

**Brandeis University**  
**The Heller School for Social Policy and Management**

**HS 252b: STRATEGIC MANAGEMENT**

**Spring 2008**

Thursdays, 6:10-9:00

Room TBA

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**Course Objectives:**

This course explores the mission-based manager's need to think strategically and to act effectively in a dynamic environment. You will develop skills for critically analyzing the components of markets, organizational structure, strategic plans, and strategic actions. You will develop practical planning tools for strategy including mission statements, leadership techniques, technological innovations, and organizational collaboration. 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 American and international health and human services systems, competition, technology, and the environmental and ethical considerations in decision making. 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 because authority in the governmental and nonprofit sectors is diffuse, managers must be able to persuade others. Therefore, 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 both in writing and orally. Other aspects of this course include:

### **Course Materials:**

- Cases
- Electronic files
- Other articles as made available
- Nonprofit Strategic Positioning: Decide Where to Be, Plan What to Do (John Wiley, 2006)
- Note: relevant websites are listed at the end of each class section for your general reference

### **Grading:**

15% Classroom participation

Be prepared to attend each class and to participate actively in the discussion. *Always be prepared to present your analysis of the assigned case(s)*. 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 debate, the classes will be more beneficial with active participation from everyone.

Class participation means synthesizing and incorporating the ideas and techniques presented in the reading material, not simply repeating that material. You will constantly be expected to present well thought-out analyses and arguments.

10% Regular preparation of written case material

There are ten 'prepare' assignments preceded with a ! symbol. To earn an 'A' for 10% of your grade, you must hand in seven of those assignments, *hardcopy only*, at the beginning of the class for which it was assigned. You must be present in the class to get credit for the preparation assignment you hand in. Each written assignment should be no more than a single typewritten page. The choice of format and content is entirely up to you. These seven assignments will not be graded or returned to you. We will use them solely as a mechanism by which to ensure that all students are comprehending the material. They have the added benefit of giving you an opportunity to organize your analyses and prepare your class participation.

Thorough preparation of the cases involves analytical thought. Repeating the facts of the case is not analytical thought. The objective of this portion of the grade, as with the course as a whole, is to give you practice in developing your ability to analyze, formulate strategy, and take effective actions to accomplish it.

*Note; be sure to prepare ALL assignments, including those without either a ! or \*\*\*.*

75% Any two “Prepare” assignments indicated by \*\*\* on the syllabus, PLUS THE FINAL, MANDATORY “Prepare” assignment.

You have a choice of \*\*\* papers to hand in. You must hand in EITHER the University of Phoenix competitor analysis OR the San Francisco Symphony scan sheet package. For the second \*\*\* paper you may hand in EITHER MGOA, ZipCar, OR Mercy Corps.

These are due at the beginning of that class. Electronic submissions are preferred wherever possible, although for the scan sheet package a hard copy may actually be easier. For electronic submissions, submit a single Word (or comparable) file with charts and exhibits embedded in the file. Please use the following naming convention for the file:

YOUR LAST NAME # (of paper)SM

In the above example, if I were submitting the second required \*\*\* paper the name of the electronic file would be “McLaughlin2SM”. Papers will be considered to have been received on time if the electronic send date and time are before the start of class. Use my GT email for this purpose.

I suggest you bring an extra copy of the assignment for reference during class discussion. Filing your paper electronically before 11 AM on the day it is due should usually allow me to receive it in time to project your work directly from my laptop. Note again that in the case of the scan sheet package it may be preferable to submit the full package in hard copy: this is your decision. *Always be prepared to present your paper.* Weighting will be 20/20/35. All of these assignments are for one person only.

NOTE: Any written assignment handed in late will receive no grade, with no exceptions.

### **Office Hours:**

I will be available at any mutually convenient time and location to discuss matters related to the course.

### **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 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 Beth Mann, disabilities coordinator for The Heller School at x **6-2737**, or at [bmann@brandeis.edu](mailto:bmann@brandeis.edu)

## Course Outline

### I. Jan. 17 Introduction: The Nonprofit Management Framework

**Read:** Trusted Intermediary: What We're Really Accomplishing (Nonprofit Times – N)

(Note: browse these sites as general background or research tools: if listed under reading assignments, read the linked publication)

<http://www.independentsector.com>

<http://www.guidestar.org>

<http://www.nptimes.com>

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

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

**Read:** Nonprofit Strategic Positioning (NSP), pp. 2-6

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### II. Jan. 24 Strategic Factor: The Labor Force

**Read:** Employment at Will: A Legal Perspective (Harvard Business School – HBS)

NSP pp. 7-60

**! Prepare:** Cirque de Soleil (HBS)  
*Product Number: 9-403-006*  
[http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item\\_detail.jhtml;jsessionid=0PR2BCIJDMSWAKRGWDSSELQBKE0YIISW?id=403006&referral=2342](http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item_detail.jhtml;jsessionid=0PR2BCIJDMSWAKRGWDSSELQBKE0YIISW?id=403006&referral=2342)

How should Cirque de Soleil position itself for the next 5-10 years in relation to its unique labor force?

**Prepare:** Shifting the Labor-Relations Paradigm: A Union-Management Partnership in Ohio State Kennedy School of Government (KSG)

*Case Number: 1311.0*

<http://www.ksgcase.harvard.edu/caseTitle.asp?caseNo=1311.0>

<http://www.bls.gov/>

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### III. Jan. 31 Strategic Factor: Competitor/Collaborator Analysis

**Read:** To Compete (N)

Judo Economics (HBS)

*Product Number: 9-794-103*

[http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item\\_detail.jhtml?id=794103&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item_detail.jhtml?id=794103&referral=2340)

Foot Traffic: Getting in the Transportation Zone (N)

Protoyper vs. Industrializer (N)

**\*\*\*Prepare:** A Competitor Analysis

Follow these steps:

1. Research the Apollo Group, a for-profit publicly held company competing in the post-secondary education market. Look up the organization on the following web site:

<http://www.sec.gov/edgar/searchedgar/webusers.htm>

This is the source for their annual 10K financial report, which has sections on management strategy which you should read (typically called things like ‘business’ and ‘management discussion’).

2. Research colleges or universities providing similar educational programs to similar student populations as the University of Phoenix in the same general geographic area (re-check their web site for locations and course offerings).

These web sites could be useful in finding a college:

<http://www.collegeboard.com/student/csearch/index.html>

<http://www.petersons.com/ugchannel/code/searches/srchCrit1.asp>

<http://www.usnews.com/usnews/edu/college/tools/search.php>

3. Pick one college that competes for the same student population, either online or in a local or regional market, as does The University of Phoenix. Be sure to pick your college

carefully. For example, The University of Phoenix does not try to compete with Ivy League colleges. In 1,000 words or less, analyze the apparent desired strategic positions of your chosen college with respect to students (consumers), geography, and price. Compare and contrast this analysis with a similar analysis of the University of Phoenix. Evaluate the strategic strengths of both organizations.

<http://www.charitableway.com>

**TIPS:**

- Make sure to analyze the University of Phoenix from your chosen college's point of view.
  - Using private colleges (i.e., non-state-run) makes it easier to get information.
  - While it is important to pick a college that operates in the same general market as the U of P, it is not necessary to find an exact competitive match.
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**IV. Feb. 7 Strategic Factor: Users**

**Read:** NSP pp. 61 - 100

**! Prepare:** Triangle Community Foundation (Stanford University – S)  
*Case Number: SI09*  
[http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item\\_detail.jhtml?id=SI09&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item_detail.jhtml?id=SI09&referral=2340)

1. TCF has devised a new mission and statement of their customer. Have they also devised a new strategy?
2. What is the logical market of a community foundation?
3. How is a community foundation different from or similar to: a United Way; a private foundation; and a major fundraising organization such as a university or medical center?
4. How can a community foundation differentiate itself in a crowded market? In an uncrowded market?
5. Evaluate TCF's five goals.
6. What are the risks associated with TCF's new approach?
7. Evaluate their strategic planning process

San Francisco Symphony (S)

*Product Number: SM63*

[http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item\\_detail.jhtml?id=SM63&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item_detail.jhtml?id=SM63&referral=2340)

**\*\*\*Prepare:** A scan sheet package on the future market (demand) for the type of music produced by the San Francisco Symphony. For ease of preparation, research the classical music market generically and from that work deduce the implications for the S.F. Symphony specifically. Ignore all questions in the case itself.

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

NOTE: AT THIS POINT IN THE COURSE YOU SHOULD HAVE HANDED IN ONE OF THE TWO PREVIOUS ASSIGNMENTS MARKED WITH \*\*\*.

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## **V. Feb. 14 Strategic Factor: Special Asset(s) -- Brand Management**

**Read:** Mining Gold in Nonprofit Brands

Your National Organization: Things the Leaders Will Never Tell You (N)

Habitat for Humanity International: Brand Valuation (HBS)

*Product Number: 9-503-101*

[http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item\\_detail.jhtml?id=503101&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item_detail.jhtml?id=503101&referral=2340)

**! Prepare:** The **AMA—Sunbeam Deal** (HBS)

1. What would you consider to be the impact of dues in influencing decisions in an association environment?
  2. Are there differences between the AMA/Sunbeam deal and those of other nonprofits?
  3. Note that the AMA is a membership organization and the other precedents cited in the case involve public charities. Is this difference relevant?
  4. YOU may not cash in on your organization's brand, but others will. Offer them practical guidance.
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## **VI. Feb. 28 Leadership**

**Read:** Power Dynamics in Organizations (HBS)  
*Product Number: 9-494-083*  
[http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item\\_detail.jhtml?id=494083&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item_detail.jhtml?id=494083&referral=2340)

Exercising Influence (HBS)  
*Product Number: 9-494-080*  
[http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item\\_detail.jhtml?id=494080&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item_detail.jhtml?id=494080&referral=2340)

NSP pp., 141-173

Charismatic Leader (N)

**! Prepare:** Jerome Miller and the Department of Youth Services (KSG)  
*Case number for section (A): 101.0*  
<http://www.ksgcase.harvard.edu/casetitle.asp?caseNo=101.0>  
*Case number for section (B): 102.0*  
<http://www.ksgcase.harvard.edu/casetitle.asp?caseNo=102.0>

1. Compile and analyze a list of tactics that Jerome Miller employed.
2. Could Miller have accomplished as much through incremental reforms? Why or why not?
3. Evaluate the relationship between Miller's administrative systems and his programmatic strategies.

**Prepare:** Beyond Mama Management (KSG)

1. Analyze what happened in this case. Focus especially on the relationship between organizational structure and personality.
2. What could Stracher have done differently? Coldrick?
3. What should Stracher do now? Present a set of detailed, coherent recommendations.

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## VII. Mar. 6 Organizational Structure

**Read:** The Organization of Production in the Human Services (Yale)

**Read:** Mind vs. Market (N)

Your Local Affiliates: What They Want You to Hear (N)

**Prepare:** Providing Two-Way Feedback: Assessing Headquarters and Field Service Performance at CARE (KSG)

*Case Number: 1283.0*

<http://www.ksgcase.harvard.edu/casetitle.asp?caseNo=1283.0>

1. Evaluate MACO. Analyze its strengths and weaknesses, and identify the behaviors it seeks to elicit.
2. It is often said that, in a bureaucracy, what gets measured gets done. What may *not* get done because it is not measured through MACO? What could senior management do to counteract this tendency?
3. Who has the most power -- HQ staff, Field International staff, or field national staff? Why? How will your chosen area deal with MACO?
4. Identify the strengths that come from having former field staff in high ranking positions. The weaknesses?
5. Should managers be compensated according to their ranking on MACO? Why or why not?

**! Prepare:** Habitat for Humanity **International** (HBS)

*Product Number: 9-694-038*

[http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item\\_detail.jhtml?id=694038&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item_detail.jhtml?id=694038&referral=2340)

1. What are the top priority areas in which action must be taken?
2. Describe at least three changes you would recommend.
3. Who would be most likely to resist these changes?
4. Describe the most likely ways in which they would resist the changes you recommend. How overt would the resistance be? How could you overcome it?

**Read:** The Core Competence of the Corporation (**HBR OnPoint Enhanced Edition**) (HBS)

*Product Number: 6528*

[http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item\\_detail.jhtml?id=6528&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item_detail.jhtml?id=6528&referral=2340)

<http://www.pfd.org/leaderbooks/sat/index.html>

## VIII. Mar. 13 Managing Growth

**Read:** The Three Nonprofit M's (N)

**Prepare:** STRIVE (HBS)  
*Product Number: 9-399-054*  
[http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item\\_detail.jhtml?id=399054&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item_detail.jhtml?id=399054&referral=2340)

Answer the questions at the end of the case

**! Prepare:** Endeavor – Determining a Growth Strategy (HBS)  
*Product Number: 9-803-126*  
[http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item\\_detail.jhtml?id=803126&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item_detail.jhtml?id=803126&referral=2340)

1. What is Endeavor trying to do? Have they been effective so far?
  2. Which countries should Endeavor target?
  3. What are the barriers to entrepreneurship in this country?
  4. What metrics could Endeavor use to evaluate its progress?
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## IX. Mar. 20 Mergers and Alliances

**Read:** The Consolidation of Highly Fragmented Industries, **Module Note** (HBS)  
*Product Number: 9-802-192*  
[http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item\\_detail.jhtml?id=802192&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item_detail.jhtml?id=802192&referral=2340)

Mergers and Consolidations  
<http://www.npccny.org/info/goi4.htm>  
(Carolyn McLaughlin is no relation)

Strategy and the New Economics of Information (HBS)  
*Product Number: 4517*  
[http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item\\_detail.jhtml?id=4517&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item_detail.jhtml?id=4517&referral=2340)

Why Mergers Fail (N)

**! Prepare:** Utah Symphony and Utah Opera: A Merger Proposal (HBS).  
*Product Number: 9-404-116*

[http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item\\_detail.jhtml?id=404116&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item_detail.jhtml?id=404116&referral=2340)

Answer Ewers' four questions.

**Suggestion:** Pick any nonprofit public charity, preferably one with yearly revenue exceeding \$1M, for your final assignment now. Using the web, the organization's web site, telephone calls, personal contacts and whatever other tools you may have, begin learning as much as you can about that organization. It is not necessary to contact the organization directly in order to complete this assignment should you not want to do so.

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## X. Mar. 27 Changing Organizational Culture

**! Prepare:** Raiser Senior Services - **The Stratford (A)**  
*Product Number: 9-603-013*  
[http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item\\_detail.jhtml?id=603013&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item_detail.jhtml?id=603013&referral=2340)

Devise a plan for cutting costs or increasing revenue that would add up to an aggregate positive impact of \$750,000. Describe the process by which you would implement that plan. Be sure to include a focus on both staff and residents.

**\*\*\*Prepare:** Performance Pay at MGOA (A-C) (HBS)  
Part A - *Product Number: 9-904-028*  
[http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item\\_detail.jhtml?id=904028&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item_detail.jhtml?id=904028&referral=2340)  
Part B - *Product Number: 9-906-005*  
[http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item\\_detail.jhtml?id=906005](http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item_detail.jhtml?id=906005)  
Part C - *Product Number: 9-906-006*  
[http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item\\_detail.jhtml?id=906006](http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item_detail.jhtml?id=906006)

1. Name several factors that helped the transition succeed.
2. There is still a lingering tension that must be addressed regarding the 5% development 'tax' and the portion of the surplus not returned to the doctors that instead stays with the department. Design a politically acceptable plan to modify the way the practice will handle these matters. Assume that both provisions would remain intact, and that your main concern is with how the resources would be used. Be sure to take into account the financial results in both areas your plan would produce over the next five years.

3. Explain the process by which you would implement your modification.
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## **XI. Apr. 3 Social Enterprise**

**Read:** Philanthropy's New Agenda: Creating Value (HBS)

*Product Number: 99610*

[http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item\\_detail.jhtml?id=99610&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item_detail.jhtml?id=99610&referral=2340)

How Social Cause Marketing Affects Consumer Perceptions (MIT – Sloan Management Review)

*Product Number: SMR194*

[http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item\\_detail.jhtml?id=SMR194&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item_detail.jhtml?id=SMR194&referral=2340)

**\*\*\*Prepare:** Zipcar: Refining the Service Model (HBS)

*Product Number: 9-803-096*

[http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item\\_detail.jhtml?id=803096&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item_detail.jhtml?id=803096&referral=2340)

1. How has the business model changed between December 1999 and May 2000?
2. What is the strongest argument that Chase could make to potential investors about the attractiveness of the venture?

<http://www.communitywealth.org>

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

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## **XII. Apr. 10 Governance and Boards of Directors**

**Read:** NSP, pp. 174-206

No Expertise: Why Corporate Board Members Fail (N)

2006 Grant Thornton National Board Governance Survey for Not-for-Profit Organizations

**\*\*\*Prepare:** Mercy Corps. **Positioning the Organization to Reach New Heights**

*Product Number: HBS 9-307-096*

[http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item\\_detail.jhtml?id=307096&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b02/en/common/item_detail.jhtml?id=307096&referral=2340)

You are Steve Zimmerman. In 1,000 words or less, write a personal work plan for your next three years (as before, visual illustrations don't count as words). This plan is for your personal use only. No one else will ever see this plan, so you can be completely candid in your assessments and as ambitious in your goals as you care to be. At a minimum, your plan should include:

- A detailed assessment of the current situation
- A brief statement of your personal strategy – where do you want to be in this position in three years? What would your strategic position look like were it to be successful?
- What are you going to do to get there? These are the objectives you believe will help you carry out your strategy during the next three years
- Evaluations of five other Mercy Corps' employees' who will be most critical to helping you accomplish your objectives. Describe their abilities, interests, and likely reactions to your plan (choose from CD's, senior executives, and anyone else you think is critical to accomplishing your plans). Note why they are important to your plan
- An estimate of the scale of the financial impact of your plans (example -- \$50,000? \$500,000? \$50,000,000?)
- A detailed quarter-by-quarter work plan for the next three years showing how you will accomplish each objective, tasks associated with accomplishing the objective, the person to whom you will delegate it (or request it, if that person does not work for you), and at least one measure of success. This work plan does NOT count against the word limit

**! Prepare:** A Multiplicity of Roles: The Chicago Museum of Contemporary Art (KSG)

*Case Number: 1625.0*

<http://www.ksgcase.harvard.edu/casetitle.asp?caseNo=1625.0>

1. Analyze the strategic position of MCA according to these strategic factors: consumers; funders; geography.
2. Karl Mathiasen has argued that a board of directors goes through three stages:
  - Organizing, in which the board members act as co-founders
  - Governing, when the board begins to establish rules for governing the organization and itself
  - Strategic, when the board begins to provide guidance to management and to weigh the financial implications of major decisions (such as new buildings or acquiring permanent exhibits), and takes responsibility for increasing its financial resources.

Using Mathiasen's three stage framework, where is the museum's board of directors?

2. What stage would you infer Fitzpatrick would most prefer?

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### **XIII. Apr. 17 Creating a Strategic Position**

**! Prepare:** Health Stop (A): **Strategy** (HBS)  
*Product Number: 9-185-084*  
[http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item\\_detail.jhtml?id=185084&referral=2340](http://harvardbusinessonline.hbsp.harvard.edu/b01/en/common/item_detail.jhtml?id=185084&referral=2340)

Answer the questions at the end of the case

**\*\*\*Prepare:** A comprehensive statement of desired strategic position for your chosen organization, including scan sheet packages for the relevant strategic factors. In no more than 1,500 words, describe your desired statement of strategic position vis-à-vis the relevant strategic factors of their future environment (it's not necessary to use exactly one page for each element). Do an analysis of internal strengths which can be used (or will need to be acquired/built) to accomplish this strategic position. Include the scan sheet packages as appendices (i.e., not part of the word count). **THIS ASSIGNMENT IS MANDATORY FOR ALL STUDENTS**

(This assignment could help you professionally in your near future. If you are already part of the organization, its leadership could very well find your work useful. If you are an outsider it gives you a unique opportunity. Under the right circumstances it can be quite impressive that someone outside the organization has spent so much time learning about it, and it might in some cases help you gain a position in the entity.)

### Scan Sheet Packages

A scan sheet package is our term for a one-page summary of a key strategic factor for a given organization, *plus supporting documentation*. For our purposes, a scan sheet package will consist of two parts:

1. a one page sheet which you create having three sections, in this order:
  - a. the name of the strategic factor (such as community need ('demand'), competitors, labor force, etc.)
  - b. a bullet list of key fact-based trends
  - c. a description of the implications for the organization
2. raw data supporting the above, such as website printouts, articles, newspaper clippings, etc. For books, cite the author, title, publisher, date, and number of pages instead of submitting the books.

As can be seen, the actual scan sheet package could total multiple pages. However, only one or two of those pages will be your product: the remainder will be copies of source material supporting your analysis (and/or electronically-submitted hyperlinks).

The point of the supporting material is to be able to back up your analysis of the fact-based trends in the field. Be sure to cite at least one of your pieces of supporting material for each of your fact-based trends. As you develop your scan sheet package, you will note how important it is to be able to distill copious amounts of information into a handful of key trends. Your single sheet will need to be tightly and carefully written.

Scan sheet packages must be submitted in hard copy on the due date and will be returned intact. The raw data will not be marked or altered in any way, so originals can be used if desired.

**ALWAYS BE PREPARED TO PRESENT YOUR WORK IN CLASS**