



THE OHIO STATE UNIVERSITY

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PUBAFRS 7940

Public Management Capstone: Strategy for Public Organizations

Autumn 2015

Monday 5:45-8:30pm

Classroom Page Hall 240

Credit hours: 3

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Office hours: Monday 1:30-3:30 pm and by appointment

COURSE DESCRIPTION

The purpose of this capstone course is to provide students with an integrated strategic perspective on the management and leadership of public sector organizations. In the course, we adopt the viewpoint of an upper level manager – an individual charged with diagnosing complex situations and resolving them in ways that enhance organizational performance. We will focus on how public managers can position their organizations to achieve desired program outcomes through fundamental strategic management techniques.

We will begin the course by discussing the role of managers in setting the strategic direction of public sector organizations and assess whether they can influence program outcomes. In other words, does management make a difference? We will then examine strategic management techniques that align strategy with organizational performance. Students will apply some of these techniques to a public or nonprofit sector organization of their choosing. We will close the course by revisiting the importance of strategic leadership and other organizational/environmental dynamics influencing organizational change.

We will explore strategic management through theory, concepts, and application. We will also utilize multiple learning methods including lectures, case studies, group exercises, and out-of-class assignments to provide students with a robust understanding of management strategy techniques. The readings are a combination of conceptual pieces drawn from research in strategic management and organization theory, and applied pieces on how to employ various strategic management techniques. The lectures are designed to elaborate on and extend key

points in the conceptual material, and clarify processes and steps described in the applied material. The case analyses are designed to examine how different management tools have been or could be employed in practice. The group exercises are designed to create microenvironments for students to engage in brainstorming, collaborative problem solving, and evaluation. Finally, the assignments are designed to give students hands-on experience with some of the most commonly used strategy tools in the public and private sectors.

This course integrates the knowledge students have gained from prior coursework to build analytical capacities. For example, in PUBAFRS 6050, students partly dealt with diagnosing problems and opportunities facing public sector organizations. This course is designed to build on this analysis by generating strategies to address problems and/or to take advantage of opportunities, and then aligning those strategies to internal operations and external performance measures. This is an elective capstone course for graduate students in the John Glenn College of Public Affairs. It is recommended that students have taken PUBAFRS 6050 or another management course.

LEARNING OBJECTIVES

Upon successful completion of this course students will:

- Identify the elements of strategic management and leadership from a theoretical and practical perspective
- Demonstrate the methods of strategic management through discussion, case study, small group analysis, and assignments
- Apply their knowledge of strategic management and leadership by utilizing strategy tools to analyze and report on organizational performance

CLASSROOM CONDUCT

The work in this course is commensurate with graduate-level study. Advance reading and active participation is critical to the success of this course. Further, this course will be conducted according to the professional standards of the workplace. The course will begin and end on time. Mobile devices will be turned off. Laptop computers are allowed by instructor permission - use is restricted to viewing course-related content and taking notes. Students are also asked to be respectful of their colleagues during class discussion. Students are expected to attend the course unless they have extenuating circumstances (see further discussion of attendance under "Course Participation").

COURSE REQUIREMENTS

Readings

Students will find readings and case studies posted online to the Carmen website for this course. Students are expected to read all of the readings in advance of the session. Students will be assessed on their ability to demonstrate knowledge of the material through their in-class

contribution and strategy document assignment. Students are welcome to draw from outside material to support course work.

Students will be iteratively assigned readings during the semester. Students will be responsible for leading class discussion on the assigned material. Students should be prepared to: (1) provide brief summary of the reading; (2) connect material to other assigned readings for the session; and (3) present 1-2 provoking questions to the class to spur discussion on the reading.

Recommended text (for students interested in additional depth on the topics presented):

Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement, 4th Edition

John M. Bryson

ISBN: 978-0-470-39251-5

Students can access textbook information via the Barnes & Noble bookstore website: www.shopOhioState.com as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

Cases

The course relies on case studies to provide insight into real-world challenges faced by managers in the public and nonprofit sectors. Cases are generally written to contain background information on the organization, objective of the activity, people involved, and a series of events and administrative difficulties that confront the responsible manager. The problem may or may not be clearly defined. Frequently, a significant part of the student's analysis is to define the management problem. The purpose of the case is to present the facts that were known or available to parties in the case situation and which formed the basis for their analysis and decision. The decision is sometimes described in the case, other times it is not. If a decision is indicated in the case, the discussion often focuses upon an analysis of the validity of the decision. In order for the in-class discussion to be effective, students must carefully prepare before class and actively participate during class.

Several cases are posted on Carmen; however, there are required cases for purchase from Harvard Business Publishing (coursepack link: <https://cb.hbsp.harvard.edu/cbmp/access/38476088>). If you have problems accessing the link or purchasing cases, please contact HBP at 800-545-7685.

1. County Department of Public Health: Organizing for Emergency Preparedness and Response (Product No: 806089-PDF-ENG)
2. Cancer Health Alliance of Metropolitan Chicago: Working Together to Achieve Mutual Goals (Product No: KEL247-PDF-ENG)
3. NYC Center for Economic Opportunity: An Evidence-Based Approach to Alleviate Poverty (Product No: HKS724-PDF-ENG)

Capstone Assessment - Strategy Document

The primary deliverable for this capstone course is the development of a strategy document to guide decision making for a public or nonprofit sector organization. Students will produce a strategy document for a public or nonprofit sector organization, ideally in the midst of significant internal change and/or external uncertainty. A strategy document provides managers with a comprehensive picture of organizational performance, facilitates strategy decisions, and aligns strategy with performance indicators.

GRADING AND ASSIGNMENT DETAIL

Class Participation: 10%

Case Studies:

 Outlines: 5%

 Case Study Analysis and Facilitation: 20% (2@10%)

Capstone Project – Strategy Document:

 Midterm Assessment - SWOT, Goals, Overall Strategy: 25%

 Final Strategy Document: 35%

 Elevator Speech: 5%

Class Participation

Students are expected to attend and participate in class as meaningful discussion of topics and case studies hinge on both preparation and participation. Missing class, not being prepared, and not contributing to course discussion or group activities will adversely affect a student's participation grade. ** Participation includes not only discussion of readings and course concepts, but also careful listening and respect for others in the classroom.

Active participation, based on preparation, includes providing good, solid answers to questions. Good answers indicate that you are actively listening to your colleagues and providing comments relative to ongoing discussion. Relevant comments add to the group's understanding of the material, challenge and/or clarify the ideas expressed by others, integrate material from past classes or other courses, and show evidence of analysis rather than mere opinion.

Group Case Study Analysis and Facilitation

Students will form small groups to complete the graded case study assignments. Students will be responsible for writing and presenting two case analyses. Case analysis papers should be 5-6 double-spaced pages. Students will also be responsible for facilitating a one-hour class discussion. The case analysis should *not* simply be a description of the case – this is a diagnostic assignment. The case study will (1) identify the primary challenge facing the case protagonist(s) and critical assessment of the situation; (2) issue a persuasive argument supporting a recommended course of action – the best analyses employ creativity and

** Arrangements will be made on a case-by-case basis to accommodate absences due to illness. It is important that everyone stay healthy. Do not come to class if you are ill. Contact me *before class* to make accommodations.

innovation in alternative(s); (3) list at least five *thought-provoking questions* relevant to the case that you plan to use to provoke fruitful class discussion. In addressing components 1 and 2 of the analysis, students should connect the problem and recommendations to course concepts as applicable. The case study analysis is due at 2 pm on the day that you present via Carmen.

The case study analysis will be graded on the following criteria:

- Substance – demonstrate knowledge of the case and apply course concepts to the analysis
- Argument – ability to communicate clearly and persuasively
- Style – grammar, spelling, structure, citations, and “the basics” of good writing**
- Facilitation – thought-provoking questions to encourage involvement; active participation of the group members to facilitate class discussion; time management; creativity (as the best facilitations incorporate innovative facilitation techniques)

Case Study Outlines

The rest of the class is not off the hook. In order for the in-class discussion to be effective, all students must carefully prepare before class and actively participate during class. The well-prepared student comes to class with a 1-page written outline identifying the primary challenge facing the case protagonist(s), a critical assessment of the situation, and a persuasive argument supporting a recommended course of action. A persuasive argument implies having completed the appropriate analytical and qualitative analyses necessary to support a recommendation. Having a written outline is important because it forces one to draw together various aspects of the case and to synthesize a distinct position on each of the case discussion questions. Moreover, the process of writing one’s response to these questions imposes a level of specificity and clarity to one’s analysis that may otherwise be absent. A written outline also provides a foundation for concise, thorough, and specific comments that improve everyone’s learning experience. Use the first two points described in the previous section (case analysis) to guide your case outline. In class, students should be ready to communicate their responses to the assigned reading or case questions and to defend their analysis against the critique of other members of the class. Outlines are due before class (by 5:45 pm) on the day the case is discussed via Carmen. Late outlines are not accepted. Students presenting the case do not complete the outline.

The case study outline is graded pass/fail; a pass grade means that the student:

- Turned the outline in on time
- Identified the problem(s), provided an assessment of the situation(s), proposed course of action(s) in a 1-page outline

Strategy Document

The primary assignment for this course is to produce a strategy document for a public sector or nonprofit organization, ideally one that is in the midst of significant internal change and/or

** See the University’s Writing Center handouts for clarification on what constitutes good writing, found online at: <http://cstw.osu.edu/writingcenter/handouts>

external uncertainty. As we will discuss in class, a strategy document provides managers with a comprehensive picture of organizational performance, facilitates strategy decisions, and aligns strategy with performance indicators. Students produce a strategy document for a public sector or nonprofit organization. A logical organization is the one analyzed in PUBAFRS 6050. In fact, students will find that this gives them an advantage in that some elements of the balanced scorecard assignment are duplicative and/or draw from the assessment conducted in that course.

The final strategy document will be no more than 10 pages of single-spaced text. The document should be modeled after industry reports (e.g., GAO, CBO, CRS - examples will be provided to students) with visual, graphical display of information (tables, charts, etc.). The document must include the following components within the page limit:

- SWOT Analysis and Strategic Goals (to include a brief organizational overview, background, mission and goals, and stakeholder identification)
- Overall Organizational Strategy
- Strategy Maps or Logic Models Linked to Performance Measures (financial and non-financial)

The following items are required but do not count toward the page limit:

- Title Page
- Executive Summary (one page)
- Table of Contents
- List of Figures and Tables
- References

There are individual and group dimensions to this project:

- Individual assignment – Preliminary strategy document: Students will turn in a preliminary version of the assignment that includes a SWOT analysis, strategic goals, and overall strategy. The preliminary assignment has a seven-page limit (single-spaced). This is students' individual capstone project and midterm assessment. It will fulfill the capstone requirement for eligible students.
- Group assignment – Final strategy document: Students will form small groups and will select one organization to present as the final deliverable. The final strategy document will require students to synthesize and integrate all of the elements into a 10-page document (single-spaced).

A detailed grading rubric for the preliminary and final strategy documents will be posted to Carmen.

Elevator Speech

The last week of class, students will present a five-minute "elevator speech" to the instructor which basically summarizes their report. Students will be pitching both the diagnosis of the problem and the solution. The premise of the assignment is that the manager (a.k.a. student)

has essentially run into a superior or a legislator who might fund or approve their proposed strategy and the manager only has five minutes to make the sell. Students can only use visual aids that they could carry with them (e.g. a tablet or laptop, but with no projector, a printed “one-pager” or brochure, etc.).

Grading scale

93 - 100	A	80 - 82	B-	68 - 69	D+
90 - 92	A-	78 - 7	C+	64 - 67	D
88 - 89	B+	73 - 77	C	63 & below	E
83 - 87	B	70 - 72	C-		

COURSE POLICIES

Assignment Submission:

Assignments are due at the *beginning* of each class. Assignments should have one-inch margins, double-spaced (with the exception of the strategy document), and typed in 12-point business-acceptable font (Examples include: Garamond, Times New Roman, Arial, Calibri, etc.; unacceptable fonts include Courier, compressed fonts, etc.). Dropboxes will be created on Carmen for each assignment to facilitated online submission.

Late Assignment Policy:

Assignments are due at the beginning of class. Students who fail to turn an assignment at the start of class will incur a 5% penalty, and for each day thereafter that it is late (e.g. 94% to 89% to 84%, etc.). Given the nature of the assignment, case outlines will not be accepted late.

College Requirements and the Capstone Assessment:

Students are required to earn a grade of “B” or better to successfully fulfill the capstone requirement, which is necessary to graduate from both the MA and MPA programs. Students with a grade lower than B or an incomplete will be required to take a second capstone course. A student has only two chances to achieve a grade of “B” or better in the capstone course. Regardless of grade, students who take an Incomplete in the course are considered not to have successfully fulfilled the capstone requirement and will be required to take a second capstone class.

- MA Students:** The Capstone Assessment will also constitute the University’s required master’s examination for the Master of Arts degree. The Capstone Assessment Committee is approved by the Dean and includes at least one core faculty member plus the instructor of the class, provided that the instructor is a member of the Graduate Faculty of M level or higher. In the event that the instructor is not a graduate faculty member of M level or higher, the instructor may be added to the committee by approval of the graduate studies committee and petition to the Graduate School. While the instructor assigns the grade for the assignment as part of the grade for the course, the Capstone Assessment Committee evaluates separately whether the student achieves a successful pass (“Pass” or “Marginal Pass”). Students who fail will be required

to stand for an oral examination with the assessment committee, during which they will have the opportunity to expand further on their answers to the written assessment. This should take place immediately (i.e. a day or two) after the committee has determined that the written assessment is insufficient. At the oral examination, the advisor serves as the chair and all members of the assessment committee must be present. MA students failing the oral examination will be required to take a second capstone class in a future semester and also successfully pass the Capstone Assessment. An MA student has only two chances to pass the Capstone Assessment. Students passing the assessment but failing to achieve a “B” or higher in the course will be required to take another capstone class. Both criteria (“B” in the course and passing the assessment) are required to graduate.

- **MPA Students:** For MPA students, the completion of a capstone class with a grade of “B” or higher satisfies the College’s capstone exit requirement for the Master of Public Administration degree. All other degree requirements must also be successfully met in order to graduate (See Master’s Handbook for full requirements.)

Academic Integrity:

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s [Code of Student Conduct](#) and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University’s Code of Student Conduct may constitute “Academic Misconduct.” Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University’s [Code of Student Conduct](#), Section 3335-23-04 defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s [Code of Student Conduct](#) is never considered an “excuse” for academic misconduct.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Accommodation Policy

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated. Students should inform the instructor as soon as possible of their needs.

The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting ccs.osu.edu or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building. 24 hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org

ASSIGNMENT CALENDAR

Due Date	Assignment
September 14 th	Students sign up for case study analysis/facilitation
September 21 st	Case studies begin
September 28 th	Students identify organization to instructor
October 26 th	Midterm - Preliminary strategy document
November 9 th	Students identify teams for final project
December 7 th	Elevator speech
December 11 th	Final strategy document

COURSE OUTLINE

August 31st

Course introduction: Course overview and syllabus review

September 7th

No class – Labor Day

September 14th

Strategy: Begin to answer the question “Whether and how managers can impact organizational performance?”

Readings

- Kearns, Kevin P. 2000. “Embracing New Challenges and Opportunities: Strategic Management in Government and Nonprofit Organizations.” In *Private Sector Strategies for Social Sector Success: The Guide to Strategy and Planning for Public and Nonprofit Organizations*. San Francisco: Jossey-Bass.
- Chenok et al. 2013. Six trends driving change in government. (Washington, DC: IBM Center for the Business of Government).

- Mark McNeilly, (2002), "Gathering information for strategic decisions, routinely", *Strategy & Leadership*, Vol. 30 Iss: 5 pp. 29 – 34.
- Light, Paul. 2014. A cascade of failures. Center for Effective Public Management at Brookings.

Guest Speaker

- William Shkurti, retired Senior Vice President for Business and Finance, The Ohio State University

Due

- Students sign up for case studies

September 21st

Strategy and strategic planning: Overview of strategic management and the planning process; discuss strategy document assignment

Readings

- Porter, M. 1996. What is Strategy? *Harvard Business Review*
- Mittenenthal, Richard. 2002. *Ten Keys to Successful Strategic Planning for Nonprofit and Foundation Leaders* (New York, NY: TCC Group).
- Mintzberg, H. 1994. "The Fall and Rise of Strategic Planning." *Harvard Business Review*, January/February: 107-114.
- Martin. 2014. "The Big Lie of Strategic Planning". *Harvard Business Review*
- *For more information:* Bryson chapters 2-3

Case

- Next Steps for Wyandotte County

Due

- Case outline, group case study analysis

September 28th

Goals and objectives: Mission versus function; crafting goals and objectives for strategic planning

Readings

- Moore, Mark. 1995. "Defining Public Value" in *Creating Public Value: Strategic Management in Government* (Cambridge, MA: Harvard University Press): 27-57.
- Coyne, et al. 2007. "Breakthrough Thinking from Inside the Box." *Harvard Business Review*
- Peruse goals: www.performance.gov
- *For more information:* Bryson chapters 4

Case

- County Department of Public Health: Organizing for Emergency Preparedness and Response (HBS)

Due

- Case outline, group case study analysis
- Students identify organizations and report to instructor in class

October 5th

Environmental and stakeholder analysis: SWOT analysis; understanding organizational fit and misfit; competitive advantage; managing disruptions in external forces; responding to changing environment

Readings

- Electronic Hallway. "A Note on Mapping: Understanding Who Can Influence Your Success."
- Porter, M.E. (2008). "The Five Competitive Forces That Shape Strategy." *Harvard Business Review*, January 78-93.
- Kearns, Kevin P. 2000. "Using Environmental Scanning to Track Trends and Prospects." In *Private Sector Strategies for Social Sector Success: The Guide to Strategy and Planning for Public and Nonprofit Organizations*. San Francisco: Jossey-Bass.
- Bryson - Resource A
- *For more information:* Bryson chapter 5

Activity

- In class exercise on environmental and stakeholder analyses

October 12th

Strategy, part 1: Defining strategy

Readings

- Nutt, Paul and Robert Backoff. 1995. "Strategy for Public and Third-Sector Organizations." *Journal of Public Administration Research & Theory*, 5(2): 189-201.
- Brown, Trevor. 2010. "The evolution of public sector strategy." *Journal of Public Administration Research and Theory* 70(s1): s212-s214.
- Gladwell, Malcolm. February 13, 2006. "Million-Dollar Murray: Why Problems Like Homelessness May Be Easier to Solve Than to Manage," *The New Yorker*.
- *For more information:* Bryson chapter 6

Case

- NPower, Case A

Due

- Case outline, group case study analysis

October 19th

Strategy, part 2: Crafting strategy; strategic intent and content

Readings

- Hamel, G. and Prahalad, C.K. (2005). "Strategic Intent." *Harvard Business Review*, July/August: 148-161.
- Boyne, George A. and Richard M. Walker. 2004. "Strategy Content and Public Service Organizations." *Journal of Public Administration Research and Theory*, 14(2): 231-252
- *For more information:* Bryson chapter 7

Case

- NPower, Case B

Due

- Case outline, group case study analysis

October 26th

Implementation: Implementing strategies – connecting inputs, activities, outputs, and outcomes; logic models; strategy maps

Readings

- Bryson - Resource D
- W.K. Kellogg Foundation. 2004. *Logic Model Development Guide* (skim)
- Knowlton, Lisa Wyatt and Cynthia C. Phillips. 2013. "Display and Meaning" *The Logic Model Guidebook*. 2nd ed. Thousand Oaks, CA: Sage Publications.
- Pitt, Martyn and Dimitrios Koufopoulos. 2012. "Strategy Implementation and Change Management," in *Essentials of Strategic Management*. London: Sage Publications.
- Callahan, et al. 2012. *Key actions that contribute to successful program implementation*. (Washington DC: IBM Center for the Business of Government).
- *For more information:* Bryson chapter 9

Due

- Midterm - Preliminary Strategy Document

November 2nd

Performance management: Performance measurement for strategic plans; financial resources and strategic planning

Readings

- Moynihan, D. 2013. *The New Federal Performance System: Implementing the GPRA Modernization Act*. (Washington DC: IBM Center for the Business of Government).
- Behn, Robert D. 2003. "Why Measure Performance: Different Purposes Require Different Measures." *Public Administration Review*, 63(5): 586-606
- Mulgan, Geoff. 2010. "Measuring Social Value." *Stanford Social Innovation Review*, Summer, 38-43.
- Radin, B. 2006. *Challenging the performance movement*. Chapters 2-3

Guest speaker

- TBD

November 9th

Performance and effectiveness: Linking goals, strategy, resources and performance measures; performance measurement systems, management information systems

Readings

- Kaplan, Robert S. and Norton, David P. 1996. "Using the Balanced Scorecard as a Strategic Management System." *Harvard Business Review*, 74(1): 75-85.
- Kaplan, Robert S. and Norton, David P. 1996. "Linking the Balanced Scorecard to Strategy." *California Management Review*, 39(1): 53-79.
- Poister, Theodore H. 2010. "The Future of Strategic Planning in the Public Sector: Linking Strategic Management and Performance." *Public Administration Review*, 70(s1): s246-254.
- Koch, J. 2007. The Challenges of Target Setting. *Harvard Business Review*
- For more information: Bryson chapter 10

Case

- NYC Center for Economic Opportunity (HKS) – on performance

Due

- Case outline, group case study analysis
- Students identify teams for final project

November 16th

Innovation and technology: Connecting innovation and strategy; developing innovative organizations; current trends

Readings

- McDonough et al, 2008. "Integrating innovation style and knowledge into strategy" MIT Sloan Management Review.
- Partnership for Public Service, Innovation, 2014 http://cdn.govexec.com/media/gbc/docs/pdfs_edit/042414kl1.pdf
- <https://challenge.gov>
- https://www.fels.upenn.edu/sites/www.fels.upenn.edu/files/innovation_challenges_0.pdf
- Mergel, Ines, and Kevin C. Desouza. "Implementing open innovation in the public sector: The case of challenge. gov." *Public Administration Review* 73.6 (2013): 882-890.
- Desouza, K. C., & Bhagwatwar, A. (2012). Leveraging technologies in public agencies: The case of the US Census Bureau and the 2010 Census. *Public Administration Review*, 72(4), 605-614.

Activity

- In class time to work on final project

November 23rd

Collaboration and strategic alliance: Forms and characteristics of alliances, alliance motivations, alliance strategies and performance

Readings

- Pitt, Martyn and Dimitrios Koufopoulos. 2012. "Acquisition, Merger, and Alliance Strategies," in *Essentials of Strategic Management*. London: Sage Publications.
- Bernhut, Stephen. 2002. After the Deal Is Done: Four Keys to Managing an Alliance. *Harvard Management Update*. Reprint U0212d
- Robert S. Kaplan, David P. Norton, and Bjarne Rugelsjoen. 2010. Managing Alliances with the Balanced Scorecard. *Harvard Business Review*. Reprint R1001J
- Jonathan Hughes and Jeff Weiss. 2007. Simple Rules for Making Alliances Work. *Harvard Business Review*. Reprint R0711H

Case

- Cancer Health Alliance of Metropolitan Chicago: Working Together to Achieve Mutual Goals (Kellogg)

Due

- Case outline, group case study analysis

November 30th

Strategic leadership: Leadership characteristics, leadership process, leading strategically

Readings

- Kotter, John P. 1990. "What Leaders Really Do" *Harvard Business Review*.
- Joyce, Paul. 2012. *Strategic Leadership in the Public Services*. London: Routledge. chapters 1 and 2.
- A Conversation with Thad Allen, Commandant, United States Coast Guard. Jan/Feb 2009. *The Business of Government* (Washington, DC: IBM Center for the Business of Government)
- McNeilly, Mark. 2012. "Character-based leadership: Providing effective leadership in turbulent times" in *Sun Tzu and the Art of Business: Six Strategic Principles for Managers*. Revised edition. New York: Oxford.

Activity

- In class time to work on final project

December 7th

Elevator speeches: Each group schedules a time during the class period to meet with the instructor to make a five minute "elevator speech" on their strategy document

Due

- Elevator speech

December 11th

Due

- Final Strategy Document

SAMPLE