Everybody needs a strategy. Strategy is the best concept we have for thinking about future action in light of our aspirations and current capabilities. MLD-110 focuses specifically on strategic management and leadership in the public arena in democratic societies; how leaders, managers and social entrepreneurs devise and execute strategies to make a difference in the public space.

Improving public sector performance is crucial as a foundation for social and economic development and for restoring trust in government. This course focuses on strategic management and leadership in the public sectors of democratic societies.

- Management and leadership are activities intended to influence, guide, channel and direct the actions of others toward desired ends through formal and informal organizations.
Public management is the work of mobilizing others to accomplish socially useful purposes and advance the public interest.

The course is designed for students with experience. It presents a practice-oriented approach to the problems that managers face and aims at the development of integrated strategies for improving performance in solving serious problems in the public sphere. It complements specialized courses that focus in more detail on the particular tools that managers use, and should help students integrate the knowledge they have gained from their experience and from previous course work.

Leaders in the public arena mobilize resources, both within their own organizations and from outside networks and communities to meet the needs of the people they serve. In the public sector, leaders make decisions in the context of complex internal and external environments, with due regard for the demands of democratic accountability. Important strategic actions that will be examined in the course include: setting and articulating goals and missions; aligning strategy with mission; leading organizational change; managing with performance information; improving work processes; structuring networks and partnerships; motivation; decision-making and dealing with crises and environments in transition. Settings for class examples and cases include public, private and non-governmental organizations, ad hoc coalitions and partnerships that span organizational, sectoral and national boundaries, and focus on a wide range of decision-makers including executives at the highest level.

Management and leadership activities are strategic in two senses:

- As one’s actions take into account and are conditioned on the predicted response of others. Strategic behavior exploits the interdependence of human perception, interpretation, analysis and action in social, political, and organizational life.
- As one acts to bring coherence and focus to one’s actions and the actions of others across time and space. Strategic management brings coordination, alignment, coherence and force to the actions of diverse individuals in dispersed settings.

The course format includes lectures, case discussions and small group work. Most class meetings will center on case discussions, aimed at helping students practice the analytic and decision-making processes involved in strategic management. The cases for class discussion are set in the United States, in other industrialized countries and in developing countries.

Unlike courses in established academic disciplines, the study of leadership and strategic management draws on many disciplines including history, politics, economics, psychology and sociology as well as insights from fields including organization studies, management, leadership and the decision sciences. The course includes substantial background readings- some required, some optional- which provide the analytical and conceptual underpinning for the course.

We will have two or three visitors to class; we’ll also conduct an optional site visit to a nearby city to see their management system in action and, possibly, a second visit to a newly established community organization in Boston. Information about these and about other HKS events relevant to the course will be posted on the class website.
Course Requirements

Course requirements include class preparation and participation, written responses to readings and cases, individual assignments, paired and group assignments and a final paper. There will be no final exam. Grades will be determined approximately as follows:

- Class participation and responses to readings 40%
- Individual assignment # 1 10%
- Paired performance management assignment (#2) 15%
- Assignment # 3 Topic and Outline 10 %
- Final paper on improving organizational performance 25%

The distribution of final grades will conform to the Kennedy School’s suggested grading curve.

Class participation and responses to readings and cases. Productive class discussions depend on students not only reading but also analyzing cases and materials, and coming to class ready to present a diagnosis of the problems presented by the case and a plausible solution.

Please bring your name cards to each class. By the third class, students should choose a seat to which they will be assigned for the remainder of the course. Name cards and assigned seats will make it much easier for all of us to learn each other’s names.

By Wednesday September 9, please post a paragraph introducing yourself, your background and interests on the Canvas website.

Reading responses. A focusing question for each class will be posted in the assignments section of the course webpage. Reading response questions are also included below. You must submit a total of ten written reading responses, approximately one per week, in addition to the required written assignments.

Reading responses should not exceed 250 words. They must be posted on the Canvas website in the class discussion section by 6:00 PM of the day before class. We prefer that you not use attachments for these short reading assignments, i.e., that you write your reading response in the space provided on the course page. Student reading responses will be public. You are encouraged to read the responses of your classmates, and to react and build on them as appropriate. Unless indicated otherwise, you may work together on your reading responses. If, at some point, you would like your reading response to be confidential, you may email it to the instructor and the teaching fellow in lieu of posting it on the website.

The Canvas website will also offer opportunities for student discussion and elaboration of topics discussed in class. Participation in website discussions will be assessed as part of the participation grade. Additional readings, resources and announcements will also be posted on the website.
Study groups - We encourage but do not require students to form study groups for the course. There is a substantial amount of valuable course material that may be covered only briefly in class, including supplemental readings and many students find it helpful to form a study group to supplement class work.

nb: Students will be assigned to work groups for the third assignment, a group exercise.

Written assignments: In addition to reading responses, there are three required written assignments, one individual assignments, a paired assignment and an outline/conference with the instructor. Dates for each assignment on the calendar that follows.

Final Paper: Due December 15

The final paper is your opportunity to apply what you have learned in the course to a public or non-governmental organization of your choosing. You should select an agency that you are familiar with; in most cases this will be an organization in which you have worked or plan to work. You may also write on an agency about which you wish to learn. In such cases, it is important to establish that you can learn enough about the organization so that your paper has a solid foundation. You may work in pairs, if you so choose.

You should choose a problem or opportunity to improve the work the agency does, and that can be addressed by applying some of the concepts and tools explored in the course. In a 10-12 page paper (max 3000 words) you should:

- Describe the problem or opportunity you are addressing;
- Analyze the pluses and minuses of using specific management tools to address the problem or opportunity;
- Make short and long term recommendations to management;
- Append a brief note on your sources.

We will provide more details on this assignment later in the term.

Readings: Required cases and readings will be available on-line on the course materials website or through links provided in this syllabus.

There are four required books for the course:
  Freedman’s history is the most comprehensive and insightful account of the concept and myriad applications of strategy through the ages.
  Professor Nye on the central role of power in exercising leadership; undergirded by a succinct, critical and clearly written review of much of the writing and thinking about leadership.
Dated, but still the best account of the power of organizational culture to enable or frustrate those leading change.

  An up to date and well written account that explains the neuroscience bases of decisions and behavior.

Highly recommended:


Several other books, referenced in the course, are valuable additions to any strategist’s bookshelf:


Required and recommended books are available for purchase at the Coop. The books are also on reserve in the Kennedy School library.

Readings for this course are available and marked on the syllabus as follows:

- **B**: available in the book(s) noted above
- **W**: available from the Canvas website in the "online readings" section

**Class Schedule:**
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thu-3 Sept</td>
<td></td>
<td>Introduction to Strategic Management for Public Purposes</td>
</tr>
<tr>
<td>Tue-8 Sept</td>
<td></td>
<td>What is Strategy – Aravind Eye Hospital</td>
</tr>
<tr>
<td>Thu-10 Sept</td>
<td></td>
<td>Organizational Strategy – Student Aid in Sweden</td>
</tr>
<tr>
<td>Tue-15 Sept</td>
<td></td>
<td>Leadership &amp; Decision - The Accidental Statesman: General David Petraeus and the 101st Airborne in Mosul</td>
</tr>
<tr>
<td>Thu-17 Sept</td>
<td></td>
<td>Leading Change - Paul O’Neill at ALCOA</td>
</tr>
<tr>
<td>Tue-22 Sept</td>
<td></td>
<td>Leadership in Crisis - The Cuban Missile Crisis</td>
</tr>
<tr>
<td>Thu-24 Sept</td>
<td></td>
<td>Leading Change – Michelle Rhee and the DC Schools</td>
</tr>
<tr>
<td>**</td>
<td>**</td>
<td>Sunday-27 Sept 6:00 pm    Assignment #1 Due</td>
</tr>
<tr>
<td>8</td>
<td>Tue-29 Sept</td>
<td>Leading Change – Melody Johnson and the Providence Schools</td>
</tr>
<tr>
<td>9</td>
<td>Thu-1 Oct</td>
<td>Leading Change - Bratton, Giuliani and Crime in New York City</td>
</tr>
<tr>
<td>**</td>
<td>**</td>
<td>Fri-02 Oct     Review Session – Strategy - 10:10-11:30, L-130</td>
</tr>
<tr>
<td>10</td>
<td>Tue-6 Oct</td>
<td>Organizing for Performance- Julie Morath at Children’s Hospital</td>
</tr>
<tr>
<td>11</td>
<td>Thu-8 Oct</td>
<td>Organizing for Performance – Mayor Anthony Williams and Performance Management in Washington</td>
</tr>
<tr>
<td>12</td>
<td>Tue-13 Oct</td>
<td>Organizing for Performance- Sue Vardon and Centrelink- Social Services in Australia</td>
</tr>
<tr>
<td>13</td>
<td>Thu-15 Oct</td>
<td>Organizing for Performance- Don Berwick and the Campaign to Save 100,000 Lives</td>
</tr>
<tr>
<td>14</td>
<td>Tue-20 Oct</td>
<td>Strategy Bottom Up- Gandhi and the Salt March -</td>
</tr>
<tr>
<td>15</td>
<td>Thu-22 Oct</td>
<td>Strategy Top Down – George W Bush and the Invasion of Iraq</td>
</tr>
<tr>
<td>16</td>
<td>Tue-27 Oct</td>
<td>Strategy Top Down - Barack Obama and Health Reform- Obamacare</td>
</tr>
<tr>
<td>17</td>
<td>Thu-29 Oct</td>
<td>Strategy Bottom up Collaboration and Partnership – Rev. Jeff Brown and Ten Point Coalition (Guest)</td>
</tr>
<tr>
<td>18</td>
<td>Tue-3 Nov</td>
<td>Field Study-Somerstat meeting Mayor Joseph Curtatone</td>
</tr>
<tr>
<td>19</td>
<td>Thu-5 Nov</td>
<td>Leadership and Decision, Collaboration &amp; Learning- Columbia Shuttle Disaster</td>
</tr>
<tr>
<td>**</td>
<td>**</td>
<td>Fri-6 Nov    Review Session: Motivation and Decision 10:10-11:30, L-130</td>
</tr>
<tr>
<td>**</td>
<td>**</td>
<td>Sun-8 Nov    6:00 pm Assignment #2 Due</td>
</tr>
<tr>
<td>20</td>
<td>Tue-10 Nov</td>
<td>Strategy Bottom Up- Doug Rauch and The Daily Table (Guest)</td>
</tr>
</tbody>
</table>
**Class Schedule, Assignments and Readings**

1  Thu-3 Sept  Introduction to Strategic Management for Public Purposes  
   
   **Readings:**
   - Edgar H. Schein, *Organizational Culture and Leadership*, pp. 7-22 [B]
Reading Response #1: What is the most surprising point (to you) in Freedman’s account of the development of strategy?

2 Tue-8 Sept  What is Strategy? – Dr. Venkataswamy and Aravind

Case:
- Aravind Eye Hospital, HBS case 9-593-098

Readings:
- General Stanley McChrystal, Team of Teams, Portfolio/Penguin New York, 2015, The Perfect Step, pp. 36-46 [W]
- Herman B. Leonard, “A Short Note on Public Sector Strategy-Building” (November 2002) [W]
- Michael Porter, What is Strategy, HBR reprint 96608 [W]
- Robert Kaplan and David Norton, Integrating Strategy Planning and Operational Execution, HBSP reprint B0805A [W]

Supplemental
- Carl von Clausewitz, Strategy (Book Three, chapter One et seq) pp 177-186 On War, edited and translated by Michael Howard and Peter Paret, Princeton University Press, 1984 [W]

Reading Response #2: What grade would you assign to Aravind’s strategy and why?

Wed-9 Sept: Please post a paragraph introducing yourself and your objectives on the Canvas website (in the Discussion section)

3 Thu-10 Sept  Organizational Strategy - Billy Olsson and Student Aid in Sweden

Case:
- Student Aid in Sweden (abridged ) [W]

Readings:
- Lawrence Freedman, Strategy, Chapter 21 Bureaucrats, Democrats and Elites, pp. 300-320 [B]
- W. Richard Scott and Gerald Davis, Organizations and Organizing: Rational, Natural and Open Systems Perspectives The Subject is Organizations, The Verb is Organizing, pp. 1-58 [B]


**Reading Response #3:** By what right – under what authority – does Billy Olsson pursue new missions and new business?

### 4 Tue-15 Sept  Leadership and Decision – The Accidental Statesmen: General Petraeus and Ambassador Bremer in Iraq

**Case:**
- The Accidental Statesman: General Petraeus and the City Of Mosul, Iraq KSG case C 15-06-1834.3 (abridged) [W]

**Readings:**

**Supplemental:**

**Reading Response #4:** Choose one:
- Identify a decision or key judgment of General Petraeus that has significant strategic implications for the 101st Airborne Division; or
- Identify a decision or key judgment of Ambassador Bremer that has significant strategic implications for the Coalition Provisional Authority. In either case, in what way is this a strategic decision or judgment?
5 Thu-17 Sep  Leading Change - Paul O’Neill at ALCOA
Case:
- Vision and Strategy: Paul O’Neill at ALCOA and OMB(abridged) [W]
Readings:
- Dan Ciampa and Michael Watkins, Right from the Start, Getting Oriented, pp. 121-139, HBS Press, 1999 [W]
Reading Response #5: Why do you believe that Paul O’Neill decided to concentrate on improving workplace safety when he became CEO of ALCOA?

6 Tue-22 Sept  Leadership in Crisis -The Cuban Missile Crisis
Case:
- Thirteen Days (movie, viewed prior to class) copies available in HKS Library (see also, clips on Canvas)
Readings:
- Lawrence Freedman, Strategy, chapter 12, Nuclear Games, chapter 13, The Rationality of Irrationality, pp. 145-177 [B]
- Joseph Nye, Powers to Lead, Chapter 3, Types and Skills, pp.53-84 [B]
Supplemental:
- Bazerman and Moore, Judgment in Managerial Decision Making (8th edition), Wiley 2009, Chapter 3, Common Biases, pp. 35-59 [B]
- A. David Redish, The Mind Within the Brain: How We Make Decisions, chapter 7, Reflexes; chapter 8, Emotion; chapter 9, Deliberation; chapter 10 Habits, pp 61-96 [B]
Reading Response #6: What factors do you believe most influenced President Kennedy’s decisions during the crisis?

Coming Attraction: Assignment #1, due Friday 25 September (see below)

7 Thu- 24 Sept  Leading Change – Michelle Rhee and DC Public Schools
Case:
- Michelle Rhee and the DC Public Schools, HKS case.[W]

Readings:
- DC Public Schools, 3 Years of Progress, 2009-2010 progress report, Sept 2010 [W]
- Peter Drucker, Managing Oneself (Handout)
- Joseph Nye, Powers to Lead, Chapter 5 Good and Bad Leaders pp. 109-145 [B]
- Lawrence Freedman, Strategy, chapter 32, The Rise of Economics, pp 512-524; chapter 33, Red Queens and Blue Oceans, pp 525-541 [B]
- Daniel Pink, The Puzzle of Motivation (Ted Talk) @ http://www.ted.com/talks/dan_pink_on_motivation?language=en

Supplemental:

Reading Response #7: How effectively does Michelle Rhee use her power?

** Sun- 27 Sept, 6:00 PM -- Assignment #1 Due

Assignment # 1

Providence Schools Superintendent Melody Johnson (see readings for 30 Sept below) has decided to suspend school for a day and hold a “celebration” for the Providence teachers in early December. Put yourself in her position. What will you say in your opening remarks? Draft the opening paragraphs (300 words max) of your speech, post it on the Canvas website and bring it with you to class. (You may have the opportunity to give your opening remarks to the class).

8 Tue- 29 Sept Leading Change - Melody Johnson and the Providence Schools Case:
- Winning Hearts and Minds: Reforming the Providence School District (A) [W]

Readings:
Supplemental:


9 Thu-1 Oct Organizing for Performance – Bratton, Giuliani and Crime in New York City

**Case:**

- Assertive Policing, Plunging Crime: The NYPD Takes on Crime in New York City [W]

**Readings:**


**Reading Response #9:** What risks do you see in Bratton’s approach? How might it “come undone”?

** Fri-02 Oct Review Session – Strategy** - 10:10-11:30, L-130

10 Tue-6 Oct Organizing for Performance- Julie Morath at Children’s Hospital

**Case:**

- *Children’s Hospital and Clinics (A)*, HBS case 9-302-050 [W]

**Reading:**

- Lawrence Rothstein, *The Empowerment Effort That Came Undone*, HBR case and commentary (reprint 95111) [W]
Supplemental:

**Reading Response #10:** How do you assess the progress of Julie Morath in creating a culture of safety at Children’s? Is she succeeding, or are things threatening to “come undone?”

11 Thu-8 Oct  **Organizing for Performance** - Mayor Anthony Williams in Washington DC

**Case:**
- Mayor Anthony Williams and Performance Management in Washington DC, HKS case 16-02-1647.0 [W]

**Readings:**

**Supplemental:**

**Reading Response #11:** Why did Anthony Williams choose scorecards as one of his first mayoral initiatives? What were the potential benefits and risks of this choice?

12 Tues-13 Oct  **Organizing for Performance** Sue Vardon – Organizing Social Services in Australia

**Case:**
- Centrelink (Abridged) HKS case C16-99-1524.3 [W]

**Readings:**

**Reading Response #12:** How well has Sue Vardon done in positioning Centrelink for its new environment? What are the most important things for her to do next?
13 Thu-15 Oct  Organizing for Performance- Collaboration and Partnerships- Don Berwick and the 100,000 Lives Campaign

Case:
- Institute for Healthcare Improvement: The Campaign to Save 100,000 Lives (Stanford Business School Case L-13) [W]

Readings:
- Andrew D. Hackbarth, C. Joseph McCannon, Lindsay Martin, Robert Lloyd, PhD, and David R. Calkins, MD, MPP, The Hard Count: Calculating Lives Saved in the 100,000 Lives Campaign [W]

Reading Response #13: What, in your view, were the one or two most important features of the 100,000 Lives Campaign?

14 Tue-20 Oct  Strategy Bottom Up - Leadership and Decision- Gandhi and the Salt March

Readings:
- Gandhi and the Salt March to Dandi (brief accounts)
  - http://postcolonialstudies.emory.edu/ghandis-salt-march-to-dandi/
- Joseph Lelyveld, Great Soul: Mahatma Gandhi and His Struggle With India Knopf, 2011, chapter 6, Waking India, pp. 139-169 [W]
- Gandhi Heritage Portal, Background to the Salt Satyagraha -Timeline
  https://www.gandhiheritageportal.org/background-to-the-salt-satyagraha
- Gandhi Heritage Portal, The Collected Works of Mahatma Gandhi, volume XLIII, March- June, 1930, Preface (pp v-xi) and Letter to Lord Irwin (pp2-3)
  https://www.gandhiheritageportal.org/cwmg_volume_thumbview/NDM=#page/e/10/mode/2up
- Gandhi’s Salt March Campaign: Contemporary Dispatches [W]
Supplemental:

- Gandhi’s letters to Lord Irwin were delivered by a young English friend, 24 year old Reginald Reynolds. An informative account of the Reynolds – Gandhi relationship, the Salt March and surrounding events, and their correspondence through early 1946.
  http://www.swarthmore.edu/library/peace/Exhibits/GandhiWebSite/GandhiReynoldsCorrespondence.html

- Three clips from Richard Attenborough’s film on Gandhi: A Force More Powerful help dramatize the events. It is a spectacular movie, one worth viewing by all.
  The first clip shows Gandhi and his wife reprising their wedding ceremony for the benefit of a foreign journalist, in real life it was Webb Miller, one of whose celebrated dispatches is included above.
  http://www.youtube.com/watch?v=S6LabaTZgK4
  The second recounts meetings between Gandhi and elite Indian supporters, with the British and then completes the march to Dandi
  https://www.youtube.com/watch?v=WW3uk95VGes
  The third shows the march to the salt works at Dharasana, whereas Gandhi explains in his second letter to Lord Irwin(above), he and his followers intend to “demand possession” of the salt works for India. By the time of this march, Gandhi has been arrested and jailed, so the march is led by Abbas Tyabji (a 76 yr. old retired judge) Gandhi’s wife Kasturbai and ultimately Sinojini Naidu a leading poet and activist
  http://www.youtube.com/watch?v=yrHNig2aIjQ

- Martin Luther King, Jr, Letter from The Birmingham Jail [W]

Reading Response #14: Was the Salt March an effective instrument of Gandhi’s strategy?

Coming Attraction: Assignment # 2, due Friday 23 October (see course page for details)

15 Thu- 22 Oct Strategy Top Down Leadership and Decision- President George W. Bush and the Decision to Invade Iraq- 2003

Readings:
• Devon Largio, 21 Reasons for War, Foreign Policy, 2002

Supplemental:
• Christopher Meyer, From the Ambassador, to Sir David Manning (originally Confidential and Personal, later released) 18 March 2002. Meyer, the UK Ambassador to the US, reports on his discussion with US Deputy Secretary of Defense Paul Wolfowitz. Manning was then Foreign Policy Advisor to UK Prime Minister Tony Blair
• Matthew Rycroft for David Manning, Subj: Prime Minister’s Meeting, 23 July. (originally Secret and Strictly Personal- UK Eyes Only, later released) account of meeting with UK Prime Minister Blair and other top officials, characterizing US thinking, in mid-summer, 2002
• Key Judgments (from October 2002 NIE)
• Charles Duelfer et al., Comprehensive Report Of the Special Advisor to the DCI on Iraq’s WMD, 30 September, 2004, Regime Strategic Intent, pp. 1-2.

Reading Response # 15: What factors (or factors) do you believe was (were) the most important (among many) influencing President Bush’s decision to invade Iraq?

16 Tue-27 Oct Leadership and Decision- Strategy Top Down - Barack Obama and Health Reform- Obamacare
Case:
• A Prescription for Change: The 2010 Overhaul of the American Health Care System, HKS case 1972 [W]

Reading:
• Ivey Publishing, The Obama Care Website, case W 14026, Richard Ivey School of Business Foundation, 2014 [W]
• Amitabh Chandra, Expanding Health Care to Millions: Learning from the Oregon Health Care Experiment, HKS case 2019 [W]

Supplemental:

**Reading Response #16:** How do you assess the Obama Administration’s strategy to reform health care in the US?

17 Thu-29 Oct  **Strategy Bottom up- Collaboration and Partnership** - Rev. Jeffrey Brown and Ten Point Coalition

**Case:**
- Rev. Jeffrey Brown: Cops, Kids and Ministers [W]

**Reading**
- HBS Note on Building Coalitions [W]

**Reading Response #17:** What is Reverend Brown’s distinctive contribution to reducing youth violence in Boston?

Note: Rev. Brown will join us for class.

18 Tue-3 Nov  **Field Study**- Somerstat meeting, Somerville City Hall, Mayor Joseph Curtatone

No Reading Response

19 Thu-5 Nov  **Leadership and Decision, Collaboration & Learning - Columbia Shuttle Disaster**

**Case:**
- Columbia’s Final Mission, HBS case 9-304-090 [P]

**Reading:**

**Supplemental:**

**Reading Response #19:** Assess the performance of Rodney Rocha and Linda Ham in the Columbia case. Did each do all that he or she should have done?

**Sunday, 8 Nov, 6:00pm:** **Assignment # 2:** *Scorecards, Performance Stat or ??* details posted on course

20 **Tue- 10 Nov**  
**Strategy Bottom Up: Doug Rauch and the Food Desert**  
**Case:**  
- Doug Rauch: Solving the American Food Paradox, HBS Case 9-512-012 [W]

**Readings:**
- Jenna Russell and Jenn Abelson, *Putting expired foods to healthy use: Ex-Trader Joe’s head aims to fight poor nutrition, waste by creating meals for low-income customers*, Boston Globe February 26, 2013 [W]

**Reading Response #20:** Should Rauch join with Whole Foods? Why or why not?  
Note: Doug Rauch will join us for class.

21 **Thu- 12 Nov**  
Organizing for Performance- Review and Discussion-  
No advance reading

**Fri-6 Nov**  
**Review Session: Cognition and Decision** 10:10- 11:30, L-130

**Mon-16 Nov 6:00 pm**  
**Assignment # 3 Due**

22 **Tue- 17 Nov**  
**Leadership & Decision, Collaboration & Learning**  
**Orpheus Chamber Orchestra**  
**Case:**  
- Orpheus Chamber Orchestra (video) on course web site [W]

**Reading:**
  http://www.people.fas.harvard.edu/~hackman/csvsearch.cgi?search=hackman

Reading Response #22: Would you like to join a unit in your organization with norms similar to those of Orpheus? Why or why not?

** FRI- 20 Nov  Review Session: Leadership and Change 10:10-11:30

23 Thu-19-Nov  Leadership & Decision, Collaboration & Learning
  The Chilean Miners

  Case:
  • The Chilean Mining Rescue (A&B), HBS case 9-612-046 and 047

  Supplemental Reading:
  • Larry Getlen, The untold story of how the buried Chilean Miners survived, The New York Post, October 11, 2014
  • Hector Tobar, Sixty Nine Days: The Ordeal of the Chilean Miners, The New Yorker, July 7, 2014

Reading Response #23: Identify one decision that you believe were critical to the successful rescue of the Chilean miners. Who made this decision, how and why?

24 Tue-24 Nov  Leadership & Decision, Collaboration & Learning
  Skills for Collaboration -Empathy-

  Reading:
  • Helen Riess et al, Empathy Training for Resident Physicians: A Randomized Controlled Trial of a Neuroscience-Informed Curriculum, JGIM 27(10), 1280-86
  • Helen Riess, Commentary Empathy in Medicine—A Neurobiological Perspective, JAMA 2010; 304 (14) 1604-05
  • Helen Riess, The Power of Empathy , Ted Talk

  http://tedxtalks.ted.com/video/The-power-of-empathy-Helen-Ries;search%3AHelen%20Riess

  Note: Helen Riess will join us for class
**Reading Response #24**: Describe (briefly) a situation in your past where empathy was important for you, or where you sensed the empathy of someone else in their understanding of you or others.

**Thu-26 Nov-Thanksgiving Break – No Class**

25 **Tue-1 Dec**  [Leadership and Decision- Adrian Benepe and New York Parks Case:](#)
- *Parks and Partnership in NYC: Adrian Benepe’s Challenge(A)* (HKS C16-04-1743.0) [W]

**Readings:**

**Reading Response #25**: What risks do you see in Adrian Benepe’s approach?

26 **Thu-3 Dec**  [Strategy & Change - Josette Sheeran at the World Food Program Case:](#)
- *The World Food Programme During the Global Food Crisis*, HBS Case 9-709-024 [W]

**Readings:**

**Reading Response #26**: Sheeran outlines three options for the future direction of WFP. If you were a member of her board, which would you favor and why?

**** **Tue -15 Dec**  Final Paper Due
Happy Holidays