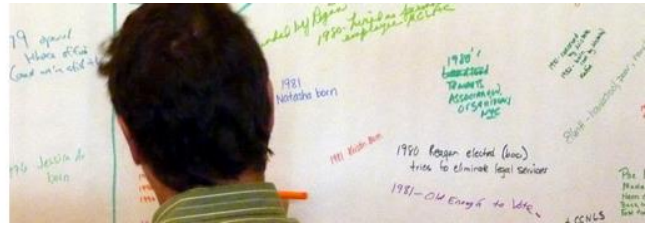


PAD 6335 Strategic Planning for Public and Nonprofit Organizations



Professor: Dr. Dumont

Email: g.dumont@unf.edu

Office: 51/2416

Phone: (904) 620-5855 (office)

(904) 624-1819 (cell)

Class meets: Online on [Canvas Tuesday, August 20, 2019](#)

In Bldg 9, room 1413 on 8/20, 9/10, 10/29, 12/3

Office hours: In office: Tuesdays 1:30 pm – 5:30 pm and by appointment

On [Skype](#): @GetteinJax (message me informing me who you are so I accept your request)

On [Twitter](#): @DrGDumont

“Education is not the learning of facts, but the training of the mind to think.”
– Albert Einstein

Course Summary

Strategic planning is a technique used to get leaders to *think* strategically about an organization’s long-term viability. This course will provide students with a detailed understanding of the strategic planning process, organizational change, and how to utilize techniques to help lead and manage organizational change. While strategic planning sounds rather straightforward, it is never simple to implement any change in an organization. Furthermore, change, when needed, is further compounded by the need for organizations to adapt to a dynamic environment that is changing at an ever-increasing rate over time. This course will prepare students to identify and manage how environmental change, both internal and external, impacts their organization, and how to strategically adapt to this change.

Course Objectives

At the completion of this course, students will understand the strategic planning purpose and process, know how to use tools to move an organization forward, and be able to lead and manage change in public and nonprofit organizations.

Students will also develop and hone skills throughout the course that will enable them to:

- Possess the verbal and writing skills needed to communicate clearly and effectively, make persuasive, professional presentations and convey information essential to the discipline in an orderly and understandable manner.
- Understand the sources and uses of power and its relationship to political events, outcomes and processes.
- Understand the principles of the rule of law and its effects on political relationships, actors, institutions and policy.
- Understand the role of public policy, the policy-making process, the political and environmental factors, which affect its development and its effects on political events, actors, and institutions.
- Understand the general types of political behaviors and the factors that cause them and relate those behaviors to specific political actions and outcomes.

Required Materials:

- Bryson, J. (2018). [Strategic Planning for Public and Nonprofit Organizations](#), 5th ed. San Francisco: Jossey-Bass. **[e-book available for free through the UNF library]**
- All other readings, e-case studies, and worksheets are available on Canvas.

In addition to the texts, students are **required** to become familiar with *Canvas* during the first week of class. This site will be utilized for hosting lectures, important course announcements, student grades, and other course materials as well as being a tool for you to communicate with your classmates and me through email and the discussion board. Your assignments will also be submitted through Canvas. If you have any problems doing this, please contact the ITS help desk.

Since your student email account is the only one I can contact you through when using Canvas, you need to make sure that you can access that account. I am well aware that many of you choose to use a different account, but you will need to at the very least, have your student email forwarded to the email address you normally use. If you do not know how to do this, please look into it.

Required Software:

- Access to PDF (.pdf) or Word (.doc or .docx). No other files will be accepted.
- Regular, reliable Internet access using a current, standards-compliant Web browser such as Firefox 3.0+ or Internet Explorer 7.0+, Javascript, and Flash. Click [here](#) to see the list of [supported browsers and operating systems](#).

Course Schedule

(subject to change)

* *Red* dates are in-class

Week	Date (red in class)	Topic	Readings	Saturday 11:59 pm	Tuesday 11:59 pm	Paper Fri 11:59 pm
1	8/20	Strategic Planning, an Intro	Chpt 1			
Underlying Dynamics						
2	8/27	Strategic Change Cycle	Chpt 2	Initial post	Replies	
3	9/3	Initiation	Chpt 3	Initial post	Replies	
Acting and Thinking Strategically						
4	9/10	<i>e-case: Leading with a Theory of Change (Canvas)</i>				
5	9/17	Mandates and Mission	Chpt 4	Initial post	Replies	
6	9/24	SWOC(T)	Chpt 5	Initial post	Replies	
7	10/1	Strategic Issues	Chpt 6	Initial post	Replies	Paper 1 due
8	10/8	Identifying Strategies	Chpt 7	Initial post	Replies	
9	10/15	Vision	Chpt 8	Initial post	Replies	
10	10/22	Implementation	Chpt 9	Initial post	Replies	
11	10/29	<i>e-case: Moving from stuck to unstuck in a public controversy (Canvas)</i>				
Managing the Process						
12	11/5	Evaluation	Chpt 10	Initial post	Replies	
13	11/12	Leadership	Chpt 11	Initial post	Replies	
14	11/19	Getting Started	Chpt 12	Initial post	Replies	Paper 2 due
	11/26	NO CLASS- THANKSGIVING WEEK				
15	12/3	<i>Final Exam will be an in-class case study</i>				

Course Requirements and Grading

Discussion Board Participation – 40% (400 points total: 100 points each)

The more you participate, the more engaging and interesting the class will be. Your professional opinions and experiences matter so please share with the class. Class discussion (both online and off line) suffers in your absence and so does your participation grade. Students' participation grades will be reduced for absences from class (tardiness to class and early departure will also lead to reduced participation grades).

There are 11 "online" classes this semester. You will be required to participate in 10 of the online classes. Students are required to write an initial post that answers the question posed by me based on the week's readings and videos by Saturday night at 11:59 pm. Once you post your reply, you will see other students' posts. Then, you will need to reply to one (1) other student's initial post by 11:59 pm on Tuesday. Each post is worth a maximum of 20 points, therefore, each week you will write 2 posts, and if scored perfectly, you will receive 40 points. Perfect scored for all 10 weeks with discussion board post will lead to the maximum 400 points.

Two Papers: 20% (200 points total: 100 points each)

Students will be required to write two papers. The first will be on stakeholder analysis (Resource A) and the second on the use of information communication technologies in strategic planning (Resource B). Papers need to be professionally written, use subheadings to guide the reader, and reference course materials and any outside materials that are needed to justify your position.

e-Case Studies/activities: 40% (400 points total: 100 points each)

There will be four interactive case studies throughout the semester. For each, I will expect you to have watched the videos prior to class and arrive ready to participate in class activities.

Class Policies

Logging into Canvas: It is expected that you will be logging into Canvas regularly (at the very least, 2 times per week).

Attendance: There is a strong positive correlation between class attendance and student performance. I expect you to show up for every class. Being in class affords you the opportunity to ask questions and learn from your fellow students. Please limit your absences to one class only. When you are not able to attend, please email me.

Tardiness: I expect all students to get to class on time and remain in class for the duration of the class period. This is especially important since our guest speakers speak at the beginning of the class and I do not want students walking in when guests are in the middle of their presentation. If you are late, you will be marked absent. If lateness becomes a problem, I will lock the door at the beginning of class and will not let late students in.

Breaks: Please ensure that all your personal business is completed before class. DO NOT get up and leave the room; I find it to not only be distracting, but rude. If you have an emergency, that is fine, but an emergency must be an emergency, and emergencies by definition do not happen often.

Given that this is almost a three-hour class, there will be a break to rejuvenate. Please return to class by the end of break so that the class can proceed with minimal interruptions. There is a lot of information that needs to be covered, so your promptness is very much appreciated.

Early Dismissal: Do not leave class early unless you have informed me prior to the beginning of class that you need to leave. If you leave early, I will mark you absent for the whole class unless you have received prior approval.

Decorum: I expect professional decorum in the classroom at all times. Do not read the newspaper, surf the web, play with your cell phone, talk to your friends, or sleep during class. Do not come to class late or leave early. All of these actions are not only rude to your professor and peers, but are also not acceptable in a collegiate or professional setting. Engaging in any of the afore mentioned activities will have a severe negative impact on your grade.

I expect everyone in the class to show each other respect and debate in a professional manner. Ad homonyms are NOT allowed. I will not tolerate students attacking other people in the room, verbally or otherwise, over their views and/or understanding of the data. Perspectives, and others' responses to them, need to be based on data, not ideology or beliefs. If you do not know the data, research it before class and be ready to provide the source of the data (e.g. census bureau, text book, etc.). This extends to all forms of communication, including but not limited to, face-to-face, email, video, and social media.

Recordings: You are not allowed to record lectures without my prior written approval.

Late assignments/make-up exams: I do not accept late work. If you have a situation that requires an exception, you must notify me well in advance for consideration. If you are granted an extension, late memos will be penalized by having one grade deducted for every day it is late past the original due date.

Cell Phones: This is a professional class, and it will be conducted as such. No cell phone use during class. This includes not only calls, but also text messaging, Internet browsing, and instant messaging as well. Please turn your cell phone off or put it in airplane mode.

Communications: My contact information is listed at the beginning of the syllabus. Please note that I am not on the computer every minute of the day. When emailing me, you can expect a response within 24-hours, Monday through Friday. I make every attempt I can to NOT be online on weekends. That said it is best to contact me during the week with any questions.

Academic Dishonesty: Cheating, through any means, will not be tolerated in this course. You are not only cheating yourself (any wasting your money), it is unfair to students who do not seek an 'easy' way to obtain their desired grade. The followings statements are from UNF's Catalog (<http://www.unf.edu/catalog/catalog.aspx?id=15032403681>).

Course Content

A course may deal with subjects, issues, or perspectives to which some might object. Such objections will not exempt a student from course requirements. The University of North Florida stands behind the right of its instructors to include material that is challenging in any number of ways. The faculty urges students to discuss any concerns they might have concerning the content of their courses with their instructors.

Claiming One's Own Work

Each student is honor-bound to submit under his or her name or signature only his or her own work; to fully acknowledge his or her use of any information, ideas, or other matter belonging to someone else, and to properly document the source in question; and to offer for credit only that work which he or she has completed in relation to the current course.

Violations of Academic Integrity

Under this heading the University of North Florida Student Handbook identifies several types of violations; these include but are not limited to: cheating; fabricating and falsifying information or citations; submitting the same work for credit in more than one course; plagiarizing; providing another student with access to one's own work to submit under this person's name or signature; destroying, stealing, or making inaccessible library or other academic resource material; and helping or attempting to help another person commit an act of academic dishonesty. The University of North Florida authorizes any instructor who finds evidence of cheating, plagiarism, or other wrongful behavior that violates the University of North Florida Academic Integrity Code to take appropriate action. Possible action includes, but is not limited to, failing the student on the work in question, failing the student for the course, notifying the appropriate academic dean or Vice President for Student Affairs, and requesting additional action be taken.

The consequences of a breach of academic integrity may result in an F, which is unforgivable, regardless of withdrawal status. To view the Student Handbook, [click here](#).

To ensure equity in the grading process, I make every effort to catch students who are being dishonest.

Disabilities: Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their coursework must first register with the UNF Disability Resource Center (DRC) located in the College of Education and Human Resources (Building 57), Room 1500. DRC staff members work with students to obtain required documentation of disability and to identify appropriate accommodations as required by applicable disability laws including the Americans with Disabilities Act (ADA). After receiving all necessary documentation, the DRC staff determines whether a student qualifies for services with the DRC and if so, the accommodations the student requires will be provided. DRC staff then prepares a letter for the student to provide faculty advising them of approved accommodations. Military and veteran students who return from combat exposure may be utilizing the post 9/11 GI bill to continue postsecondary education goals. For further information, contact the DRC by phone (904) 620-2769, email (drc@unf.edu), or visit the DRC website (<http://www.unf.edu/dept/disabled-services>).

Military and veteran students may need both physical and academic accommodations. Contact Ray Wikstrom, Director of Military and Veterans' Resource Center by phone (904) 620-2655, or by email at ray.wikstrom@unf.edu. You can also visit their website at: <http://www.unf.edu/military-veterans/>.

Obligations – I expect you to arrive to class on time and prepared. Prepared means to make sure you have completed the readings before class. If you have any questions or concerns, please let me know. I will make myself available to help you outside of class if necessary.

Academic Resources: As a student in this program, you have the privilege of accessing an abundance of credible academic resources and popular media, including an array of academic publications through the library and numerous magazines and newspapers. Your colleagues and the instructor expect that you will be well informed on current events and will reference your work with reputable publications. Although Wikipedia may be a convenient starting point for your work, it is not an acceptable source of credible information.

Technology: All assignments are submitted through Blackboard, so it is up to you to know how to use the program.

As a UNF student, you also have access to an array of software programs. In addition to Microsoft Office, you also have free access to anti-virus software.

http://www.unf.edu/its/hardware_software/Software_for_Students.aspx

Department of Political Science and Public Administration website: Students are strongly encouraged to visit the public administration department's website for information: <http://www.unf.edu/coas/polsci-pubadmin/>.

For information on the many career options available to Political Science and Public Administration majors, go to *What Can You Do with a Political Science and Public Administration Major* at:

<http://www.unf.edu/coas/pspa/Careers.aspx>

UNF Nonprofit Certificate and Concentration Facebook page: If you have a Facebook account, I strongly encourage you to join [UNF's Nonprofit Facebook page](https://www.facebook.com/groups/197251970311828/) (<https://www.facebook.com/groups/197251970311828/>). Members include current and past students who enrolled in UN's nonprofit courses. This is a great opportunity for you to network with others in Northeast Florida's nonprofit community, stay up-to-date on happenings in the sector, and socialize with your classmates.

Paper Rubric

Your papers should follow these guidelines:

1. Identify the issue/state the question (5 points)
2. Content (40 points)
3. Write professionally (30 points)
4. Cite sources in text, correctly (15 points)
5. Follow instructions/feedback (10 points)

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1. **Identify the issue**/state the question, main theme, etc.
 - a. Avoid the 'mystery novel' approach to professional writing. Tell your reader in the first paragraph, if not the first line, what the memo seeks to do. Do this as clearly as possible, with a "This memo will..." statement, if necessary.
 2. **Content**
 - a. Note that the likelihood of misinterpreting what you've read (or falling for a particularly biased, distorted take on an issue) is inversely related to the amount of reading that you do. If you have any questions about the readings, please contact me, or ask for clarification on the discussion board from your peers.
 - b. Note that this is a class about *nonprofit management*, not the management of *private* companies.
 3. **Write professionally**
 - a. Do not write in first person (I, me, our, etc.). Write in a detached, objective voice.
 - b. Write for an informed layperson *on the street*, rather than for experts, idiots, or your class teacher.

- c. Use quotations sparingly. This is meant to be a memo by you, not a collection of selected quotes that you thought were especially relevant to the topic.
 - d. Use a professional tone. Don't force it. **Some pet peeves (you WILL points!!!!):**
 - i. Don't use contractions (e.g. don't).
 - ii. Avoid rhetorical questions (e.g. Why is this the case?).
 - iii. Avoid starting a sentence with a conjunction (e.g. The memo was bad. And she started a sentence with and.).
 - iv. Avoid singular/plural inconsistency (e.g. The student lost points for singular/plural consistency in their memo). Please note, that when referring to an organization, it is a single organization (or unit of government, or agency) and it should be referred to as "it", not "their" or "them."
4. **Cite sources correctly, in text and in the bibliography**
- a. EVERY memo must include course at least two readings from the topic's week.
 - b. Use quotes sparingly. In other words, only use a quote if you cannot put it better in your own words. Even when not quoting, you still need to cite where you got the information.
 - c. Please use APA. Key points:
 - i. Sources must be retrievable. Given the in-text citation, your reader should be able to go directly to the appropriate full citation in your list of works cited (or bibliography), and from this to the page (though this is sometimes tricky with web sites) of the document from which you got the information.
 - 1. This means that if you cite something as (Smith 2000) in the narrative, the source should be listed alphabetically under Smith in the list of works cited.
 - 2. **Do not cite urls in text.**
 - 3. Everything cited in text must be in this list of works cited; anything not cited in text should not be in this list of works cited.
 - ii. Bibliographic references should be informative on their own. Listing a url is not enough, as your reader should be able to get some idea where the information is from, so that s/he does not have to go to the source to get some idea of credibility.
 - iii. You don't need a quotation in order to include a citation.
 - iv. Example of in-text citation: (Shafritz, et al. 2013). Example of Works Cited citation: Shafritz, J. M., Russell, E. W., & Borick, C. P. (2013). *Introducing Public Administration* (8th ed.). New York: Pearson Longman.
 - v. When citing from an edited volume (which the Renz & Assoc. text is), make sure to use the proper format: Last name of author of the CHAPTER, first initial. (2010). Title of chapter. In Renz & Assoc. (eds.) *Jossey-Bass Handbook of Nonprofit Management and Leadership*, 3rd ed. (pgs ###-###). San Francisco: John Wiley & Sons.
 - vi. Note, again, the admonishment against plagiarism, and consult UNFs Academic Honesty Policy. If you are caught plagiarizing, you will fail the assignment, and possibly the class!
5. **Follow instructions**
- a. Pay attention to the various course requirements.
 - b. Formatting the memo is included here.
6. **Not addressing feedback (debits)**
- a. I take a lot of time to provide you with detailed feedback. If you make the same mistakes in a subsequent memo, you will lose points. The more times you make the same mistakes, the more points you lose.