



**NYU**

**ROBERT F. WAGNER GRADUATE  
SCHOOL OF PUBLIC SERVICE**

## **PADM-GP 2110-001**

# **Strategic Management and Leadership**

## **Spring 2022**

### **Instructor Information**

- Instructor: Thomas D'Aunno, Ph.D., Professor of Management
- Email: tdaunno@nyu.edu
- Class dates: Wednesdays, January 26 – May 4
- Class time: 4.55-6.35 pm
- Location: 25 W4 St., Room: C-11, Washington Square
- Office hours: On request (by email)

### **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.

### **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, 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

Course Learning Objective Covered	Corresponding Assignment Title
#1, #2	Memo 1 and 2; Final Project (team memo, presentation); Case Study Discussion; Class Participation
#3	Memo 2 and 3; Case Study Discussion; Class Participation
#4	Memo 2 and 3; Case Study Discussion; Class Participation; Final Project (team memo, presentation)
#5, #6	Memo 1, 2, 3; Case Study Discussion; 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 and cases we are exploring.

A series of case studies and articles will be available for purchase at [www.ksg.harvard.edu/](http://www.ksg.harvard.edu/) or [www.hbsp.harvard.edu](http://www.hbsp.harvard.edu). There is no required textbook.

### Course Requirements and Evaluation

There are three basic requirements for the course:

#### 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.*

### Written case analyses (45%)

- Each student will complete three individual, written case analyses (*cases are marked in bold font in the syllabus and are due on February 16, March 30, and April 20*). The requirements for the case analysis are described below as Assignment 1.

### 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. The requirements for the group project are described below in Assignment 2.

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.

## Course Assignments

### Assignment 1: Case Analysis Memos (3)

#### Purpose and requirements

You will complete analyses of three case studies that provide an opportunity to develop your skills in assessing an organizational situation and providing support for a particular course of recommended action. These assignments will be in the form of a memo addressed to the executive director of the focal organization, not to exceed 2 single spaced pages. The memo must identify the problem as you see it, recommend solutions, and provide support for your perspective. An analysis memo is a short document designed to communicate essential information about an issue to a busy decision-maker.

State major problems in the case and briefly explain the context in which key decisions must be made. Next, describe and assess proposed solutions to the problem, which you believe is the best course of action, and your reasons. Identify the next steps if your proposed solution is adopted and outline a “Plan B” in the event that your proposed solution fails. Show how the readings informed your understanding of the case and influenced your decision-making. Do not attempt to address every issue in the case, focus on your analysis of the problem and propose a potentially viable solution. Here is the outline I would like you to use:

#### Memo outline

- Open with a brief one-paragraph summary (labeled **Executive Summary**)

- What is the context, key issue(s), and your recommendation?
- **Background**
  - Why are we facing these issues? Identify root causes.
- **Recommendations**
  - What are your specific recommendations? Rationale? Alternatives?
- **Next steps**
  - How should your recommendations be implemented? What are the priorities?

The cases for analysis are marked in the syllabus.

Please use a simple and direct style, putting your conclusion or recommendation in the first paragraph. List references, if necessary, on a concluding page.

### **Requirements**

Page and format requirements: 2 pages, single spaced including all graphics. Use Times New Roman font with one-inch margins (looks count) and a 12 pt. font size. References should be included on a separate, final page of the document.

### **Mechanics**

Format, grammar, punctuation, spelling, and citation accuracy all count.

### **Assignment 2 (Final Project): Group Case Analysis**

Because strategy is so often formulated in groups, members of the class will be divided into teams for this assignment. This will allow you to develop awareness of how strategic decision-making works. This project will provide an opportunity to apply what you have learned to a case. Your team will be “hired” as a consultant to tackle a strategic problem or address an opportunity to improve the work of the organization featured in the case. Using the tools and concepts introduced in the course you will provide the organization’s management team with a 10-page (double-spaced) memo that analyzes the situation and recommendations on how to move forward.

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 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, people] that are relevant to these issues?
- What is the strategic intent of the organization?
- What alternative strategies would you consider, and which would you recommend/select if you were responsible for the organization? 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 organization?

### Deliverables

- The group will submit a memo presenting its analysis and recommendations in detail along with a PowerPoint presentation (NB: the presentation should be designed for 10 minutes). Memos should be no more than ten pages [plus exhibits] in length (typed, double-spaced, minimum 12-point font). Memos are due no later than May 4.
- 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:** <http://wagner.nyu.edu/current/policies/grading.php>

**NYU/Wagner academic integrity policy:** <http://wagner.nyu.edu/current/policies/>

## Course Session Calendar

1. Introduction 1/26/22
2. Mission and vision 2/2/22
3. Management, leadership, and strategy 2/9/22
4. Models of strategy formation 2/16/22
5. Assessing your organization 2/23/22
6. Assessing the environment 3/2/22
7. Putting it all together (portfolio analysis) 3/9/22
8. Growth strategies 3/23/22
9. Retrenchment/stability strategies 3/30/22
10. Collaborative strategies 4/6/22
11. Collaborative strategies, cont'd. 4/13/22
12. The strategic plan and management systems 4/20/22
13. Implementing the strategic plan 4/27/22

14. Leading organizational change, final presentations 5/4/22

## Course Schedule and Assignments

### Class 1: Introduction (Jan. 26)

#### 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

- **Case:** Alan Kendricks at Cardiology Associates. Harvard Business School, 2007.
- Clark, Dorie. "If Strategy Is So Important, Why Don't We Make Time for It?" *Harvard Business Review*: June 2018.

### Class 2: Mission and Vision (Feb. 2)

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

#### Readings

- Berry, T. How to Write a Mission Statement with 10 Inspiring Examples. <https://articles.bplans.com/writing-a-mission-statement/>
- Meehan, William F. III, "Making Missions That Won't Creep" *Stanford Social Innovation Review*, Winter 2008; 6;1 (posted on course website)
- **Assignment: complete the LEAD Self-Assessment Survey and Scoring (available on NYU Brig)**

### Class 3: Strategy and Leadership (Feb. 9)

#### Learning objectives

- 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
- To understand situational leadership; to know your leadership styles; develop leadership skills

## Readings

- **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
- **NB: see sample memos in Brightspace**

## Class 4: Developing Strategy: Models of Strategy Formation (Feb. 16)

### 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

- **Case (memo 1 due):** Appalachian Mountain Club, Electronic Hallway, 2000
- Kachaner, Nicolas; King, Kermit and Stewart, Sam. "Four Best Practices for Strategic Planning." *The Boston Consulting Group*: April 2016.  
<https://www.bcg.com/publications/2016/growth-four-best-practices-strategic-planning>
- Judah, Mark; O'Keeffe, Dunigan; Zehner, David, and Cummings, Lucy. "Strategic Planning that Produces Real Strategy." *Bain & Company*: 2016.  
<https://www.bain.com/insights/strategic-planning-that-produces-real-strategy/>

## Class 5: Internal Assessment (Feb. 23)

### 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

- **Case:** Varley, P. & Glynn, T. Budget Woes and Worse Ahead... Pine Street Inn, Boston's Iconic Homeless Shelter, Re-Thinks its Strategy. Harvard Kennedy School, 2013.
- TACS: Technical Assistance for Community Services. Nonprofit Organization Self-Assessment Tool.
- SWOT Analysis II: Looking Inside for Strengths and Weaknesses. Harvard Business Press, 2006.

## **Class 6: Assessing Your Environment (March 2)**

### **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**

- **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
- Mackinnon, Anne. "Scanning the Landscape 2.0: Finding Out What's Going On in Your Field." *Grant Craft*: 2012.

## **Class 7: Putting it All Together (March 9)**

### **Learning objectives**

- 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/departments/programs (portfolio analysis)

### **Readings**

- Graham, K. "6 Steps to Make Your Strategic Plan Really Strategic." *Harvard Business Review*: August 2018.
- Simons, R. Strategy Execution Module 2: Building a Successful Strategy. Harvard Business School, December 2916.

## **Class 8: Growth Strategies (March 23)**

### **Learning objectives**

- 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

## Readings

- Dees, J. G., Battle Anderson, B. & Wei-Skillern, J. Scaling Social Impact, Strategies for Scaling Social Innovations, Stanford Social Innovation Review, Spring 2004. [Scaling Social Innovations](http://www.ssireview.org/articles/entry/scaling_social_impact), [http://www.ssireview.org/articles/entry/scaling\\_social\\_impact](http://www.ssireview.org/articles/entry/scaling_social_impact)
- **Case:** To Understand a Growing Organization: The Case of Greater Miami Neighborhoods. Harvard Kennedy School, A. Von Hoffman, 2010.

## Class 9: Retrenchment Strategies (March 30)

### 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

- **Case (memo 2 due):** 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.
- Watkins, M.D. The Turnaround Challenge. Harvard Business Press, 2009.

## Class 10: Collaborative Strategies (April 6)

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

## Readings

- **Case:** Social Service Mergers: Hope Services and Skills Center, Stanford Graduate School of Business, 2008
- Hughes, J & Weiss, J. Simple rules for making alliances work. *Harvard Business Review*, November, 2007.
- Fondrevay, J.J. After a Merger, Don't Let "Us vs. Them" Thinking Ruin the Company. *Harvard Business Review*, May 2018.

## Class 11: Collaborative Strategies (cont'd)(April 13)

### Readings

- 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.

## **Class 12: Strategic Plan and Management Systems (April 20)**

### **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**

- **Case (memo 3 due):** Mayor Anthony Williams and Performance Management in Washington, DC (Harvard Kennedy School)
- Kaplan, R.S. & Norton, D., "Using the Balanced Scorecard as a Strategic Management System, *Harvard Business Review*, 1996
- Kaplan, R.S. "The Balanced Scorecard for Public-Sector Organizations," Balanced Scorecard Report.
- Graham, K. "Create KPIs that Reflect Your Strategic Priorities" *Harvard Business Review*. February 4, 2020

## **Class 13: Implementing the Strategic Plan (April 27)**

### **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
- Understand the role of social networks in organizational change

### **Readings**

- **Case:** Elizabeth Parker, A and B; Skinner & Burst, Harvard Business School, 2006.
- Graham K. 5 Simple Rules for Strategy Execution. *Harvard Business Review*, October 16, 2019.

## **Class 14: Leading Organizational Change (May 4)**

### **Learning objectives**

- 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

## Readings

- Bunker, K.A. & Wakefield, M. The Balance Needed to Lead Change. Harvard Business Press, 2008.
- Kotter, J. P. Leading Change: Why Transformation Efforts Fail. *Harvard Business Review*, 2007.

## 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](#). All Wagner students have already read and signed the [Wagner 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 Center for Students with Disabilities \(CSD\) website](#) and click on the Reasonable Accommodations and How to Register tab or 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](#) 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.