

## STRATEGIC MANAGEMENT SYLLABUS

The Heller School for Social Policy and Management  
Brandeis University

HS-252b, Spring, 2018  
V1.1 (1/5/2018)

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Office hours: Thursdays 2:00-4:00 pm

Class Time: Thursdays 9:00am-11:50am  
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HBS Course Pack: <http://cb.hbsp.harvard.edu/cbmp/access/72624343>

**Heller Diversity Pledge:** This class operates with a full commitment to all elements of the Heller Diversity Pledge:

- To make Heller a safe and welcoming place for all people.
- To be aware of my own biases against people who are different from me, and to hold myself accountable for my actions and words, even if it is uncomfortable.
- To engage in respectful dialogue and language that is responsible and sensitive to the opinions of others and free of rancor and attack, in and outside the classroom.
- To intentionally and consistently act to address societal inequity and injustice in the broader community.
- Ultimately, I pledge to work for a world in which everyone is free to be who they are and can lead fulfilling lives, without having to overcome discrimination.

**Course Aim:** The aim of this course is to increase your capability to serve as a strategic, humanistic systems thinker, so that you will be better able to lead and manage mission-driven organizations.

**Course Objectives:** At the completion of this course you should be able to:

- Assess the competitive context in which organizations operate
- Co-evolve strategy, structure, and process in organizations
- Connect strategic choice with innovation and change in organizations
- Compare and contrast strategy in mission-driven organizations and commercial enterprises
- Appreciate issues of power, diversity, and inclusion in the context of organizational strategy
- Connect strategy with other functional areas, including HR, finance, and operations.

## Course Overview

### Part I. Introduction

**Session 1**     **January 11<sup>th</sup> – Introduction: Mission-based strategic management**

### Part II. Competitive Context

*February 18<sup>th</sup> – No class (Brandeis Monday)*

**Session 2**     **January 25<sup>th</sup> – Competition as a strategic force**

**Session 3**     **February 1<sup>st</sup> – Evaluating the external environment / Collective action**

**Session 4**     **February 8<sup>th</sup> – Disruptive technologies and innovation**

### Part III. Organizational Structure

**Session 5**     **February 15<sup>th</sup> – Business plans**

*February 22<sup>nd</sup> – No class*

**Session 6**     **March 1<sup>st</sup> – Hierarchies, alignment, and mergers**

### Part IV. Organizational Processes

**Session 7**     **March 8<sup>th</sup> – Leadership and mission**

**Session 8**     **March 15<sup>th</sup> – Governance and collaboration**

- *Business plan analysis papers are due (beginning of class)*

**Session 9**     **March 22<sup>nd</sup> – Organizational change / Business plan analysis presentations**

- *Slides on business plan analysis are due at 1:00 on the day before class*

### Part V. Organizational Systems

**Session 10**    **March 29<sup>th</sup> – Labor force and talent management**  
*April 5<sup>th</sup> – No class*

**Session 11**    **April 12<sup>th</sup> – Brand management and project management**

**Session 12**    **April 19<sup>th</sup> – Social Change**

### Part VI. Concluding Class Presentations

**Sessions 13**   **April 26<sup>th</sup> – Student team presentations and concluding dialogue**

- *Slides are due at 1:00 the day before the final session.*
- *Papers are due at 1:00 on the Tuesday after the final session.*

**Course Description:**

This course explores the mission-based manager’s need to think strategically and act effectively in a dynamic environment. You will develop skills and methods for critically analyzing the components of markets, organizational structure, strategic plans, and strategic actions. The course will help you integrate and apply material learned in the various functional subjects you have studied.

The course material is highly varied and examines many aspects of competition, technology, and the environmental and ethical considerations in decision-making. Case material will draw on both for-profit and non-profit examples and examine how leaders and managers in both can use strategic management as a force for both fostering positive social change and creating financially successful enterprises. Excellent analyses, both qualitative and quantitative, will be expected. You will learn that an organization’s strategy and its environment are linked in a system in which managers must constantly formulate, implement, execute and evaluate strategy.

Because there is not just one correct solution to any strategy situation, and a key skill for both business and nonprofit managers is the ability to persuade others and achieve sufficient stakeholder alignment to deliver results. A secondary goal of this course is for you to gain experience in formulating in-depth analyses and cogent, substantive arguments. You will be expected to present this material during case discussions. Extensive case preparation is required. Other aspects of this course include:

**Course Materials:**

- Cases: A package of cases and articles will be available for purchase through Harvard Business School Publishing at an up to 50% discount at: <https://cb.hbsp.harvard.edu/cbmp/access/44714114>
- Electronic files and other articles will be posted on the Latte course platform
- Supplementary readings – if you develop a particular interest in an area or concept in the course and would like supplementary reading suggestions, please let me know

**Course Requirements**

Grading will be according to the following formula (with due dates):

Classroom preparation and participation	40 points	All but the first and last classes
Mid-term paper	25 points	Paper due at the beginning of Session 8 (20 points); Slides due at 1:00pm the day before Session 9 (5 points)
Team project	35 points	Slides due at 1:00pm on the day before the last session; Paper due at 1:00pm on the Tuesday after the last session

**Classroom participation:** Be prepared to attend each class including class 1 and to participate actively in the discussion. Presenting your analysis will range from a formal presentation of your material to simply using it as background for discussion. Because much of the learning in the

course comes from case preparation and from lively discussion, the classes will be more beneficial with active participation from everyone.

You will constantly be expected to present well-thought-out analyses and arguments. Comments and debate that move the group discussion forward or that offer fresh insights or thoughtfully unique approaches to the material are the most valuable. Comments that re-cast some aspect of the case under analysis or that call attention to overlooked but relevant details are also valued. Participation that merely re-states the facts of the case, while sometimes helpful at the beginning of discussion is the least valuable. If you are having trouble with classroom participation, please make an appointment with me.

Attendance is critical both for classroom discussion and your learning. You cannot pass this course if you miss more than one class. If you must miss a class (or will be late), please advise me in advance by email. If you receive an excused absence, you can still get partial credit by writing a one-page paper on lessons learned based on the readings for that week and interviews with three students who were in class. That paper is due within five days after the class.

Please also note that, to ensure that all students are fully engaged in class discussions, I request that laptops not be used during class except when required for in-class assignments. Please also plan to turn off all cell phones.

**Mid-term paper:** This is an individual paper of five to seven pages involving a critique of business plans using course frameworks as well as knowledge from your other courses. You will be given a choice of different actual business plans to critique. This is due at Session 8 and represents 25% of the course grade. Your analysis will be assessed as follows:

Concise (1 page) executive summary and compelling writing throughout	20%
Analysis using course concepts (with citations to sources where appropriate)	60%
Clear action implications for relevant stakeholders	15%
Innovation and creativity	5%

Total: 100% or 20 points

Please review the three business plans loaded on Latte and prepare an analysis of the plan you have the most confidence in. The analysis should focus on concepts from the first seven weeks of class and you may want to draw on some of the course frameworks from these classes, including OAS statement, sources of sustainable competitive advantage, strategic position analysis, strategic sweet spot assessment, five forces analysis, RPV analysis, external environment analysis, Seven S, etc. Select a subset that is most relevant to your analysis. In addition to analyzing your favored plan, please explain (briefly, no more than a page) why you rejected one of the other two plans. Be sure to assess any barriers you see to the success of your plan.

The target length for the paper is 5 – 7 pages (single spaced), including appendices. The page limit does not include references to sources used -- that can be on additional pages. It is fine to make the paper shorter if key concepts are covered.

You will also be asked to prepare a short powerpoint presentation due at 1:00 the day before Session 9 with no more than three slides (not counting the cover slide) covering your key findings and several randomly selected critiques will be presented in class. This will count for an additional 5 points as part of the mid-term paper grade.

**Final project:** This is a team project. You will be asked to form teams of 3 – 5 students and develop a strategic analysis and recommendations for an organization of your choice using class frameworks. Each team will be required to submit a paper and prepare a powerpoint presentation with five to seven slides (depending on team size) and each team will present their strategy in class (with each person participating in the presentation). A 3-person team has 5 slides and 4 minutes to present; a 4-person team has 6 slides and 4 ½ minutes to present; a 5-person team has 7 slides and 5 minutes to present. Each team will also be responsible for asking questions of another team during the presentations. The slides are due at 1:00pm the day before the last class and the papers are due at 1:00pm on the Tuesday after the last class. This represents 35 points toward the course grade:

Concise executive summary (1 page) and compelling writing throughout	15%
Analysis using course concepts (with citations to sources where appropriate)	50%
Clear action implications for relevant stakeholders	20%
Class presentation (including the slides and the delivery)	10%
Innovation and creativity	5%
Total: 100% or 35 points	

As a team, please develop a forward-looking strategy or strategic analysis for an organization of your choice. This organization can be for-profit or non-profit. However, please do not choose an organization that you have analyzed for another course or one in which a team member is recently or currently employed without my approval. In preparing your analysis, please use a subset of frameworks from the class. The target length for the paper is 10-12 pages single spaced, but feel free to submit a shorter or longer paper if this is necessary to cover all important issues.

Feel free to select an organization that you are interested in professionally; your analysis could be excellent background/positioning for a job search or partnership discussion.

**Provisions for Feedback:** You will receive mid-term feedback on your class participation and written feedback on the midterm and final projects. I am happy to provide informal feedback at any time – please make an appointment.

**Taping Course Lectures:** There is new technology available in our classroom that allows for a video capture of the lecture and discussion. I have requested that this be done for our classes, which will make it possible for people to have access to the lecture for review purposes or if they miss a class. These recordings are not for any use outside of the course in order to ensure that we have a safe place for open dialogue.

**Academic Integrity:** Academic integrity is central to the mission of educational excellence at Brandeis University. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person – be it a world-class philosopher or your classmate – without proper acknowledgement of that source. This means that you must use footnotes or other citations and quotation marks to indicate the sources of any phrases, sentences, paragraphs or ideas found in published volumes, on the internet, or created by another student. Violations of university policies on academic integrity, described in Section 3 of *Rights and Responsibilities*, may result in failure in the course or on the assignment, and could end in suspension from the University. If you are in doubt about the instructions for any assignment in this course, you must ask for clarification.

**Notice:** If you have a documented disability on record at Brandeis University and require accommodations, please bring it to my attention prior to the second meeting of the class. If you have any questions about this process, contact Ravi Lakshmiathan, disabilities coordinator for the Heller School, at [kanthan@brandeis.edu](mailto:kanthan@brandeis.edu) or 781-736-2753.

## Course Outline

### Part I. Introduction

#### **Session 1     January 11 – Introduction: Mission-based strategic management**

**Overview:** This session establishes the social contract between the professor and the class. Case preparation skills are reviewed. It also introduces key tools for strategic thinking and addresses core questions on managing growth.

**Read:**

What is Strategy? (HBS 96608) (in What is Strategy? Collection), on LATTE

Can You Say What Your Strategy Is? (HBS R0804E), on LATTE

Five Competitive Forces That Shape Strategy, Michael E. Porter (R0801E-PDF-ENG) (in What is Strategy? Collection), on LATTE

Drucker, Peter (1989) “What Business Can Learn from Nonprofits,” *Harvard Business Review*, July-August, HBSP

**Be ready:** To have a team discussion using the five forces and “Can you say what your strategy is” to analyze the Heller School

The following sites may also be helpful as general background or research tools throughout the course:

<http://www.independentsector.com>

<http://www.guidestar.org>

<http://www.nptimes.com>

<http://nccs.urban.org/>

<http://www.nonprofits.org/>

*January 18 – No Class (Brandeis Monday)*

### Part II. Competitive Context

#### **Session 2     January 25 – Competition as a strategic force**

**Overview:** The five competitive forces that shape strategy are examined in the for-profit and not-for-profit contexts. Cases provide opportunities to apply strategic management principles in the context of competition and potential growth.

**Read:**

Competitive Battles: How to Size up Competitors (HBS1744), on HBSP

Going to Scale: The Challenge of Replicating Social Programs  
[http://www.ssireview.org/images/articles/2003SP\\_feature\\_bradach.pdf](http://www.ssireview.org/images/articles/2003SP_feature_bradach.pdf)

**Prepare:**

Endeavor – Determining a Growth Strategy (HBS 9-803-126), HBSP

University of Phoenix (Latte)

**Session 3      February 1 – Evaluating the external environment / Collective action**

**Overview:** This session provides insights in ways to manage or enact the external environment, with a case that includes challenges and constraints on revenue (but no limit on the opportunity for creativity). The question as to whether a not-for-profit is distinct than a for-profit in this context will be considered.

**Read:**

Heather McLeod Grant & Leslie R. Crutchfield, Creating High-Impact Nonprofits, Stanford Social Impact Review, Fall 2007, on LATTE

Robert Mnookin, Gary Friedman, and Joel Cutcher-Gershenfeld (2001) "A new direction: Transforming relations within the San Francisco symphony." *Harmony-Deerfield*: 13-36, on LATTE

**Prepare:**

Youth Villages (HBS 9-309-007), HBSP

SF Symphony (Stanford GSB), HBSP

Note: Please also download the SF Symphony spreadsheets (on course platform) and bring a copy pre-loaded on a laptop to class. We will use this for team analysis. If you don't have a laptop, you can team with someone who does.

**Session 4      February 8 – Disruptive Technologies / Innovation**

**Overview:** This session will explore theories of disruptive technologies and how disruption precipitates market change and creates opportunity. We will also examine innovation as a strategic force. Innovation is not limited to the lone inventor – serial innovators working within organizations are some of the most remarkable people you have never heard of.

**Read:**

What Are Business Models and How Are They Built? (HBS 9-610-019), on LATTE

Abbie Griffin, Raymond Price, and Bruce Vojak (2102) *Serial Innovators: How Individuals Create and Deliver Breakthrough Innovations in Mature Firms*. Palo Alto: Stanford Business Books – Chapters 1, 2, 3, 4, on LATTE

**Prepare:**

Sonosite: A View Inside (HBS 602-056), HBSP

Zipcar: Refining the Business Model (HBS 9-803-096), HBSP

**Additional recommended readings (optional):**

Neil Gershenfeld, Alan Gershenfeld, Joel Cutcher-Gershenfeld (2017) *Designing Reality: How to Survive and Thrive in the Third Digital Revolution*. New York: Basic Books – Chapters 1, 2, on LATTE

Deborah Dougherty (2004) “Organizing Practices in Services: Capturing Practice-Based Knowledge for Innovation,” *Strategic Organization* (2:1, 35-64)

**Part III. Organizational Structure**

**Session 5      February 15 – Business plans**

**Overview:** This session harnesses strategic management principles in the development of business plans for new ventures. The specific elements of a business plan will be reviewed and skills needed in developing a business plan will be advanced through in-class exercises. Examples of new business planning in the for-profit and not-for-profit context will be examined.

**Read:**

Applegate, L. and Carlson C., *Core Readings in Entrepreneurship. Developing Business Plans and Pitching Opportunities*, Harvard Business School Press, 2015.

Writing a Business Plan: The Basics (HBS 5344BC), HBSP -- read pp. 1- 23, optionally read pp. 24-43 for finance review

Porter, M. K., & Kramer, E. J. (2011) Creating shared value. *Harvard business review*, 89(1/2), 62-77 – HBSP

**Note:** Sample business plans will be distributed in class.

***February 22 – No Class (Mid-Term Recess)***

**Session 6      March 1 – Hierarchies, alignment, and mergers**

**Overview:** This session integrates classic readings with two cases that surface issues of structure and alignment. Strategic principles are paired with the challenges of execution.

**Read:**

Organizational Alignment: The 7-S Model (HBS9-497-045), HBSP

Creating Value from Organizational Alignment (HBS B0511A), HBSP

Mergers and Consolidations (Latte)

Merger Myths:

<http://nonprofitfinancefund.org/files/docs/2010/4-2009NPTimes.pdf>

**Prepare:**

Mercycorps (HBS 9-307-096), HBSP

Habitat for Humanity International (HBS 9-694-038), HBSP

**Additional recommended readings (optional):**

Wesley D. Sine, Hitoshi Mitsuhashi, and David A. Kirsch (2006) "Revisiting Burns and Stalker: Formal Structure and New Venture Performance In Emerging Economic Sectors," *Academy of Management Journal* (49:1, 121-132, February).

**Part IV. Organizational Processes**

**Session 7     March 8 – Leadership and mission**

**Overview:** Mission-driven organizations depend on mission-driven leadership (at all levels), which is the focus of this session. The challenges of leading change will be examined through multiple lenses.

**Read:**

Turning Great Strategy into Great Performance (HBR R0507E), on LATTE

Avgar, Ariel C., Rebecca Kolins Givan, and Mingwei Liu (2011) "Patient-centered but employee delivered: Patient care innovation, turnover intentions, and organizational outcomes in hospitals." *Industrial & Labor Relations Review* 64.3: 423-440.

Leading Change – Why Transformational Efforts Fail (HBS R0701), on LATTE

**Prepare:**

Ekal Vidyalaya: Education for Rural India (617021-PDF-ENG), HBSP

Garvin, David A., and Michael Roberto. "[Paul Levy: Taking Charge of the Beth Israel Deaconess Medical Center.](#)" (Harvard Business School Case 303-088), HBSP

**Supplemental Reading (optional):**

The Secrets to Successful Strategy Execution (HBR R0806C)

**Session 8      March 15 – Governance and Collaboration**

**Overview:** Governance in the for-profit and not-for-profit sectors is changing in crucial ways. This session brings you to the “C-suite” and above to better understand structure, process, and other dimensions. This session will also examine the many forms of multi-organization and multi-stakeholder collaboration, including public-private partnerships, joint ventures, strategic alliances, and multi-stakeholder consortia or initiatives. The dynamics of cooperation and competition will be addressed. A simulation exercise complements the material.

**Read:**

Chris Cornforth (2001). What makes boards effective? An examination of the relationships between board inputs, structures, processes and effectiveness in non-profit organizations. *Corporate Governance: an International Review*, 9(3), pp. 217–227.

Working on Nonprofit Boards: Don't Assume the Shoe Fits (HBS 99608 PDF-ENG), HBSP

Eric Knight, Joel Cutcher-Gershenfeld, and Barbara Mittleman (2015) "The art of managing complex collaborations." *MIT Sloan Management Review* 57.1: 16.

HanleyBrown, F., Kania, J., & KraMer, M. (2012). Channeling change: Making collective impact work. *Stanford Social Impact Review*

**Business Plan Analysis Due**

**Multi-stakeholder Strategic Bargaining Game Simulation**

**Supplemental Reading (Optional):**

Too Many Parents? Part A: Governance of Boston's Rose Kennedy Greenway  
Kirsten Lundberg; John D. Donahue (HKS237-PDF-ENG)

**Session 9      March 22 – Organizational change / Business plan analysis presentations**

Overview: We will go deeper into the dynamics of change in organizations – for-profit and not-for profit. Multiple change models will be covered and your change-blind sides will be considered. The balance of the business plan presentations will also be completed.

**Read:**

Change Through Persuasion (HBR R502F), on LATTE

Heath, Chip and Dan Heath (2010) *Switch: How to change things when change is hard* New York: Broadway Books, Chapters 1, 2, 3, 4, on LATTE

Cutcher-Gershenfeld, Joel, Dan Brooks, and Marty Mulloy (2015) "Chapter 2: The case for change," *Inside the Ford-UAW Transformation: Pivotal Events in Valuing Work and Delivering Results*. Cambridge, MA: MIT Press.

**Prepare:**

Mukunda, Gautam, Lisa Mazzanti, and Aldo Sesia. "[Cynthia Carroll at Anglo American \(A\)](#)." Harvard Business School Case 414-019, October 2013. (Revised March 2015), HBSP

***Business Plan Analysis Presentations – all slides due at 1:00pm on the day before class***

**Part V. Organizational Systems**

**Session 10    March 29 – Labor force and talent management**

**Overview:** New thinking about the human side of enterprise will be presented. Two cases will interweave with the readings and key principles will be debated. There is no leading organization – for-profit or not-for-profit – that doesn't struggle with the strategic challenge of getting the talent equation right.

**Read:**

Rule 3: Engage Today's Talent (HBS 3926BC), HBSP

Pfeffer, J. (1998) Six dangerous myths about pay. *Harvard Business Review*, May-June, 109-19, on LATTE

Tom Coens and Mary Jenkins (2002) *Abolishing Performance Appraisals: Why They Backfire and What to Do Instead*, Forward (by Peter Block), Chapters 1, 2, and 3, on LATTE

Kochan, Thomas, Wanda Orlikowski, and Joel Cutcher-Gershenfeld (2002) "Beyond McGregor's Theory Y: human capital and knowledge-based work in the 21st century

organization." Management: Inventing and Delivering the Future: 85-113, on LATTE

McCord, Patty (2014) "How Netflix reinvented HR." Harvard Business Review, HBSP

**Prepare:**

Performance Pay at MGOA - A (HBS 9-904-028), HBSP

*April 5 – No Class*

**Session 11 April 12 – Brand management and project management**

**Overview:** Both for-profit and not-for-profit organizations mismanage their brands more often than they skillfully manage this defining strategic resource. While brand management is unquestionably central to strategic management, project management is too often seen as a set of tactical skills. We will examine the strategic role of project management, including cases of projects in which the future of the enterprise is at stake.

**Read:**

Mining Gold in Nonprofit Brands (HBS F0404D), HBSP

Sylvain Lenfle and Chrisoph Loch (2010) "Lost Roots: How Project Management Came to Emphasize Control Over Flexibility and Novelty," *California Management Review*, (53: 1, Fall).

**Simulation:** SoftTouch, Inc.

**Session 12 April 19 – Social Change**

**Overview:** Social change actions will be examined through the strategic innovation lens.

**Read:**

James M. Jasper (1997) *The Art of Moral Protest: Culture, Biography, and Creativity in Social Movements*. The University of Chicago Press – Chapters 2. 3. 4

Ford Hall readings distributed

**Additional team meeting time will be provided during the second part of class.**

**Part VI. Concluding Class Presentations**

**Session 13    April 26 – Student team presentations and concluding session**

Slides due at 1:00pm on the day before the last class

Final project papers due at 1:00pm on the Tuesday after the last day of class

### *Emergency Response Recommendations*

In any organization, safety is the number one consideration. The Department of Homeland Security recommends the following three responses to any emergency on campus: **RUN > HIDE > FIGHT**

**ONLY FOLLOW THESE ACTIONS IF SAFE TO DO SO.** When in doubt, follow your instincts—you are your own best advocate!

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#### **RUN**

Action taken to leave an area for personal safety.

- Take the time now to learn the different ways to leave the building **BEFORE** there is an emergency.
- Evacuations are mandatory for fire alarms and when directed by authorities. **No exceptions!**
- Evacuate immediately. Pull manual fire alarm to prompt a response for others to evacuate.
- Take critical personal items only (keys, purse, and outerwear) and close doors behind you.
- Assist those who need help, but carefully consider whether you may put yourself at risk.
- Look for **EXIT** signs indicating potential egress/escape routes.
- If you are not able to evacuate, go to an Area of Rescue Assistance.
- Evacuate to Evacuation Assembly Area and remain until additional instructions are given.
- Alert authorities to those who may need assistance.
- Do not re-enter building until emergency response personnel indicate that it is safe to do so.

#### **ACTIVE THREAT:**

- If it is safe to do so run out of the building. Get as far away as possible.
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#### **HIDE**

Action taken to seek immediate shelter indoors when emergency conditions do not warrant or allow evacuation, such as for severe weather.

- Take the time now to learn the different ways to seek shelter within your building **BEFORE** there is an emergency.
- If you are outside, proceed to the nearest protective building.
- If sheltering-in-place due to severe weather, proceed to the identified Storm Refuge Area or to the lowest, most interior area of the building away from windows or hazardous equipment or materials.

#### **ACTIVE THREAT:**

- Lock or barricade your area.
  - Get to a place where the threat cannot see you.
  - Place cell phones on **silent**.
  - Do not make any noise.
  - Do not come out until your are advised it is safe.
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#### **FIGHT**

Action taken as a last resort to increase your odds for survival.

**ACTIVE THREAT:** If you cannot run away safely or cannot hide, **be prepared to fight with anything available to increase your odds for survival.**

