

Strategic Management Spring 2018

(Mon Jan 22, 2018 08:00 AM - Mon May 07, 2018 08:00 AM)

NEW YORK UNIVERSITY

ROBERT F. WAGNER SCHOOL OF PUBLIC SERVICE

Strategic Management

PADM-GP.2110/ EXEC-GPH-GU.2110

Spring 2018

Mondays: 4:55 pm – 6:35 pm

Location: Silver, Room 407

FACULTY INFORMATION

Molly Schultz Hafid

Email: mshafid@nyu.edu (preferred form of contact)

Phone Number: Available on request via email

Office Hours: By appointment only

REQUIRED READING

You are expected to be prepared for class discussions and participate fully. You are encouraged to share your experiences relevant to the topics and cases we are exploring. The required text for the course is available at the NYU Bookstore:

1. Kevin P. Kearns, Private Sector Strategies for Social Sector Success: The Guide to Strategy and Planning for Public and Nonprofit Organizations, Jossey-Bass, 2000.
2. Harvard Business Review Case Study and Selected Article Course Pack:
<http://cb.hbsp.harvard.edu/cbmp/access/71929456>

COURSE DESCRIPTION

This course focuses on questions of mission and vision ("What areas or activities should we be working in?") and on questions of strategy and operations ("How can we perform effectively in this area?"). 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. In short, the course emphasizes the multiple, related requirements of the leader/manager's job: analysis, creativity, and action.

LEARNING OUTCOMES

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:

- Analyze complex community, sector and organizational situations from a general management point of view, using a comprehensive strategic framework;
- 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;
- Assess the implications of strategic options, including potential for achieving advantages and for effective implementation, for satisfying the values and needs of a variety of stakeholders [community, clients, etc.];
- Prepare plans for executing strategies successfully within realistic economic, social, and temporal parameters and within clearly articulated values and ethical standards;
- Work effectively with colleagues in bringing multiple perspectives and diverse skills together to produce innovative solutions to complex situations; and
- Make, support analytically, and communicate clearly strategic decisions from a managerial and leadership perspective.

COURSE REQUIREMENTS AND GRADING

There are three basic requirements for the course:

1. **Class participation (20%):** Your active participation is critical. Productive discussion depends on students reading and analyzing the materials beforehand and coming to class ready to present a diagnosis of the problems presented and possible solutions. *You are expected to attend all classes, have thoroughly prepared the assigned cases and readings, participate fully in small group and class discussions, and act as group spokesperson for case presentations.*
2. **Written case memos (45%):** each student will complete three individual, written case memos.
3. **Group project (35%):** students will be assigned to work in teams to do a strategic analysis of a case study organization. Each team will submit a comprehensive analysis with recommendations. All submitted papers, whether individual or group, are to be original work 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 I grant an extension prior to the due date.

All completed assignments must be submitted via the course website prior to the start of class (unless otherwise indicated). You are responsible for confirming an assignment was properly uploaded and received by the instructor. Problems submitting assignments via the course website will not be accepted as an excuse for a late submission. If you are not sure you have successfully uploaded an assignment, you are encouraged to email it to mshafid@nyu.edu. **Late papers will be marked down one grade level for each overdue day.**

COURSE OUTLINE

SESSION 1 (1/22): INTRODUCTION

- 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

SESSION 2 (1/29): MISSION AND VISION

- 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 difference between strategy and tactics in assessing organizational options in a difficult context

REQUIRED READING:

- : Alan Kendricks at Cardiology Associates. Harvard Business School, 2007.
- Kearns, Chapter 1 (pp.3-31)
- Rangan, K. "Lofty Missions, Down-to-Earth Plans" *Harvard Business Review*: March 2004:112-119.
- Meehan, William F. III, "Making Missions That Won't Creep" *Stanford Social Innovation Review*, Winter 2008; 6;1 (posted on course website)
- Suggested readings: *Becoming the Boss*; *Managing Your Boss*

ASSIGNMENT DUE:

- **Introductions** – Write a short introduction and post it in Class Introductions Forum.

SESSION 3 (2/5): STRATEGY AND LEADERSHIP

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

REQUIRED READING:

- Case: The Test of Transition: The Case of the Community Preservation and Development Corporation. A. Von Hoffman, Harvard Kennedy School, 2010
- Ancona, D., Malone, T., Orlikowski, W. & Senge, P. (2007). "In Praise of the Incomplete Leader," *Harvard Business Review*: February 2007.
- Watkins, M, D., "How Managers Become Leaders," *Harvard Business Review*, June 2012, pp. 64-72
 - Sample memos for ThedaCare case

ASSIGNMENT DUE:

- **LEAD Self-Assessment Survey and Scoring (available on NYU Classes)**

SESSION 4 (2/12): DEVELOPING STRATEGY- MODELS OF STRATEGY FORMATION

- 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

REQUIRED READING:

- Kearns, Chapter 2 (pp. 32-49)
- Smergut, P. "Strategic Planning on a Budget" *Nonprofit World*: July/Aug 2005, 14-16.

ASSIGNMENTS DUE:

- **CASE MEMO 1:** Appalachian Mountain Club, Electronic Hallway, 2000

NO CLASS 2/17 – PRESIDENT’S DAY HOLIDAY

SESSION 5 (2/26): INTERNAL ASSESSMENT

- 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

REQUIRED READING:

- Case: Lake Eola Charter School: Securing the Brand Through Environmental Analysis, Dato-on and Keller, Ivey, 2010.
- TACS: Technical Assistance for Community Services. Nonprofit Organization Self-Assessment Tool.

SESSION 6 (3/5): ASSESSING YOUR ENVIRONMENT

- 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

REQUIRED READING:

- Case: Green Dot Public Schools: To Collaborate or Compete? Childress and Kim, Harvard Business School, 2008.
- M. E. Porter. The Five Competitive Forces that Shape Strategy. Harvard Business Review
- Kearns, Chapter 3 (pp.50-107)
- Arrick, E. & Khan, F. Scanning the Landscape: Finding Out What's Going On In Your Field. Grant Craft: 2003.
- Morrison, J. (1992). Environmental Scanning. In M. A. Whately, J. D. Porter, and R.H. Fenske (Eds.), A primer for new institutional researchers (pp.86-99).

NO CLASS 3/12 – SPRING BREAK

SESSION 7 (3/19): PUTTING IT ALL TOGETHER

- Understand the importance of portfolio analysis
- Know how to use the MacMillan Matrix to decide what strategies to use (and not use) for your organization's divisions (portfolio analysis)

REQUIRED READING:

- Michael E. Porter, "What Strategy?" *Harvard Business Review*: Nov/Dec 1996:61-78.
- Dye, R., & Sibony, O., "How to Improve Strategic Planning," *McKinsey Quarterly*, 2007 Number 3, pp.40-48.
- Kearns, Chapter 4 (pp.108-134).

SESSION 8 (3/26): GROWTH STRATEGIES

- To be able to assess the potential and desirability of organizational growth in terms of its implications for organization culture and mission and for effectiveness
- To explore the implications of alternative growth strategies in terms of resource and market viability

- To define clearly and distinguish the three levels of strategic thinking: conceptual, analytical, and operational

REQUIRED READING:

- Kearns, Chapter 5 (135-161)
- Dees, J. G., Battle Anderson, B. & Wei-Skillern, J. Scaling Social Impact, Strategies for Scaling Social Innovations, Stanford Social Innovation Review, Spring 2004. http://www.ssireview.org/articles/entry/scaling_social_impact
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SESSION 9 (4/2): RETRENCHMENT STRATEGIES

- 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

REQUIRED READING:

- Kearns, Chapters 6-7 (pp.162-240)
- York, P. The Sustainability Formula, TCC Group. <http://www.tccgrp.com/pdfs/SustainabilityFormula.pdf>

ASSIGNMENTS DUE:

- **CASE MEMO 2:** Managing cutbacks at the Washington State Department of Social and Health Services (A), Maxim, C. Evans School of Public Affairs, University of Washington. The Electronic Hallway.

SESSION 10 (4/9): COLLABORATIVE STRATEGIES

- 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; know key management and leadership challenges and options to address them

REQUIRED READING:

- Social Service Mergers: Hope Services and Skills Center, Stanford Graduate School of Business, 2008
- Kearns, Chapter 8 (pp.241-270).
- Cho, R. "Working Together: A Close in Look at Interagency Collaboration" *Research Center for Leadership and Action*. Briefing Paper.
- La Piana, D. "Merging Wisely." *Stanford Social Innovation Review*. Spring 2010, 28-33.

- Longoria, R.A. "Is inter-organizational collaboration always a good thing?" *Journal of Sociology and Social Welfare*. Sept,2005.

SESSION 11 (4/16): STRATEGIC PLAN AND MANAGEMENT SYSTEMS

- 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

REQUIRED READING:

- Kaplan, R.S. & Norton, D., "Using the Balanced Scorecard as a Strategic Management System," *Harvard Business Review*, 1996
- Simons, R. S., "Stress-Test Your Strategy: The 7 Questions to Ask," *Harvard Business Review*, November 2010, pp.92-100
- Kaplan, R.S. "The Balanced Scorecard for Public-Sector Organizations," Balanced Scorecard Report.

ASSIGNMENTS DUE:

- **CASE MEMO 3:** Mayor Anthony Williams and Performance Management in Washington, DC (Harvard Kennedy School)

SESSION 12 (4/23): IMPLEMENTING THE STRATEGIC PLAN

- 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
- Understand the role of social networks in organizational change

REQUIRED READING:

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- Neilson, G. L., Martin, K. I., & Powers, E., "The Secrets to Successful Strategy Execution," *Harvard Business Review*, June 2008, pp.60-71

SESSION 13 (4/30): LEADING ORGANIZATIONAL CHANGE

- Know key principles and practices for leading organizational change
- Understand the strengths and weaknesses of major approaches to organizational change
- Understand sources of resistance to change and how to address them

- Understand how successful organizational change rests on an effective diagnosis of an organization, drawing on key concepts from the course

REQUIRED READING:

- Kearns, Conclusion(271-316).
- Kotter, J. P. 1995. Leading Change: Why Transformation Efforts Fail. *Harvard Business Review* Vol. 73 Issue 2,59-68.

SESSION 14 (5/7): FINAL PROJECT PRESENTATIONS

ALL FINAL PROJECTS ARE DUE AT THE BEGINNING OF CLASS. LATE SUBMISSIONS WILL NOT BE ACCEPTED. ATTENDANCE IN THE FINAL CLASS IS REQUIRED. NO EXCEPTIONS.

- The group will submit a paper presenting its analysis and recommendations in detail along with a PowerPoint presentation.
- The presentation should be designed for 10 minutes.
- Be certain to draw upon and make reference to course frameworks and materials in your presentation and in your paper.

ADDITIONAL COURSE NOTES

Grades: Grades in the A- to B+ range reflect proficient graduate-level performance. An "A" is reserved for exceptional work.

Class Attendance: To pass this course, students may miss no more than two class sessions.

Class Participation: Class participation is an essential part of class and includes: keeping up with reading, contributing meaningfully to class discussions, active participation in group work, and coming to class regularly and on time. Class participation is graded after each session.

Course website: Use of the course website is central to this course. Assignments must be submitted via the site. The assignments and additional resources will be posted to course website throughout the term. It is an important resource for this class and students should check it for announcements before coming to class each session.

Academic Honesty and Integrity: Compromising your academic integrity may lead to serious consequences, including (but not limited to) one or more of the following: failure of the assignment, failure of the course, academic warning, disciplinary probation, suspension from the university, or dismissal from the university. Students are responsible for understanding Wagner's policy on academic honesty and integrity and must make use of proper citations of sources for writing papers, creating, presenting, and performing their work, taking examinations, and doing research. It is the responsibility of students to learn the procedures specific to their discipline for correctly and appropriately differentiating their own work from that of others. Resources regarding the school policy on academic honesty and integrity and can be found on the Wagner website: <http://wagner.nyu.edu/students/policies/academic-code>

Plagiarism: Students handing in material that clearly reflects copying directly from the Internet or other students' work will receive an automatic F for the course and are subject to disciplinary actions that include possible expulsion from the University. Resources regarding the school policy on plagiarism and how to avoid it can be found on the Wagner website: <http://wagner.nyu.edu/students/policies/academic-code>

Responsibility: Students are responsible for all assignments, even if they are absent. Late papers, failure to complete the readings assigned for class discussion, and lack of preparedness for in-class discussions and presentations will jeopardize your successful completion of this course.

Delays: In rare instances, I may be delayed arriving to class. If I have not arrived by the time class is scheduled to start, you must wait a minimum of thirty minutes for my arrival. In the event that I will miss class entirely, a sign will be posted at the classroom and an announcement about the missed lecture and course materials will be posted on the course website.

Students with Disabilities: In keeping with the university's policy of providing equal access for students with disabilities, any student with a disability who needs academic accommodations is welcome to meet with me privately. All conversations will be kept confidential. Students requesting any accommodations will also need to contact the Henry and Lucy Moses Center for Students with Disabilities (CDS). CDS will determine what accommodations are required and at that point, I will review the letter with you and discuss these accommodations in relation to this course. For more information please visit the Center for Students with Disabilities (CDS): <http://www.nyu.edu/life/safety-health-wellness/students-with-disabilities.html>

 [Strategic Management Spring 2018 Syllabus.pdf](#)