

PADM-GP 2110/ GPH-GU 2310

Strategic Management and Leadership Fall 2021

# Instructor Information

* Instructor: Jonathan Bandel, Adjunct Assistant Professor of Public Service
* Email: [jmb637@nyu.edu](mailto:jmb637@nyu.edu)
* Class dates: Thursdays, September 2nd – December 9th
* Class time: 6:45-8:25 pm
* Location: 19 West 4th, Room 102
* Office hours: On request (by email)

# Course Description

This course focuses on questions of mission and vision ("What areas should an organization be working in and what services should be provided?") and on questions of strategy and operations ("How can we perform effectively in this area and how do we measure and define success?").

We will cover both strategy formulation ("What should our strategy be?") and strategy implementation ("What do we need to do to make this strategy work?").

All organizations – government agencies as well as non-profit or private companies with a public purpose – face substantial challenges that demand strategic responses, often in uncertain economic, social, or political contexts. To deal effectively with these challenges, managers need knowledge and skills in strategic management: setting and aligning goals with the organization’s mission; handling complex trade-offs between demand for services and resource constraints; leading organizational change; defining measures of success; improving work processes; motivating staff and other stakeholders; cultivating relationships with relevant groups; and dealing with crises and environments in transition. Additionally, public service organizations often struggle with trade-off decisions between profitability and solvency versus social equity and purpose. In short, the course emphasizes the multiple, related requirements of the leader/manager's job: analysis, creativity, and action.

# Course and Learning Objectives

The two primary objectives of the course are to: (1) introduce and apply analytic frameworks to formulate and implement strategies at the general manager level and (2) integrate managerial

skills acquired in other courses and through personal experience. Thus, students who successfully complete this course will be able to:

1. Analyze complex community, sector and organizational situations from a general management point of view, using a comprehensive strategic framework;
2. Develop and/or identify potential alternative strategies for pursuing organizational mission and vision and for working with diverse communities of stakeholders to achieve shared goals;
3. Assess the implications of strategic options, including potential for achieving advantages and for effective implementation as well as for satisfying the values and needs of a variety of stakeholders [community, clients, etc.];
4. Prepare plans for executing strategies successfully within realistic economic, social, and temporal parameters and within clearly articulated values and ethical standards;
5. Work effectively with colleagues in bringing multiple perspectives and diverse skills together to produce innovative solutions to complex situations; and
6. Make, support analytically, and communicate clearly strategic decisions from a managerial and leadership perspective.

**Learning Assessment Table**

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| --- | --- |
| **Course Learning**  **Objective Covered** | **Corresponding Assignment Title** |
| #1, #2, #3 | Blog Post 1 and 2; Blog Response 1, 2, 3 and 4; Final Project (strategic plan, Board presentation); Class Participation |
| #4, #5, #6 | Final Project (strategic plan, Board presentation); Class Participation |

# Required Readings

You are expected to be prepared for class discussions and participate fully. You are encouraged to share your experiences relevant to the topics we are exploring.

The required texts for the course are available online via the NYU Library (links on *NYU Classes*):

* Bradley, Chris; Smit, Sven and Hirt, Martin. *Strategy Beyond the Hockey Stick: People, Probabilities, and Big Moves to Beat the Odds*. Hoboken, NJ: John Wiley & Sons, 2018.
* Kearns, Kevin P. *Private Sector Strategies for Social Sector Success: The Guide to Strategy and Planning for Public and Nonprofit Organizations*. San Francisco, CA: Jossey-Bass, 2000.

Additional articles will be uploaded to *NYU Classes* and will be the basis for the blog posts and class discussions.

## Course Requirements and Evaluation

There are four basic requirements for the course:

## Blog Posts and Facilitation of Class Discussion (40%)

* Students will complete two individual blog posts related to pre-selected articles (each worth 10% of the final grade and should be no longer than **ONE PAGE SINGLE- SPACED**). A sign-up sheet will be distributed during the first week of class to select which articles you will be blogging about. Each student will then lead a discussion of the selected article in the relevant week (class discussion facilitation each worth 10%). These presentations will be informal and do not require PowerPoint slides. Instead students should provide an overview of the article, explain its relevancy to strategic management, and discuss how it applies to a company in the news. Productive discussion depends on students reading and analyzing the materials beforehand and coming to class ready to present a diagnosis of the problems cited, along with possible solutions. *You are expected to attend all classes, have thoroughly prepared the assigned readings, and participate fully in class discussions.*

## Blog Responses (10%)

* Students will record responses to four blog posts written by classmates using *Voice Thread*. The recorded responses should be thoughtful and **TWO TO THREE** minutes in length. Students should be prepared to discuss their *Voice Thread* responses during the relevant facilitated discussion. One blog response is due prior to week 3, a second before week 6, a third before week 9, and the final before week 12.

## Group Project (50%)

* Students will be assigned to work in teams to develop a strategic plan for an organization of their choosing. Each team will submit a comprehensive analysis with recommendations (worth 25%). Additionally, each group will present a formal PowerPoint summary of the strategic plan to your selected company’s Board of Directors, played by your classmates, during the final two class sessions (worth 25%).

All submitted work, whether individual or group, is to be original with full and complete citations of any materials drawn from other sources [articles, books, interviews, etc.].

All assignments must be submitted on the stated due dates unless granted an extension prior to the due date.

# Course Assignments

## Assignment 1: Blog Posts and Facilitation of Class Discussion (2)

**Purpose and Requirements**

You will complete two blog posts that provide an opportunity to develop your skills and understanding of the various components of the strategic planning process, and apply that knowledge to an existing company’s situation. The blog posts will be hosted online, and should be three-to-four paragraphs in length. The blog should summarize the selected article, explain how it applies to a company in the news, recommend solutions (where applicable), and provide support for your perspective. Be prepared to present the article, your company “case study”, and recommendations to the class. Additionally, students should highlight key questions to stimulate class discussion. Facilitation of the class discussion should last for approximately ten minutes, inclusive of participation by all students.

## Assignment 2: Blog Responses (4)

You will respond to four blog posts created by classmates using *Voice Thread*. The purpose is to highlight other companies where the framework or idea espoused by the article could be applied and/or to take a contrary position to that of your classmate. Students will be expected to participate in the relevant discussion facilitated by their classmates.

## Assignment 3: Group Project

Because strategy is so often formulated in groups, members of the class will be divided into teams of four for this assignment. This will allow you to develop awareness of how strategic decision-making works. This project will provide an opportunity for you to apply what you have learned to a company of your choice. Your team will be “hired” as consultants to tackle a strategic problem or address an opportunity to improve the work of the organization selected. Using the tools and concepts introduced in the course you will provide the organization’s Board of Directors with a 10-page (double-spaced) report that analyzes the situation and includes your recommendations on how to move forward. You will present your findings to your classmates who will serve as the Board of Directors.

Prepare a concise analysis of the case that is responsive to the following points:

* + What are the issues [strategic, tactical, and/or operational] that are presently confronting the organization or institution described in the case?
  + What are the conceptual factors [mission, values, vision] that are relevant to these issues?
  + What are the external/environmental factors that are relevant to these issues?
  + What are the internal factors [structure, processes, and people] that are relevant to these issues?
  + What is the strategic intent of the institution?
  + What alternative strategies would you consider? Which would you recommend if you were responsible for the institution? Why?
  + What are the 3-4 most significant first-priority actions that you would have to take to implement your recommended strategy effectively?
  + How would you “sell” your approach to the senior management of the institution?

## Deliverables

* + The group will submit a paper presenting its analysis and recommendations in detail along with a PowerPoint presentation (NB: the presentation should be designed for 25 minutes). Papers should be no more than ten pages [plus exhibits] in length (typed, double-spaced, minimum 12-point font). Papers are due no later than December 16th.
  + Be certain to draw upon and make reference to course frameworks and materials in your presentation and in your paper.

# Course Policies

**Attendance.** You should arrive to class on time. Any absence must be explained and justified beforehand.

**Late assignments**. Extensions will be granted *only in case of an emergency*, out of respect for those who abide by deadlines despite hectic schedules. Late submissions without prior permission will be penalized by ½ a letter grade per day (e.g., B+ to B).

**Students with disabilities.** Any students requiring accommodation should contact me to make proper arrangements. Please be prepared to share your documentation from the NYU disabilities office.

**NYU/Wagner grading policy:** <https://wagner.nyu.edu/portal/students/policies/grading>

**NYU/Wagner academic integrity policy:** <https://wagner.nyu.edu/portal/students/policies/code>

# Course Session Calendar

1. Introduction 09/02/21
2. Mission and vision 09/09/21
3. Management, leadership, and strategy 09/16/21
4. Models of strategy formation 09/23/21
5. Assessing your organization 09/30/21
6. Assessing the environment 10/07/21
7. Putting it all together (portfolio analysis) 10/14/21
8. Growth strategies 10/21/21
9. Retrenchment/stability strategies 10/28/21
10. Collaborative strategies 11/04/21
11. The strategic plan and management systems 11/11/21
12. Implementing the strategic plan 11/18/21
13. Board of Directors (BOD) presentations 12/02/21
14. BOD presentations 12/09/21

# Course Schedule and Assignments

## Class 1: Introduction Learning objectives

* To define the nature and scope of the course, including the basic conceptual framework and approach
* To explore the basic course themes of strategic thinking, strategy, and strategic planning

## Readings

* Bradley, Introduction (pp. 1-12)
* Kearns, Chapter 1 (pp. 3-31)

## Class 2: Mission and Vision Learning objectives

* To demonstrate the process of strategic thinking in a complex setting involving both organizational and interpersonal challenges
* To introduce the central concepts of mission and vision in the development of organizational strategy
* To identify and recognize the differences between strategy and tactics in assessing organizational options in a difficult context

## Readings

* Chevereux, Laurent; Lopez, Jose and Mesnard, Xavier. “The Best Companies Know How to Balance Strategy and Purpose.” *Harvard Business Review*: November 2017.
* Hagel, John and Seely Brown, John. “Zoom out/zoom in: An Alternative Approach to Strategy in a World that Defies Prediction.” *Deloitte Insights*: 2018.
* Webb, Amy. “How to Do Strategic Planning Like a Futurist.” *Harvard Business Review*: July 2019.

## Class 3: Strategy and Leadership Learning objectives

* To understand and apply the distinction between leadership and management in an organizational context
* To identify the key skill sets underlying professional, management, and leadership roles and functions
* To understand situational leadership; to know your leadership styles; to develop leadership skills

## Readings

* Judah, Mark; O’Keeffe, Dunigan; Zehner, David, and Cummings, Lucy. “Strategic Planning that Produces Real Strategy.” *Bain & Company*: 2016.
* Kachaner, Nicolas; King, Kermit and Stewart, Sam. “Four Best Practices for Strategic Planning.” *The Boston Consulting Group*: April 2016.
* Watkins, Michael D. “How Managers Become Leaders.” *Harvard Business Review*: June 2012, pp.64-72.

## Class 4: Developing Strategy: Models of Strategy Formation Learning objectives

* To develop the ability to think critically when reviewing planning assumptions, analyses, and strategic recommendations
* To develop the ability to support proposed actions with rigorous analysis and clear logic

## Readings

* Bradley, Chris; Dawson, Angus and Montard, Antoine. “Mastering the Building Blocks of Strategy.” *McKinsey Quarterly*: October 2013.
* Gavetti, Giovanni and Rivkin, Jan. “How Strategists Really Think: Tapping the Power of Analogy.” *Harvard Business Review*: April 2005.
* Kearns, Chapter 2 (pp. 32-49).
* Kenny, Graham. “6 Steps to Make Your Strategic Plan Really Strategic.” *Harvard Business Review*: August 2018.
* Oppezzo, Marily and Schwartz, Daniel L. “Give your ideas some legs: The positive effect of walking on creative thinking.” *Journal of Experimental Psychology: Learning, Memory, and Cognition* 2014, 40(4), 1142-1152.

## Class 5: Internal Assessment Learning objectives

* To develop a practical framework for assessing internal strengths and weaknesses in the context of organizational mission
* To develop skills in conducting an internal organizational assessment

## Readings

* Bradley, Chapter 1 (pp. 13-36).
* Clark, Dorie. “If Strategy Is So Important, Why Don’t We Make Time for It?” *Harvard Business Review*: June 2018.
* Kenny, Graham. “Your Strategic Plans Probably Aren’t Strategic, or Even Plans.”

*Harvard Business Review*: April 2018.

## Class 6: Assessing Your Environment Learning objectives

* To understand how the phenomena of resource scarcity and competition define the need for strategy
* To understand the core functions of competitors, customers, holder of resources, referee, and allies in a strategic context
* To develop a comprehensive diagnostic approach for conducting a complete strategic review of an organization in its full internal and external context; to develop skills in assessing the external environment of organizations

## Readings

* Mackinnon, Anne. “Scanning the Landscape 2.0: Finding Out What's Going On in Your Field.” *Grant Craft*: 2012.
* Brandenburger, Adam. “Strategy Needs Creativity.” *Harvard Business Review*: March- April 2019.
* Kearns, Chapter 3 (pp. 50-107).

## Class 7: Putting it All Together Learning objectives

* To understand the importance of portfolio analysis
* To know how to use the MacMillan Matrix to decide which strategies to use (and not use) for your organization’s divisions (portfolio analysis)

## Readings

* Kearns, Chapter 4 (pp. 108-134).
* Reeves, Martin and Ueda, Daichi. “Designing the Machines that Will Design Strategy.”

*Harvard Business Review*: April 2016.

## Class 8: Growth Strategies Learning objectives

* To be able to assess the potential and desirability of organizational growth in terms of its implications for organization culture and mission as well as assessing its effectiveness
* To explore the implications of alternative growth strategies in terms of resource and market viability
* Guest Lecturer: Scott Edelman, CFO, Burke Rehabilitation Hospital to speak about “Healthcare Game of Thrones”

## Readings

* Bradley, Chapter 3 (pp. 57-74).
* Bradley, Chapter 5 (pp. 93-114).
* Kearns, Chapter 5 (135-161).

## Class 9: Retrenchment Strategies

**Learning objectives**

* To understand the essential need for clarity of vision in developing strategic options and maintaining focus in times of retrenchment
* To know alternative approaches to retrenchment, including strategies and tactics

## Readings

* Bradley, Chapter 6 (pp. 115-142).
* Kearns, Chapter 6 (pp. 162-217).
* Kearns, Chapter 7 (pp. 218-240).
* Lynch, Rick and Galeota, Jay. “4 Ways to Pressure-Test Strategic Decisions, Inspired by the U.S. Military.” *Harvard Business Review*: October 2018.

## Class 10: Collaborative Strategies Learning objectives

* To be able to identify and balance multiple external and internal stakeholder interests in forming and managing strategic alliances
* To understand the dynamics of collaborative strategies over time; to know key management and leadership challenges and options to address them

## Readings

* Dye, Renee and Sibony Olivier. “How to Improve Strategic Planning?”. *McKinsey Quarterly*: 2007.
* Kearns, Chapter 8 (pp. 241-270).
* Longoria, Richard. “Is Inter-organizational Collaboration Always a Good Thing?” *Journal of Sociology and Social Welfare*: September 2005.

## Class 11: Strategic Plan and Management Systems Learning objectives

* To examine the ‘stepdown’ process from mission to operations and to be able to develop key performance indicators
* To be able to understand and use the balanced scorecard as a performance management tool for monitoring the effective implementation of vision and strategy

## Readings

* Kaplan, Robert S. and Norton, David P. “Using the Balanced Scorecard as a Strategic Management System.” *Harvard Business Review*: 1996.
* Kurtzman, Joel. "Is your company off course? Now you can find out why". *Fortune*: 17 February 1997.

## Class 12: Implementing the Strategic Plan

**Learning objectives**

* To appreciate the challenges in translating broad concepts and grand visions into effective action ‘on the ground’, especially in the face of resistance
* To be able to manage issues of power and politics in implementing a plan
* To understand the role of social networks in organizational change
* To understand sources of resistance to change and how to address them

## Readings

* Bradley, Chapter 8 (pp. 173-200).
* Kearns, Conclusion (pp. 317-326).

## Class 13: Board of Directors Presentations Learning objectives

* To synthesize and present the semester’s key concepts as applied to real-life situations
* To further develop presentation and communication skills

**Class 14: Board of Directors Presentations (Cont’d.)**

# Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

# Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the [Moses](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) [Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) and click on the “Reasonable Accommodations and How to Register” tab, or you can call or email CSD at (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

# NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.