# 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 (2010) ideas on *developmental evaluation*. Consequently, there will not be a great deal of formal lecturing in class, since much of what we have to say via lectures is available on vodcasts through the course Canvas site. We encourage you to watch these prior to the classes to which they apply. There will be some repetition of vodcast material in class, but typically not a lot.

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 one or more of the following: 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:


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 be found on the course website.

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Course Objectives

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, 2010, p S264, note 1):

- **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 met the following objectives (the broad categories for which dome from Fink, 2003)³. Participants should have:

- **Gained essential knowledge, skills, and abilities**, including
  - Ability to compare and contrast rational, political, and deliberative decision making
  - Understanding selected approaches to strategic planning and management, the basic theories guiding them, and when each approach makes sense
  - 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
  - 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: visual strategy mapping for individuals and groups, and purpose mapping
    - judge knowledge, policy, strategy, and political claims; sort out competing perspectives, and make plausible and persuasive strategy-related arguments
    - know how to create a useful business model canvas
    - make effective oral, written, and visual presentations
    - manage a complex student team project
    - engage with others in reflective dialogue, deliberation, and community building

- **Make use of applied knowledge and skills** built through:

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Be able to 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.

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

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

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

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: Do short assignments related to weekly course readings – 10% of grade.**
   a. Read the required materials for each week
   b. Be a full participant in the five Dialogue and Discussion Forums:
      i. During Weeks 5, 6, 7, 10 and 11 we will have Dialogue and Deliberation Forums.
      ii. Each class member will be assigned to one of several forum groups the second week of class. Each group will have four or five members.
      iii. For four of the five 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 Canvas site no later than 5:00 pm the Sunday prior to the Tuesday when readings will be discussed in class.
      iv. 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.

2. **Individual: Serve as a facilitator for one Dialogue and Deliberation Forum – 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 three pages. The forum facilitator’s two- to three-pager should be posted relevant forum’s spot on 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.

3. **Individual:** Do four short case-related assignments. Respond briefly to a series of questions on each of four (of five) cases prior to the class in which the case is discussed – 10% of grade.

4. **Individual:** Do longer assignment related to one case. Prepare one short five-page (5 pp.) case analysis on the fifth case – 20% of grade.

5. **Individual:** Make 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.**

6. **Individual:** Assess how well your team is functioning. Fill out two team assessment questionnaires, one at the midway point in the semester and one at the end. Required, but there will be no effect on your grade unless they are not filled out.

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

8. **Team:** Make a 15-20 minute presentation to the class based on the team paper or web-based instruction module – 15% 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.
Individual and team responsibilities may be summarized as follows:

<table>
<thead>
<tr>
<th>Individual</th>
<th>Team</th>
<th>Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend and participate in class</td>
<td></td>
<td>10% of grade</td>
</tr>
<tr>
<td>On four separate weeks (out of a total of five) designated for dialogue</td>
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<td>10% of grade</td>
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<tr>
<td>and deliberation forums, prepare a one-page response to questions on</td>
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<td>(2.5% for each of four responses)</td>
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<td>required readings. Post on Canvas by Sunday at 5 pm prior to the class</td>
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<td>in which the readings will be discussed</td>
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<tr>
<td>Serve as dialogue and deliberation forum facilitator for one week out of</td>
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<td>5% of grade</td>
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<td>the five scheduled for this activity. In two to three (2–3) pages,</td>
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<tr>
<td>summarize, compare, and contrast forum members’ one-page responses,</td>
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<td>include a set of discussion questions, and post on Canvas prior to class.</td>
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<tr>
<td>Respond briefly to a series of questions on each of four cases prior to</td>
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<td>10% of grade</td>
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<tr>
<td>the class in which the case is discussed</td>
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<td>(2.5% for each of the five responses)</td>
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<tr>
<td>Prepare a five-page (5 pp.) case analysis (not counting attachments on</td>
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<td>20% of grade.</td>
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<tr>
<td>the fifth of the five cases. Turn in prior to the class in which it is</td>
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<tr>
<td>discussed.</td>
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<tr>
<td>Offer contributions of course resources, e.g., interesting websites,</td>
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<td>The quality of contributions can make a difference on the margin to</td>
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<tr>
<td>useful podcasts or YouTube videos, case examples, suggestions to advance</td>
<td></td>
<td>your course grade.</td>
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<tr>
<td>the work of other teams, etc.</td>
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<tr>
<td>Fill out two team assessment questionnaires, one at the mid-point of the</td>
<td></td>
<td>These assessments are meant to help me understand how well the team</td>
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<tr>
<td>course and one at the end of the course</td>
<td></td>
<td>is functioning. They will not be graded per se, but failure to fill</td>
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<tr>
<td></td>
<td></td>
<td>assessments can negatively affect your grade.</td>
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<tr>
<td></td>
<td>Prepare a 20-page paper (not counting references or supporting material); or alternatively, a web-based instructional module on a topic related to strategic planning</td>
<td>30% of grade.</td>
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<tr>
<td></td>
<td>Make a 15-20 minute presentation to the class based on the team paper or web-based instructional module to be followed by a 10 minute class discussion</td>
<td>15% of grade</td>
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<td>100%</td>
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</tbody>
</table>
Team Projects

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) Possible topics include one of the following:

   a. A review of review of the literature and practice (including examples and guidelines for use) regarding the applicability of one or more of the following (or some other) **electronic technologies and their connections (or not) to strategic planning**:
      - strategy mapping softwares
      - project management softwares
      - crowdsourcing
      - social media
      - geographic information systems
      - computer-assisted decision theatres
      - electronic 3-D visualization technologies
      - another technology; or

   b. A critical literature review of an important **strategic planning topic**, such as:
      - Business models
      - Visual techniques for developing vision, mission, or strategy
      - Persuasion, dialogue, and deliberation
      - A set of citizen engagement techniques with examples from practice
      - Particular strategic planning approaches
      - Effective policy making boards
      - Re-engineering
      - 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**.

   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:

   a. public value process mapping
   b. value propositions
   c. particular stakeholder analysis techniques, e.g., stakeholder support versus opposition
   d. power mapping
   e. portfolio analyses
   f. competitive analysis
   g. initial agreements
   h. issue-precedence diagrams
   i. one-on-ones
   j. or some other relevant topic.
Technical support is available.

Good examples of instructional videos on micro-processes include:

- SWOT Analyses: https://www.hubertproject.org/hubert-material/438/
- Leading with Theories of Change: https://www.hubertproject.org/hubert-material/426/
- Purpose mapping: https://hubertproject.org/hubert-material/445/
- Facilitation: https://www.youtube.com/watch?v=UDLGjKBHSXg
- Policy field analysis: https://www.youtube.com/watch?v=2YTxm_ZkHu0

Teams are encouraged to make use of Basecamp (or some other project management tool, such as Trello or Google Drive). Basecamp is a project management software that allows teams to collaborate and execute their project. Basecamp and Trello allow 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.

**Due Dates Tied to Team Projects**

Teams will be formed by **Tuesday, September 18, 2018**.

Each team should post to the course Canvas site the proposed topic for their paper by **Tuesday, October 2, 2018**. 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 Canvas site: (1) a detailed outline and set of references for their paper or project, and (2) a copy of its final revised initial agreement by **Tuesday, October 23, 2018**.

Each team should meet with the instructor for an hour at a mutually convenient place and time **between Monday, October 29, and Tuesday, October 13** to discuss progress on their paper or project. **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 **Tuesday, November 20, 2018**. Comments on the paper or project 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 14, 2018**.

**Course Website Canvas**

Some or all of our class readings, resources and assignments are available on the course Canvas site. Find the site at canvas.umn.edu, or go to “Key Links” on MyU.umn.edu and scroll down to Canvas. For help with Canvas, go to https://z.umn.edu/CanvasHelpandSetup or click the “Canvas Help” link on our course Canvas site.

**Set Your Canvas Notification Preferences**

This course depends upon your ability to receive communications from your instructor and/or about the class. It's important that you set up your Canvas “notification preferences” to choose how and when you’d like to receive
messages via text, email, or both. Find easy-to-follow instructions at “How do I set my Canvas notification preferences as a student?": [https://community.canvaslms.com/docs/DOC-10624-4212710344](https://community.canvaslms.com/docs/DOC-10624-4212710344).

We **strongly recommend** that you opt to receive notification of Announcements, Conversation Messages, and Added to Conversation so that you don’t risk missing important class communication. For assistance, please contact help@umn.edu or your instructor.

**Access to readings and materials after semester**

Student may lose access to Canvas sites and course reserves at the end of the semester. If you’d like to download class material (depending on copyright) or your own work for personal use, please do so during the semester.

**University and School policies**

For links to University of Minnesota and Humphrey School policies, please click the “U of M Policies” link on our course Canvas site, or see [https://z.umn.edu/PolicyStatements](https://z.umn.edu/PolicyStatements). 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

**Name and Pronoun Usage***

Class rosters are provided to the instructors with the student's legal name, unless a preferred’ name has been entered into a student’s OneStop account. Visit this link for more information: [https://onestop.umn.edu/howto/set_name.html](https://onestop.umn.edu/howto/set_name.html).

Note: it usually takes 24 hours for your information to change. Also, ‘preferred’ name will show up on class rosters but not on class waitlists.

We will honor your request at any point to address you by your correct name, gender pronoun, or in any other manner you would like to be referred to. If you like, we will also instruct class members to do the same. Please advise us of how you would like to be referred to in class.

*taken from LGBTQIA Identities and Communities Certificate Workshop materials*
<table>
<thead>
<tr>
<th>DATE</th>
<th>September 4 Week 1</th>
<th>September 11 Week 2</th>
<th>September 18 Week 3</th>
<th>September 25 Week 4 –</th>
<th>October 2 Week 5 –</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPIC</td>
<td>Introduction</td>
<td>Strategic Planning in Practice</td>
<td>Purposes, Goals, Problems and Solutions, and Issues and Answers</td>
<td>Politics, Deliberation, and Initial Agreements</td>
<td>Mission and Mandates</td>
</tr>
<tr>
<td>FOCUS</td>
<td>Course overview</td>
<td>A quick run-through of strategic planning applied to a real situation</td>
<td>Understanding ends and means and their inter-relationships</td>
<td>Getting started on strategic planning and creating a “plan to plan”</td>
<td>Attention to “musts” and “wants”</td>
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<tr>
<td>LECTURE</td>
<td><a href="http://hubert.hhh.umn.edu/sp/SP2.mp4">http://hubert.hhh.umn.edu/sp/SP2.mp4</a></td>
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<td><a href="http://hubert.hhh.umn.edu/sp/SP3.mp4">http://hubert.hhh.umn.edu/sp/SP3.mp4</a></td>
<td><a href="http://hubert.hhh.umn.edu/sp/SP4.mp4">http://hubert.hhh.umn.edu/sp/SP4.mp4</a></td>
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<td>VODCAST</td>
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<td>SITE</td>
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<td>GUEST</td>
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<tr>
<td>TOOLS</td>
<td>Conceptual skill in how to think strategically about strategic planning and management</td>
<td>Flipcharts, snow cards, dots, and marking pens</td>
<td>Cognitive mapping</td>
<td>Power vs. interest grid</td>
<td>Purpose mapping technique <a href="https://www.hubertproject.org/hubert-material/445/">https://www.hubertproject.org/hubert-material/445/</a></td>
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<td></td>
<td></td>
<td>Basis stakeholder analysis technique</td>
<td>Stakeholder influence diagrams</td>
<td>Stakeholder support vs. opposition grids</td>
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<tr>
<td>CASE</td>
<td>Organizing America: A Plan for the Obama Campaign</td>
<td>Pennsylvania Department of Transportation</td>
<td>Casa Latina (A)</td>
<td>The Politics of Establishing an Urban Growth Area in St. Claire County</td>
<td></td>
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<tr>
<td>ANALYSIS</td>
<td>Alexander the Great’s defeat of Darius III at the Battle of Gaugamela</td>
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<tr>
<td>ASSIGNMENT</td>
<td>Personal Information and Interests Form</td>
<td>Lessons from Experience with Teams; bring to class next week</td>
<td>Team assignments made</td>
<td>Proposed topics for team papers due, along with team’s “initial” initial agreement</td>
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<td>DUE OR</td>
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<td>HANDED OUT</td>
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</table>

**Detailed Overview of Class Sessions**
<table>
<thead>
<tr>
<th>DATE</th>
<th>October 9</th>
<th>October 16</th>
<th>October 23</th>
<th>October 30</th>
<th>November 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6 –</td>
<td>Forum</td>
<td>Week 7 –</td>
<td>Week 8 –</td>
<td>Week 9</td>
<td>Week 10 –</td>
</tr>
<tr>
<td>TOPIC</td>
<td>External and Internal Environmental Assessments</td>
<td>Visioning</td>
<td>Strategic Issues</td>
<td>Visual Strategy Mapping</td>
<td>Distinctive Competencies and Business Models</td>
</tr>
<tr>
<td>FOCUS</td>
<td>Clarifying and synthesizing what is going on outside and inside the organization</td>
<td>Visioning and its relationship to practical politics</td>
<td>Identifying the fundamental challenges and/or policy choices facing the organization</td>
<td>Developing visual strategy maps</td>
<td>Making use of competencies and assets to join capabilities with aspirations</td>
</tr>
<tr>
<td>LECTURE VODCAST SITE</td>
<td><a href="http://hubert.hhh.umn.edu/sp/SP5.mp4">http://hubert.hhh.umn.edu/sp/SP5.mp4</a></td>
<td><a href="http://hubert.hhh.umn.edu/sp/SP6.mp4">http://hubert.hhh.umn.edu/sp/SP6.mp4</a></td>
<td><a href="http://hubert.hhh.umn.edu/sp/SP7.mp4">http://hubert.hhh.umn.edu/sp/SP7.mp4</a></td>
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<tr>
<td>GUEST</td>
<td>Laurie Ohmann, CC Twin Cities</td>
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<tr>
<td>CASE ANALYSIS</td>
<td>Innovating in the Public Sector: Republica</td>
<td>The Seattle Art Museum and Low-Income Housing</td>
<td>Casa Latina (A) – Same case as Week 4</td>
<td>Casa Latina (A)</td>
<td>Casa Latina (A)</td>
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<tr>
<td>ASSIGNMENT DUE OR HANDED OUT</td>
<td>Detailed outline and references for team papers plus final initial agreement due</td>
<td></td>
<td></td>
<td>Teams meet with Bryson and Seo between October 29 and November 13</td>
<td>Teams meet with Bryson and Seo between October 29 and November 13</td>
</tr>
</tbody>
</table>
| DATE | November 13  
Week 11–  
Forum | November 20  
Week 12 | November 27  
Week 13 | December 4  
Week 14 | December 11  
Week 15 |
|------|--------|--------|--------|--------|--------|
| TOPIC - | Strategies and  
Strategic Plans | Implementation | Strategic  
Leadership | Team  
Presentations | Team  
Presentations and  
Course Wrap |
| FOCUS | Developing  
effective  
responses to the  
issues; building  
effective bridges  
linking internal  
and external  
environments | Strategies and  
plans are not  
enough -- making  
a real difference is  
where the rubber  
meets the road | “Inspiring and  
mobilizing others  
to undertake  
collective action in  
pursuit of the  
common good” | Teams educate the  
class about what  
they have learned  
in this class  
session and the  
next | Course Wrap-Up,  
Concluding  
Remarks, and  
Evaluation  
What have you  
learned?  
What more would  
you like to learn? |
| LECTURE  
VODCAST  
SITE | http://hubert.hhb.u  
mn.edu/sp/SP8.mp4 | | | | |
| GUEST | Andrea Larson &  
Anna Koelsch,  
City of Mpls. | Gary  
Cunningham,  
MEDA (invited) | | | |
| READINGS | Bryson (2018),  
Chs. 7 and 8  
Bryson, et al.  
(2009)  
Senge (2006), Ch.  
14  
Chs. 9 and 10  
Alvesson and  
Spicer (2012)  
Behn (2008)  
Chs. 10 and 11  
Senge (2006), Ch.  
15  
Magee and Friesen  
(2014)  
O’Leary, et al.  
(2012)  
Skim MEDA’s  
website (http://meda.net/) | | Bryson (2018),  
Ch. 12 |
| TOOLS | • Strategy  
categories  
• Persuasive  
stories  
• Strategic  
learning | Performance-Stat  
systems  
Balanced  
Scorecards | Strategic  
leadership skills  
Conceptual skills  
in process design  
and how to think  
about the toolkit | | Strategic learning |
| CASE  
ANALYSIS | Implementing a  
High Risk  
Program | Metropolitan  
Economic  
Development  
Association | | | |
| ASSIGNMENTS  
DUE | Teams will have  
moved with Bryson  
and Seo by  
November 13 | Rough draft of  
team papers or  
products due  
Friday, November  
20 by 5:00 pm | | | Team papers due  
Friday, December  
14, by 5:00 pm. |
PA 5251 STRATEGIC PLANNING AND MANAGEMENT
Reading Citations and Cases

WEEK 1  COURSE INTRODUCTION

4 September

Bryson (2011), Chs. 1 and 2


CASES:

“Organizing America: A Plan for the Obama Campaign”


Walk-through other examples in class.

WEEK 2  APPLYING STRATEGIC PLANNING IN PRACTICE

11 September


Facilitation: https://www.youtube.com/watch?v=UDLGjKBHXSx

CASE: The Pennsylvania Department of Transportation

WEEK 3  PURPOSES, GOALS, PROBLEMS AND SOLUTIONS, AND ISSUES AND ANSWERS

18 September


WEEK 4  POLITICS, DELIBERATION, AND INITIAL AGREEMENTS
25 September
Bryson (2018), Chapter 3 and Resource A.
CASE: Casa Latina (A)

WEEK 5  MISSION AND MANDATES – FORUM
2 October
Bryson (2011), Ch. 4 and Resource A.
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.
VIEW: Purpose mapping: https://hubert.hhh.umn.edu/SPStudyFa16/PurposeMapFINAL/index.html
CASE: The Politics of Establishing an Urban Growth Area in St. Claire County

WEEK 6  EXTERNAL AND INTERNAL ENVIRONMENTAL ASSESSMENTS – FORUM
9 October
Bryson (2018), Ch. 5 and Resource B.
CASE: Innovating in the Public Sector: Republica

WEEK 7  VISIONING – FORUM
16 October
WEEK 8 STRATEGIC ISSUES
25 October
Bryson (2018), Ch. 6.
CASE: Casa Latina (A) – Same as Week 4

WEEK 9 VISUAL STRATEGY MAPPING
30 October
CASE: Casa Latina (A)

WEEK 10 DISTINCTIVE COMPETENCIES AND BUSINESS MODELS – FORUM
6 November

Nonprofit business model canvas: https://www.youtube.com/watch?v=4pcnRIPJvj8

CASE: Casa Latina (A)
WEEK 11   STRATEGIES AND STRATEGIC PLANS – FORUM
13 November
Bryson (2018), Chs. 7 and 8

WEEK 12   IMPLEMENTATION
20 November
Bryson (2018), Chs. 9 and 10
CASE: Implementing a High-Risk, High Priority, and High Visibility Program in a Decentralized Organization: A Case Study of the U.S. Fish and Wildlife Service

WEEK 13   STRATEGIC LEADERSHIP
27 November
Bryson (2018), Ch. 10 and 11.
CASE: Metropolitan Economic Development Association

WEEK 14   TEAM PRESENTATIONS
4 December
WEEK 15  TEAM PRESENTATIONS, COURSE WRAP-UP, CONCLUDING REMARKS, AND EVALUATION

11 December