and penalties.

Any "special" instructions that are appropriate for academic integrity and the course should go here.  
(*It is essential that a heading and a statement on what constitutes, includes, academic integrity be included in the syllabus, and that the students be made aware of academic integrity at the beginning of a course.*)

## Recording Lectures

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. Recordings may not be used as a substitute for class participation or class attendance. Recordings may not be published or shared in any way, either intentionally or accidentally, without the written consent of the faculty member. Failure to adhere to these requirements is a violation of state law (subject to civil penalty) and the student code of conduct (subject to disciplinary action).

*Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), and invited guest speakers is prohibited.*

## ***Rubric for Case Writeup and Presentation***

### **Case Writeup Rubric**

Objective	Category	Below Expectations	Weak	Average	Good	Excellent
Students can write professional quality documents	Introduction	Opening is off-topic and inappropriate to the purpose, not concise and no clarity	Opening is somewhat related to the topic and appropriate to the purpose but is not concise and clear	Opening is related to the topic and appropriate to the purpose. Somewhat clear and concise	Opening is related to the topic and appropriate to the purpose. Clear and concise	Strong opening that is clear and concise
	Organization	Disorganized; incorrect format; unclear direction	Somewhat organized; incorrect format; unclear direction	Organized; correct format; unclear direction	Organized; correct format; clear direction	Correct formatting, strong clarity and organization in the development of main points
	Analysis (weighted twice)	Incorrect, irrelevant, no supporting evidence	Correct, irrelevant, no supporting evidence	Correct, relevant, no supporting evidence	Relevant and correct with supporting evidence	Relevant, correct, complete, incorporates innovative insights
	Grammar & Spelling	Uses language that often impedes meaning due to errors	Uses language that often sometimes meaning due to errors	Uses language that generally conveys meaning to readers with clarity, although writing includes some errors	Uses straightforward language that conveys meaning to readers. Language has few errors	Uses graceful language that communicates meaning to readers with clarity and fluency and is virtually error free

### Case Presentation Rubric

Objective	Category	Below Expectations	Weak	Average	Good	Excellent
Students can demonstrate mastery of communication technology	Use of Media	Lack of media detracts from the presentation objective	Misuse of media that detracts from the presentation objective	Use of media barely supports and contributes to the presentation objective	Use of media supports and contributes to the presentation objective	Use of media supports, clarifies and reinforces the presentation objective
	Quality of Slides	Very poor quality. Not enough or too much colors, fonts and animations that detract from project objective	Poor quality. Not enough or too much colors, fonts and animations that detract from project objective	Fonts, colors and animations barely support the presentation objective	Fonts, colors and animations support the presentation objective	Fonts, colors and animations support, clarify and reinforce the presentation objective
Students can develop and deliver a compelling oral talk with relevant facts and information	Opening statement	Opening is off-topic and inappropriate to the purpose, not concise and no clarity	Opening is somewhat related to the topic and appropriate to the purpose but is not concise and clear	Opening is related to the topic and appropriate to the purpose. Somewhat clear and concise	Opening is related to the topic and appropriate to the purpose. Clear and concise	Strong opening that is clear and concise
	Organization	Disorganized; incorrect format; unclear direction	Somewhat organized; incorrect format; unclear direction	Organized; correct format; unclear direction	Organized; correct format; clear direction	Correct formatting, strong clarity and organization in the development of main points
	Analysis	Incorrect, irrelevant, no supporting evidence	Correct, irrelevant, no supporting evidence	Correct, relevant, no supporting evidence	Relevant and correct with supporting evidence	Relevant, correct, complete, incorporates innovative insights
	Timing	Presentation is too short, insufficient coverage of material	Presentation is too long. Unable to cover all the material	Able to cover all the material within five extra minutes	Utilizes allotted time to provide sufficient coverage of material	Well-paced coverage of material within the allotted time
Students can deliver an oral talk with clarity and appropriate poise	Delivery Techniques	Does not participate in the oral presentation	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.