PA 5251 Strategic Planning and Management, Fall Semester 2015	Prof. John Bryson
Humphrey Center 50B **Tuesdays 6:00 – 8:45 P.M**	**Email: jmbryson@umn.edu** **Office: 612-625-5888**
3.0 Credits **A-F Grading Scheme**	**Office Hours: Mondays, 3:00 – 5:00 p.m., or by appointment** **237 Humphrey Center**
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Syllabus

This course examines the theory and practice of strategic planning and management for governments, public agencies, nonprofit organizations, collaborations, and to a lesser extent, communities.

The design of the course has been strongly influenced by experiential learning theory, including David's Kolb's (1983) *learning cycle*, James Zull's (2002) views on improving the practice of teaching based on the biology of learning, and Michael Quinn Patton's ideas on *developmental evaluation*.[1] Consequently, there will be little formal lecturing in class, since most of what I have to say via lectures is available on vodcasts through the course Moodle site – which I encourage you to watch prior to the classes to which they apply. The classes generally will be in two parts. The first part will utilize a discussion format focused on the topic and readings for the week. The second part will involve an examination, discussion, and reflection on a specific case, instruction in a specific technique, or simulation exercises. Periodic individual, team, and class assessments will be utilized.

There one required text for the course, which may be purchased at the bookstore in Coffman Union. The book is:

John M. Bryson, *Strategic Planning for Public and Nonprofit Organizations, Fourth Edition* (San Francisco, CA: Jossey-Bass, 2011).

All royalties from book sales go to the Humphrey School's student financial aid fund.

There are also a number of additional required readings. They (or links to them) will all be found on the course website.

Course Objectives

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[1] David Kolb (1983) *Experiential Learning*. Englewood Cliffs, NJ: Prentice-Hall; James Zull (2002) *The Art of Changing the Brain*, Sterling, VA: Stylus; and Michael Quinn Patton (2009) *Developmental Evaluation,* New York: Guilford Press.

The overall objective of the course is to ***increase participants' abilities as individuals and in groups to think, act, and learn strategically***, where these latter terms are defined as follows (Bryson, 2011, p S264, note 1)[2]:

> ➢ ***Strategic thinking*** is thinking in context about how to pursue purposes or achieve goals. This also includes thinking about what the context is and how it might or should be changed; what the purposes are or should be; and what capabilities or competencies will or might be needed, and how they might be used, to achieve the purposes.

> ➢ ***Strategic acting*** is acting in context in light of future consequences to achieve purposes and/or to facilitate learning.

> ➢ ***Strategic learning*** is any change in a system (which could be an individual) that by adapting it better to its environment produces a more or less permanent change in its capacity to pursue its purposes.

More specifically, participants as individuals and in groups should be able to demonstrate in class and in individual and team assignments that they have:

> ➢ ***Gained essential knowledge, skills, and abilities***, including
> - o Ability to compare and contrast rational, political, and deliberative decision making
> - o Understanding selected approaches to strategic planning and management, the basic theories guiding them, and when each approach makes sense
> - o Understanding of, and ability to, apply the strategy change cycle, including:
>   - ▪ the development of initial agreements
>   - ▪ external and internal environmental analyses
>   - ▪ strategic issue identification
>   - ▪ strategy development
>   - ▪ strategic plan review and adoption
>   - ▪ visions of success
>   - ▪ implementation
>   - ▪ development of strategic management systems
> - o Ability to:
>   - ▪ use several different kinds of stakeholder analysis techniques
>   - ▪ do analyses of strengths, weaknesses, opportunities, and challenges or threats (SWOC/T analysis)
>   - ▪ make use of three kinds of mapping approaches, including action-oriented strategy mapping for individuals and groups and purpose networks
>   - ▪ judge knowledge, policy, strategy, and political claims; sort out competing perspectives, and make plausible and persuasive strategy-related arguments

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[2] John Bryson (2010) "The Future of Public and Nonprofit Strategic Planning in the United States," *Public Administration Review*, Supplement to Volume 70, pp. S255 – S267.

- make effective oral, written, and visual presentations
- manage a complex project
- engage with others in reflective dialogue, deliberation, and community building

➢ *Applied knowledge and skills* built through:
  o In-class practice based on case studies, participants' experiences, and current significant policy or organizational challenges, and participants' hopes for the future
  o Individual case study analyses
  o Team projects

➢ *Integrated insights from several disciplines* in order to develop, analyze, and implement strategies that appeal to diverse stakeholders and have the best chance for achieving beneficial outcomes.

➢ *Identified personal and social implications* of course experiences through:
  o Applying knowledge and skills to strategic planning-related challenges affecting themselves, their organizations, or their communities
  o Increasing personal understanding of how to lead and follow in ways that achieve public value and advance the common good

➢ *Deepened caring and commitment* to improving groups, organizations, communities, and the broader societies in which we live through:
  o Seeing oneself as a more efficacious change agent
  o Developing greater stores of hope and reasoned optimism

➢ *Gained a foundation for continual learning* about strategic thinking, acting, and learning through:
  o Peer networking
  o Connection to a wealth of resources related to strategic thinking, acting, and learning for public and nonprofit organizations and communities
  o Development of habits of analysis, synthesis, and engagement that will increase capacity for change in the future

(Note that the broad categories of objectives are taken from Fink, 2003) [3].

Individual and Team Responsibilities

Students will have individual and team responsibilities. The responsibilities are as follows:

1. **Individual: Attend and participate in class – 10% of grade**.

2. **Individual: Related to Weekly Course Readings**. **Read the required materials for each week and participate actively in the weekly forums on readings – 10% of grade.**

   a. Each class member will be assigned to one of five forum groups the second week of class. Each group will have five or six members.

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[3] Dee Fink (2003) *Creating Significant Learning Experiences*, San Francisco, CA: Jossey-Bass.

b. During the Weeks 3, 4, 5, 7, 11, and 12 we will have Dialogue and Deliberation Forums.

　　i. **For *five* of the six weeks, each class member will be required to prepare a one-page response to questions concerning *one* reading per week**. (**Note that the readings are different from – *and not to be confused with* – the cases that will be analyzed in class.**) Responses are to be no longer than one page and are to be posted to the relevant forum on the Moodle site no later than 5:00 pm the Sunday *prior to* the Tuesday when readings will be discussed in class.

　　ii. **Each forum member is also expected to read all of the posts to the Forum prior to the Tuesday when readings will be discussed in class.**

3. **Individual: Related to Weekly Course Readings. Act as the forum dialogue and deliberation leader for one week – 5% of grade.**

   a. **Each week each forum will have a different Forum Facilitator. The facilitation role will rotate, so that each forum member gets a chance to be the facilitator.** The facilitator will work with the other forum members to make sure each reading will have some respondents. This means that the reading assignments should probably be made no later than the week prior to when the readings will be discussed in class.

   b. **The forum facilitator will summarize, compare, and contrast the individual responses to the week's readings – *and also offer some questions to prompt discussion* – in no more than two pages and post the summary to the forum's course website by 4:30 pm the Tuesday during which the readings will be discussed.**

   c. The facilitator will then help the forum engage with the readings via dialogue and deliberation.

4. **Individual: Related to Cases. Respond briefly to a series of questions on each of five (of six) cases prior to the class in which the case is discussed – 10% of grade.**

5. **Individual: Related to Cases. Prepare one short five-page (5 pp.) case analysis according to a prescribed format on the sixth of six cases – 20% of grade.**

6. **Individual: Fill out a series of online questionnaires related to the class and team project – 5% of grade.** These include:

   a. online Pre-Course Surveys #1 and #2
   b. a mid-course evaluation
   c. two team assessment questionnaires, one at the mid-point of the course and one at the end of the course
   d. two end-of-course online surveys
   e. the University's and Humphrey's student course evaluation forms.

   Filling out the two pre-course and two end-of-course online surveys will give you an "A" for this aspect of the course.

7. **Individual: Contributions to course resources**, e.g., interesting websites, useful podcasts or YouTube videos, case examples, suggestions to advance the work of other teams, etc. **Quality of contributions can make a difference on the margin to your course grade.**

8. **Team: Prepare a 20-page paper (not counting references or supporting material) according to a prescribed format; or alternatively, a web-based instructional module on a topic related to strategic planning – 30% of grade.**

9. **Team: To make a 15-20 minute presentation to the class based on the team paper or web-based instructional module – 10% of grade**

Incompletes will be given only in *exceptional* circumstances. All instances of scholastic dishonesty will be dealt with strictly by the book. All papers will be run through Turnitin.com as a check on plagiarism.

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Team Projects

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Teams are typically a very important part of strategic planning efforts. Teams in this course should approach their work strategically and reflect on the connections of their work to strategic planning and management more generally.

Teams can choose to pursue two different kinds of projects:

1. The first is to prepare a 20-page paper (not counting references or supporting material) according to a prescribed format. Possible topics include one of the following:

   a. A review of the literature and practice (including examples and guidelines for use) regarding the applicability of one or more of the following web-based technologies:
      - strategy mapping softwares
      - project management softwares
      - social media
      - geographic information systems
      - computer-assisted decision theatres
      - electronic 3-D visualization technologies
      - another technology; or

   b. A literature review of an important strategic planning topic (including web-based technology uses, practices, and/or examples) such as:
      - Persuasion, dialogue, and deliberation
      - Facilitation
      - A group of citizen engagement techniques with examples from praactice
      - Visual techniques for developing vision, mission, or strategy
      - Particular strategic planning approaches
      - Effective policy making boards
      - Performance budgeting and management
      - Re-engineering
      - Continuous improvement processes
      - Performance measurement

- Performance management
- A topic jointly negotiated with the instructor; or,

c. A teaching case involving suitable for use in the course, along with a supplemental teaching note; or

d. A critique of an actual use of strategic planning. Possibilities include (but are not limited to): (1) updating the case study of the City of Minneapolis results-management process done by a team last year, and (2) doing a case study of the strategic planning process of the International Association of Supreme (Government) Audit Institutions.

e. Development of a performance measurement approach and supporting argumentation for a real organization; or

2. The second option for teams is to develop a web-based instructional module on a particular "micro-process" related to strategic planning and management, such as value chains, value propositions, theories of change, stakeholder analysis, SWOC/T analysis, portfolio analysis, competitive analysis, or some other relevant topic. An example of a good module on a micro-process – in this case Collective Impact – will be found at: http://hubert.hhh.umn.edu/CollectiveImpactREV/index5.html Technical support is available to help with a project of this type.

Teams are encouraged to make use of Basecamp (or some other project management tool). Basecamp is a project management software that allows teams to collaborate and execute their project. Basecamp allows teams to set milestones, make to-do lists and track every aspect of their project throughout the semester. In addition to managing milestones and to-do lists, Basecamp allows teams to share files and offers a messaging system. Any time a teammate leaves an update or uploads a file to Basecamp, you will receive an e-mail in your U of MN e-mail account.

Once teams are established, we will create an account for each team. During the third session of class on September 16, we will arrange a brief tutorial on Basecamp.

Due Dates Tied to Team Projects

Teams will be formed by **Tuesday, September 22, 2015**.

Each team should post to the course Moodle site the proposed topic for their paper by **Tuesday, October 6, 2014.** Teams should also post to the course website by that date the set of norms the team agrees to use to govern its behavior, along with the rest of the details of their initial agreement.

Each team should post to the course Moodle site: (1) a detailed outline and set of references for their paper, and (2) a copy of its final revised initial agreement by **Tuesday, October 27, 2015**.

Each team should meet with the instructor for an hour at a mutually convenient place and time **between Wednesday, November 4 and Saturday, November 14, 2015** to discuss progress on their paper. **At least one day prior to the meeting team members should individually fill out and post a questionnaire focused on how well the team is functioning.**

Each team should post a rough draft of their paper to the course Moodle site by **Friday, November 20, 2015.** Comments on the paper will be returned to the team within 10 days.

The team papers are due on the course Moodle site (unless other arrangements have been made with the instructor) by 5:00 p.m. by **Friday, December 18, 2015**.

Course Website

The course website is an important part of the course and is located on Moodle (https://moodle.umn.edu).

1. Go to https://moodle.umn.edu

2. In the left column, go to Login and log in using your internet ID and password.

3. Click on PA 5251, Strategic Planning and Management, Fall 2014. If you have trouble accessing the course site from the Moodle Home page, you can log onto the course site directly at https://ay15.moodle.umn.edu/course/view.php?id=4891

It is very important to access Moodle via Mozilla Firefox or Chrome. Accessing Moodle from Internet Explorer or another web browser does not work well. For easy-to-follow instructions on how to get a free Mozilla Firefox download and for Moodle technical requirements, go to http://it.umn.edu/services/all/academic-technology-tools/course-management/. Scroll down to "Find Experts and Self-Help Resources for..." and click on the Students tab.

 If you need further help with Moodle, go back to the Moodle home page (https://moodle.umn.edu) and go to "Help & Support" in the left column to access an online orientation and other Moodle information.

If you have questions regarding Moodle, please contact Mary Lou Iroegbu at hhhci-mg@umn.edu

Note: In this class, our use of technology may sometimes make students' names and U of M Internet IDs visible within the course website, but only to other students in the class. Since we are using a secure, password-protected course website, this will not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your Internet ID, please contact me for further information.

Relevant University Policies

Relevant university policies will be found at:
http://policy.umn.edu/education/syllabusrequirements-appa

There you will find the policies governing:

- Student conduct

- Use of Personal Electronic Devices in the Classroom

- Scholastic Dishonesty

- Makeup Work for Legitimate Absences

- Appropriate Student Use of Class Notes and Course Materials

- Grading and Transcripts

- Sexual harassment

- Equity, Diversity, Equal Opportunity, and Affirmative Action

- Disability Accommodations
- Mental Health and Stress Management
- Academic Freedom and Responsibility

PA 5251 STRATEGIC PLANNING AND MANAGEMENT

Quick Overview of Class Sessions

Note: Asterisk (*) indicates cases that are available for individual case analysis memoranda. Each class participant will analyze one of the asterisked cases according to a prescribed format; and respond online briefly to a set of questions about the other asterisked cases.

WEEK #

AND DATE   DISCUSSION TOPICS AND DATES

#1   8 Sept.   INTRODUCTION

Orientation to the class

Case: Organizing America: A Plan for the Obama Campaign

Case: Robert Pederson (1998) Ch. 4, "Alexander the Great's Campaign in Eastern Persia." Pp. 46-59.

#2   15 Sept   APPLYING STRATEGIC PLANNING IN PRACTICE

Case: The Pennsylvania Department of Transportation

#3   22 Sept   * POLITICS, DELIBERATION, AND INITIAL AGREEMENTS

Case: The Pandoran Development Association

#4   29 Sept   * MISSION AND MANDATES

Case: Ellen Schall and the Department of Juvenile Justice

#5   6 Oct   * EXTERNAL AND INTERNAL ASSESSMENTS

Case: Innovating in the Public Sector: Republica

#6   13 Oct   * VISIONING

Case: The Seattle Art Museum and Low-Income Housing

#7   20 Oct   DISTINCTIVE COMPETENCIES AND LIVELIHOOD SCHEMES

Case: Ellen Schall and the Department of Juvenile Justice (continued)

#8   27 Oct   * STRATEGIC ISSUES

Case: Casa Latina (A) (An Electronic Hallway case)

#9   3 Nov   STRATEGIES AND STRATEGIC PLANS

#10   10 Nov   VISUAL STRATEGY MAPPING

Case: Casa Latina (A) – Review before class

#11   17 Nov   * IMPLEMENTATION

Case: Holding Teachers Responsible for Failing Schools

#12   24 Nov   STRATEGIC LEADERSHIP

Case: The African American Leadership Forum

#13   1 Dec   TEAM PRESENTATIONS

#14   8 Dec   TEAM PRESENTATIONS

#15   15 Dec   COURSE WRAP-UP AND EVALUATION

PA 5251 STRATEGIC PLANNING AND MANAGEMENT

More Detailed Overview of Class Sessions

DATE	September 8 Week 1	September 15 Week 2	September 22 Week 3 – Forum	September 29 Week 4 - Forum
TOPIC	Introduction	Strategic Planning in Practice	Politics, Deliberation, and Initial Agreements	Mission and Mandates
FOCUS	• Course overview • Introduction to strategic thinking, acting, and learning	A quick run-through of strategic planning applied to a real situation	• Getting started on strategic planning and creating a "plan to plan" • Team assignments	• Attention to "musts" and "wants" • Figuring out purposes
LECTURE VODCAST SITE	http://hubert.hhh.umn.edu/sp/SP2.mp4		http://hubert.hhh.umn.edu/sp/SP3.mp4	http://hubert.hhh.umn.edu/sp/SP4.mp4
GUEST				
READINGS	• Bryson (2011), Chs. 1 & 2 • Klijn (2008)	• Fernandez and Rainey (2006) • Rommes (2003) • Poister, Pitts, and Edwards (2010)	• Bryson (2011), Ch. 3 and Resource A • Patton (2009), Ch. 7 • Simons (2001)	• Bryson (2011), Ch. 4 • Dutton and Dukerich (1991) • Goodsell (2011) • RSA Animate website (skim)
TOOLS	Conceptual skill in how to think strategically about strategic planning and management	• Flipcharts, snow cards, dots, and marking pens • Basis stakeholder analysis technique	• Power vs. interest grid • Stakeholder influence diagrams	Purpose network (or expansion) technique
CASE ANALYSIS	• Organizing America: A Plan for the Obama Campaign • Alexander the Great's defeat of Darius III at the Battle of Gaugamela	Pennsylvania Department of Transportation	The Pandoran Development Association	Ellen Schall and the Department of Juvenile Justice
ASSIGNMENTS HANDED OUT OR DUE	• Personal Information and Interests Form • Fill out on-line Surveys #1 and # 2 •	Lessons from Experience with Teams	Team assignments made	

DATE	October 6 Week 5 - Forum	October 13 Week 6	October 20 Week 7 - Forum	October 27 Week 8
TOPIC	External and Internal Environmental Assessments	Visioning	Distinctive Competencies and Livelihood Schemes	Strategic Issues
FOCUS	Clarifying and synthesizing what is going on outside and inside the organization	Visioning and its relationship to practical politics	Making use of competencies, distinctive competencies, and distinctive assets for strategic planning purposes	Identifying the fundamental challenges and/or policy choices facing the organization
LECTURE VODCAST SITE	http://hubert.hhh.umn.edu/sp/SP5.mp4	http://hubert.hhh.umn.edu/sp/SP6.mp4		http://hubert.hhh.umn.edu/sp/SP7.mp4
GUEST		Jocelyn Hale (invited)		
READINGS	• Bryson (2011), Ch. 5 • Alford and Yates (2014) • Kroll and Moynihan (2015) • Vining (2011)	• Wheeland (2003) • Schwarz (1991), Appendix • A Periodic Table of Visualization Methods • The Loft's website (skim): https://www.loft.org/	• Bryson (2011), Res. C. • Donahue and Tuohy (2006) • Poister, Edwards, Pasha, and Edwards (2013)	• Bryson (2011), Ch. 6 and Resource A and B • Bryson, Crosby, and Bloomberg (2014) • Weick, Sutcliffe, and Obstfeld (2005)
TOOLS	• SWOC/T analyses • Value chains • The adaptive cycle	• Scenarios • Journalist's technique	Livelihood scheme construction	Cognitive mapping
CASE ANALYSIS	Innovating in the Public Sector: Republica	The Seattle Art Museum and Low-Income Housing	Ellen Schall and the Department of Juvenile Justice (continued)	Casa Latina (A)
ASSIGNMENTS DUE	Proposed topics for team papers due, along with team's initial agreement			Detailed outline and references for team papers plus final initial agreement due

DATE	November 3 Week 9	November 10 Week 10	November 17 Week 11 – Forum	November 24 Week 12 - Forum
TOPIC -	Strategies and Strategic Plans	Visual Strategy Mapping	Implementation	Strategic Leadership
FOCUS	Developing effective responses to the issues; building effective bridges linking internal and external environments	Developing action-oriented strategy maps	Strategies and plans are not enough: making a real difference is where the rubber meets the road	
LECTURE VODCAST SITE	http://hubert.hhh.umn.edu/sp/SP8.mp4			
GUEST	City of Minneapolis representative (invited)			Gary Cunningham (invited)
READINGS	• Bryson (2011), Chs. 7 and 8 • Bryson, et al. (2009) • Senge (2006), Ch. 14 • Walker (2013)	• Bryson (2011), Resource D • Jung (2014) • Rainey and Steinbacher (1999)	• Bryson (2011), Chs. 9 and 10 • Behn (2008) • Niven (2008)	• Bryson (2011), Chs. 10 and 11 • Cunningham, et al. (2014) • Senge (2006), Ch. 15
TOOLS	Strategy categories Persuasive stories	Oval mapping	• Performance-Stat systems • Balanced Scorecards	• Strategic leadership skills • Conceptual skills in process design and how to think about the toolkit
CASE ANALYSIS		Casa Latina (A) – Same case as Week 8; review prior to class	Holding Teachers Responsible for Failing Schools	The African American Leadership Forum (a Hubert case) http://www.hubertproject.org/hubert-material/257/
ASSIGNMENTS DUE	Teams meet with Prof. Bryson between November 4 and November 14	Teams will have met with Prof. Bryson by November 14	Teams will have met with Prof. Bryson by November 14; Rough draft of team papers due Friday, November 20	

DATE	December 1 Week 13	December 8 Week 14	December 15 Week 15
TOPIC	Team Presentations	Team Presentations	Course Wrap-Up, Concluding Remarks, and Evaluation
FOCUS			What matters most about strategic planning? What have you learned? What more would you like to learn?
GUEST			
READINGS			Bryson (2011), Ch. 12
TOOLS	Oral and visual presentation skills	Oral and visual presentation skills	
CASE ANALYSIS			
ASSIGNMENTS DUE			Team papers due December 18 by 5:00 pm.

PA 5251 STRATEGIC PLANNING AND MANAGEMENT

Reading Citations and Cases

WEEK 1   COURSE INTRODUCTION

8 September

John Bryson (2011), Chs. 1 and 2

Erik-Hans Klijn (2008) "Complexity Theory and Public Administration," *Public Management Review*, 10(3), pp. 299 – 317.

CASES:

"Organizing America: A Plan for the Obama Campaign"

Robert Pederson (1998) *A Study of Combined Arms Warfare by Alexander the Great.* Ft. Leavenworth, KS: U. S. Army Command and General Staff College, Ch. 4, "The Campaign in Eastern Persia," pp. 46 – 59.

Walk-through other examples in class.

WEEK 2   APPLYING STRATEGIC PLANNING IN PRACTICE

15 September

Sergio Fernandez and Hal G. Rainey (2006) "Managing Successful Organizational Change in the Public Sector: An Agenda for Research and Practice*," Public Administration Review*, 66(2), pp. 1 – 25.

Georges Romme (2003) "Making a Difference: Organization as Design," *Organization Science*, 14(5), pp. 558 – 573.

Theodore H. Poister, David W. Pitts, and Lauren Hamilton Edwards (2010) "Strategic Management Research: A Review," *The American Review of Public Administration*, 40, pp. 522 – 545.

CASE: The Pennsylvania Department of Transportation

WEEK 3   POLITICS, DELIBERATION, AND INITIAL AGREEMENTS

22 September

John Bryson (2011), Chapters 3, Resource A.

Michael Quinn Patton (2009), *Developmental Evaluation.* New York: Guilford Press, Ch. 7, "The Adaptive Cycle and Developmental Evaluation," pp. 189 – 226.

Herbert Simons (2001) *Persuasion in Society*. Thousand Oaks, CA: SAGE, Ch. 8, "Reasoning and Evidence," pp. 155 – 178.

CASE: The Pandoran Development Association

WEEK 4   MISSION AND MANDATES

29 September

John Bryson (2011), Ch. 4

Jane E. Dutton and Janet M. Dukerich (1991) "Keeping An Eye on the Mirror: The Role of Image and Identity in Organizational Adaptation," *Academy of Management Journal*

34(3), pp. 517-54.

Charles Goodsell (2011) *Mission Mistique*. Washington, DC: CQ Press, Chapter 1, "Mission Mystique and a Belief System Template," pp. 1 – 25.

SKIM: RSA Animate website, an 8 minute video featuring Daniel Pink on autonomy, mastery, and purpose; found at: http://www.youtube.com/watch?v=u6XAPnuFjJc NOTE: Forums should not assign the video to one of their members.

CASE: Ellen Schall and the Department of Juvenile Justice (Electronic Hallway case)

WEEK 5   EXTERNAL AND INTERNAL ENVIRONMENTAL ASSESSMENTS

6 October

John Bryson (2011), Ch. 5.

John Alford and Sophie Yates(2014) "Mapping Public Value Processes," *International Journal of Public Sector Management,* 27(4), pp. 334 – 352.

Alexander Kroll and Donald Moynihan (2015) "Creating Public Value Using Performance Information," in John Bryson, Barbara Crosby and Laura Bloomberg, eds., *Valuing Public Value,* Washington, DC: Georgetown University Press, pp. 189 – 203.

Aiden Vining (2011) "Public Agency External Analysis Using the 'Five Forces' Framework," *International Public Management Journal*, 14(1), pp. 63 – 105.

CASE: Innovating in the Public Sector: Republica

WEEK 6   VISIONING

13 October

Craig Wheeland (2003), "Implementing a Community-Wide Strategic Plan," *The American Review of Public Administration*, 33(1), pp. 46-69.

Peter Schwartz (1991) *The Art of the Long View*, New York: Doubleday, Appendix, pp. 226-234.

A Periodic Table of Visualization Methods: http://www.visual-literacy.org/periodic_table/periodic_table.html

Skim The Loft Literary Center's website, paying particular attention to their strategic planning process. Go to: https://www.loft.org/_asset/qng3jd/LoftStratFramework-2013-2020_3.pdf

CASE: The Seattle Art Museum and Low-Income Housing

WEEK 7   DISTINCTIVE COMPETENCIES AND LIVELIHOOD SCHEMES

20 October

Bryson (2011), Res. C.

Amy Donahue and Robert Tuohy (2006) "Lessons We Don't Learn: A Study of the Lessons of Disasters, Why We Repeat Them, and How We Can Learn Them," *Homeland Security Affairs*, 2(2), pp. 1 – 28.

Theodore Poister, Lauren Edwards Hamilton, Obed Pasha, and Jason Edwards (2013) "Strategy Formulation and Performance: Evidence from Local Public Transit Agencies," *Public Performance and Management Review*, 36(4), pp. 585 – 615.

CASE: Ellen Schall and the Department of Juvenile Justice (continued) (Electronic Hallway case)

WEEK 8   STRATEGIC ISSUES

27 October

John Bryson (2011), Ch. 6 and Resources A and B.

John Bryson, Barbara Crosby, and Laura Bloomberg (2014) "Public Value Governance: Moving Beyond Traditional Public Administration and New Public Management," *Public Administration Review,* 74(4), pp. 445 - 456.

Karl Weick, Kathleen Sutcliffe, and David Obstfeld (2005) "Organizing and the Process of Sensemaking," *Organization Science*, 16(4), pp. 409 – 421.

CASE: Casa Latina (A) (an Electronic Hallway case) – Same case as September 29

WEEK 9   STRATEGIES AND STRATEGIC PLANS

3 November

John Bryson (2011), Chs. 7 and 8

John M. Bryson, Barbara C. Crosby, and John K. Bryson (2009), "Understanding Strategic Planning and the Formulation and Implementation of Strategic Plans as a Way of Knowing," *International Public Management Journal*, 12(2), pp.172 - 207.

Richard Walker (2014) "Strategic Management and Performance in Public Organizations: Findings from the Miles and Snow Framework," *Public Administration Review*, 73(5), pp. 675–

WEEK 10   VISUAL STRATEGY MAPPING

10 November

Bryson (2011), Resource D

Hal Rainey and Patricia Steinbacher (1999) "Galloping Elephants: Developing Elements of a Theory of Effective Government Organizations, *Journal of Public Administration Research and Theory*, 9(1), pp. 1-32.

Chun Su Jung (2014) "Extending the Theory of Goal Ambiguity to Programs: Examining the Relationship Between Goal Ambiguity and Performance," *Public Administration Review,* 74(2), pp. 205 – 219.

CASE: Casa Latina (A) – Same case as October 27

WEEK 11   IMPLEMENTATION

17 November

Bryson (2011), Chs. 9 and 10

Robert Behn (2008) "Designing PerformanceStat," *Public Performance and Management Review*, 32(2), pp. 206 – 235.

Paul Niven (2008) *Balanced Scorecard Step-by-Step for Government and Nonprofit Agencies*. New York: John Wiley, Chapter 1 "Introduction to the Balanced Scorecard," pp. 1 – 26.

Case: Holding Teachers Responsible for Failing Schools

WEEK 12   STRATEGIC LEADERSHIP

24 November

Bryson (2011), Ch. 10 and 11.

Gary Cunningham, Marcia L. Avner, and Romilda Justilien, Romilda (2014) "The Urgency of Now: Foundations' Role in Ending Racial Inequity," *The Foundation Review,* 6(1), pp. 51 – 65.
.
Peter Senge (2006), *The Fifth Discipline*. New York: Doubleday, Chapter 15, "
The Leader's New Work," pp. 317 – 340.

CASE: The African American Leadership Forum (a Hubert Project Case):
http://www.hubertproject.org/hubert-material/257/

WEEK 13   TEAM PRESENTATIONS

1 December

WEEK 14   TEAM PRESENTATIONS

8 December

WEEK 15   COURSE WRAP-UP, CONCLUDING REMARKS, AND EVALUATION

15 December