

**PA 602-401:  
Strategic Planning and Organizational Change**

**Syllabus**

**Fall 2018, M 6:00-8:30 p.m.  
White Hall Classroom 215**

## Contact Information

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## Overview

Governments, public and non-profit organizations, and health care entities face a variety of challenges as they try to produce public value. Public expectations are high, technology is changing rapidly, and populations are in flux. In this environment, public officials and others need tools to develop effective policies and implement them through high performing organizations. Strategic planning is a tool box incorporating a variety of approaches that can help decision makers identify strategic issues, set strategic priorities, and move organizations toward higher levels of performance.

Strategic management is about planning and action. It has a long record in the private, public, and non-profit sectors. It has been used to help organizations chart future directions, to enable communities to vision a different future, to assist non-profit organizations to develop strategic priorities, to position health care entities for success in the competitive environment they face today. Successful strategic planning requires careful analysis of the organizational environment, agreement on purposes, engagement of relevant stakeholders, creative thinking, willingness to set priorities and make choices, and the ability to follow through.

This class is designed to provide an overview of the strategic planning process for public and nonprofit organizations. Specific aspects of strategic planning considered to be most widely applicable and immediately valuable students will receive greater focus. As we proceed through the strategic planning process, various lessons on organizational change will be incorporated in order to develop a more holistic set of skills when attempting to improve organizational performance.

# Learning Outcomes

Ultimate Learning Outcomes

Develop a strategic planning document (balanced scorecard or similar) for an organization

Identify and develop good performance measures

Formulate strategies

Set strategic priorities

Develop logic models for programs

Identify strategic issues

Formulate an implementation plan

Mediating Learning Outcomes

Analyze opportunities and challenges in the organization's environment

Assess organizational strengths and weaknesses

Identify and classify stakeholders

Identify and use key aspects of decision making

Describe and analyze the component activities of strategic planning

Identify barriers to and the potential for organizational change

Foundational Learning Outcomes

Recognize the potential and limits of strategic planning

## Texts

Three books should be available for purchase at the bookstore and certainly available for purchase online:

1. John M. Bryson. *Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement*. Fourth Edition. San Francisco: Revised Edition, Jossey-Bass, 2011.

The standard strategic planning text in most MPA programs, Bryson's book is a comprehensive resource for public and nonprofit professionals and will be a valuable reference for your public management library.

Strategic planning inherently involves organizational change. Therefore, any strategic planning text will include lessons on organizational change. The next two books were chosen for their coverage of aspects of organizational change that are perhaps somewhat less conventional to consider in the context of strategic planning. They are also intended to be more enjoyable reads (no offense to Bryson).

2. Chip Heath & Dan Heath, *Switch: How to Change Things When Change Is Hard*. New York: Broadway books, 2010.

As the authors state, this book is to help its readers change things. They treat change at all levels to essentially involve getting people to behave differently. All lessons originate from this point.

3. Cass R. Sunstein & Reid Hastie, *Wiser: Getting Beyond Groupthink to Make Groups Smarter*. Boston, MA: Harvard Business Review Press, 2015.

Perhaps this is too reductive, but strategic planning basically involves a group of people coming together to think, deliberate, and decide how to change their organization, hopefully for the better. This book examines the strengths and weaknesses of groups as well as tactics managers can implement to help groups make better decisions. It takes the place of *Nudge* by Richard Thaler and Cass Sunstein used in previous years. I chose to do this because I assume more of you have already read *Nudge* and it overlaps a lot with *Switch*.

## Other Readings & Materials

To accomplish the learning outcomes, we will rely on a variety of assigned readings, classroom activities, written assignments, and projects.

All other materials are available on Canvas.

## Assignments Overview

There are five types of assignments. A brief description of each is provided below.

### Applied Readings

I will provide a writing prompt or task that corresponds to each week's readings (with some exceptions) on Canvas. Students should post their response on Canvas by **12:00pm Monday** if they want credit. These are opportunities for you to organize your thoughts on the readings and demonstrate individual competency with respect to a particular learning outcome.

### Case Analyses

As part of the reading assignments, we will read various public policy and administration cases. Everyone is expected to read each case and come to class prepared to discuss it. In addition, each student will prepare two case analyses, answering discussion questions and providing thoughtful feedback from what you have read. You will be assigned to particular cases but can switch cases with another student provided I am notified in advance.

### Making the Switch

Small groups will make presentations based on one or two of the chapters in *Switch* by Chip and Dan Heath. I'll assign the teams, but individuals can switch with each other, so long as both agree.

### Strategic Planning Project

Along with your group members, you will work to develop a strategic plan by implementing a balance scorecard or similar approach. This project will require at least two meetings outside of class. Throughout the semester, you will be expected to apply concepts we cover in class to help you develop the strategic plan, and at the end of the semester, you will present your strategic plan to Martin School faculty and your classmates.

Organizations available to work with: 1) Bluegrass Council for the Blind, 2) National Association of State Chief Administrators, 3) CASA of Lexington, and 4) ONE Lexington Initiative.

### Final Exam

A final exam will be administered on **Monday, December 10<sup>th</sup> at 6:00 P.M.** as an opportunity to demonstrate individual competency in various learning outcomes.

## Conduct of the Class

The success of this course and what you get from it will depend on what you invest. For some of this there won't be any incentives or rewards, other than your desire to learn and come away from the course with as much as you can. For example, this will be a very interactive class, but you won't get a grade for participation. I know that as professional degree students who plan to provide leadership in public, non-profit, and health care settings that you are self-motivated to be engaged. You'll be involved in discussions every class session. It will be very important that you read materials in advance of class sessions and do any preparation that is required. It's also important that you attend class, since much of what you will learn will come from the interactions in class.

## Academic & Professional Honesty

All participants in the class are expected to adhere to the highest standards of academic and professional honesty. If you are not familiar with the University of Kentucky rules and regulations regarding cheating, plagiarism, and other forms of academic dishonesty, become so. You can find the UK Statement of Student Rights and Responsibilities [here](#). Plagiarism is sometimes misunderstood. To be sure that you understand the rules regarding plagiarism, please see the [Academic Ombud's website](#) and review the very detailed pdf [document](#). You should also consult the Code of Ethics of the American Society for Public Administration.

## Disability Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours or after class. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Or visit their web address [here](#).

## Attendance and Missed Assignments

Students are expected to attend all class sessions. Late assignments are allowed only in the event of an excused absence. Without an excused absence, a grade of zero will be given for the assignment in question. The University defines the following as excused absences: serious illness, illness or death of family member; University-related trips; and major religious holidays. In each case, appropriate verification may be required. Students missing assignments due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required). The student is required to contact the instructor regarding missed assignments.

## Grading

In PA 602: Strategic Planning and Organizational Change, I employ specification grading to determine a student's final course grade. Instead of grading each assignment based on arbitrary points, I will grade each assignment as complete/satisfactory or incomplete/unsatisfactory based on whether the student has met the pre-determined goals and requirements, or "specifications," of the assignment. No partial or extra credit will be given.

Assignments have been bundled into three tiers—A, B, and C—that reflect the hierarchy of learning outcomes for this course. I will assign final grades based on which bundles of assignments a student satisfactorily completes. A student must complete all parts of the bundle to receive the corresponding grade (satisfying the A bundle for three parts and the B bundle for the other two parts will result in a B for the student's final grade).

While final grades are not the goal or outcome of the course, they are designed to indicate which learning goals students demonstrated that they accomplished. Finally, each student will receive two "passes" that may be exchanged for opportunities for revision. A more in-depth discussion of assignment specifications and passes are provided below.

### Grading Tiers

Grades will be determined according to the following bundles of assignments satisfactorily completed:

	<b>A</b>	<b>B</b>	<b>C</b>
<b>Applied Readings</b>	8 of 9	6 of 9	5 of 9
<b>Case Analyses</b>	2 of 2	1 of 2	1 of 2
<b>Making the Switch</b>	1	1	Attempted 0
<b>Strategic Planning Project</b>	1 on project 1 on peer eval	1 on project 1 on peer eval	Attempted 0 on project 1 on peer eval
<b>Final Exam</b>	2 of 2 components	1 of 2 components	0

## Applied Readings

The assigned readings motivate almost everything else we do in class. Rarely will I lecture on material covered in the readings. Instead, class will be used for discussing topics and applying skills relevant to the readings. Therefore, it is extremely important that students read what is assigned and take time to process what they have read before each class.

### Specifications

Choose a public or nonprofit organization with which you are familiar. Ideally, this is an organization you work or volunteer for currently or did so in the past. Alternatively, you can choose an organization you want to work for once you have completed your degree, but this may require more research for you to complete each assignment. You may not choose an organization from the Strategic Planning Project or the Martin School.

Twelve weeks out of the semester, I will post a writing prompt or task related to the week's readings on Canvas. In almost all cases, they will ask you to apply what you have read to the organization you chose. You should post your response on Canvas by **12:00pm Monday** if you want credit. Only post that which you are comfortable having others read and share in class. Students who are responsible for completing a case analysis or *Switch* presentation that week are not responsible for completing an applied reading, but they may still do so if they want and will receive credit if specifications are met.

It is likely I will know only what you tell me about your organization, so I will not assess responses on the basis of their accuracy with respect to the chosen organization for any student. Your motivation to be accurate should be intrinsic. Otherwise, this assignment becomes less valuable.

Responses will be assessed based on whether they answer all parts of the prompt or task, demonstrate you read what was assigned (i.e. correctly refer to or use the reading(s) to complete the prompt or task where necessary), and exhibit a good faith effort to apply the readings to yourself or your organization in the way the prompt asked. Correct spelling and grammar will not be incorporated in the assessment but appreciated.

Responses must be at least 200 words in length and around 350 words maximum. If you feel you must write much more than the maximum, that is fine.

The purpose of this assignment is threefold: 1) it will help us have better class discussions, 2) it gives you an opportunity to demonstrate individual competency for several of the learning outcomes, and 3) it will hopefully result in a valuable analysis of an organization you care about, work for, or eventually apply to, given you complete most of the applied readings.

## Case Analyses

Case analyses are opportunities to apply course material to actual cases in public policy and administration. They also represent an opportunity to demonstrate higher-level comprehension, analysis, and synthesis of course learning outcomes.

### **Specifications**

Most weeks will include a case analysis that all students are expected to read and come to class prepared to discuss.

Each student will be assigned two case analyses throughout the semester. Students assigned a case analysis are expected to prepare a written document answering discussion questions. Answers should thoroughly address the questions, demonstrate you have read the case, provide thoughtful feedback, and apply what has been covered in class up to the point at which the case has been assigned. Sources used to support a claim or reach a conclusion should be cited.

The discussion questions students are expected to answer as part of their assignment are posted on Canvas. Students may start early on the assignment if they wish to do so. However, the cases and accompanying questions are organized in a way that roughly correspond to the readings covered to that point. Satisfactory answers may require students to become familiar with future readings, thus imposing a greater workload on students. Students are encouraged to find a balance between these opposing incentives if they choose to work on cases early.

Case analyses are due prior to the beginning of class in which the case will be discussed and should be submitted via Canvas as a Word document. Analyses should be 500-1000 words in length.

An example of a satisfactory case analysis is available on Canvas.



## Making the Switch

It is challenging to adequately cover strategic planning and organizational change in their various forms within the timeframe of a single course. Therefore, we will distribute the workload of reading one of the texts across our talented workforce and teach each other its valuable lessons. This is an opportunity to learn, comprehend, and apply specific aspects of human or organizational change as an individual and group via the very effective method of teaching.

### **Specifications**

Teams of two or three students will be assigned one or two chapters from *Switch* by Chip and Dan Heath. Each group is responsible for preparing a presentation related to the chapter(s) assigned. Presentations will be given across two class periods during the semester: November 5 and 12.

For each presentation, teams must communicate the core idea clearly and in a way that reinforces the lesson of the chapter(s). The presentation must not simply repeat the text in the chapter(s). Rather, teams are expected to relate the ideas to an example that is applicable to them or the class and/or incorporate an activity in which the audience can participate that reinforces the lesson. All presentations must include an element of discussion with the class driven by one or more thoughtful questions posed by the presenting team.

In general, creativity is encouraged. I am very flexible as to how you meet these specifications and hoping this is an enjoyable exercise for each team.

Presentations should be 10-15 minutes in length.

## Strategic Planning Project

As previously indicated, the strategic planning project is the ultimate learning outcome for the course. It is a (mostly) comprehensive assessment of the mediating and foundational learning outcomes resulting in a measurable product that best reflects what a competent student of the course should be able to do upon finishing: implement sound strategic planning concepts in public or nonprofit organizations.

You have the unique opportunity to work with local area public and nonprofit organizations in developing a strategic plan document for which each has expressed interest or need. In class, we have learned individuals create informal strategic plans every day, but because organizations are inherently more complex and involve multiple stakeholders, we must use a formal process in developing a plan for the organization's future.

### Description

While we will cover various approaches to strategic planning, for the sake of continuity across projects as well as its proven track record in the field, you and your group members are encouraged to implement a Balanced Scorecard, designed by Drs. Robert Kaplan and David Norton. However, the needs of the organization take precedence. If a Balanced Scorecard simply does not fit the needs of the organization, it is up to the team to work with the organization and determine the best approach. As you will learn, approaches to strategic planning share many qualities (see learning outcomes), but the Balanced Scorecard encourages specific areas of the organization be the focus. Modifications can be made without sacrificing competencies.

Before creating a strategic plan, you will meet with your chosen or assigned organization to learn as much about its past performance and future direction as possible. Use what you have learned in class to guide you in your information gathering. You should consider yourself a consultant for the organization. As a consultant, you are expected to be professional and show respect. Your aim should always be to provide constructive feedback, not to criticize an organization.

If your group and organization agree that a Balanced Scorecard is the best approach, then your group will consider four perspectives: customer, internal process, employee learning and growth, and financial. If not, then your group and organization will determine the perspectives that should be considered. Given input from the organization, you will determine **objectives, design measures and set targets** within each perspective.

If organizational needs deviate significantly from the specifications, new specifications will be tailored to the group's project during the semester.

### Components

There are two components to the strategic planning project: 1) written document and presentation, and 2) peer evaluation. Each component will be graded as satisfactory/complete or unsatisfactory/incomplete.

### *1. Written Document & Presentation*

The written document should be 15-20 pages in length double-spaced with 12pt font and 1-inch margins and contain the following sections:

- Title page (does not contribute to page count)
- Executive Summary
- Introduction
- Organization background and history (including the mission, vision, values, and stakeholders)
- SWOC/T Analysis
- A description of the perspectives on which the group focused (customer, internal process, employee learning and growth, and financial perspectives in the case of a Balanced Scorecard), and the objectives, measures, and targets the group developed for each
- Conclusion
- References (if necessary; does not contribute to page count)

The written document is expected to be organized in a coherent manner and have a professional quality (i.e. minimal spelling and grammar errors, visually appealing table and graphs, helpful formatting that does not distract from the content).

Each group will present their strategic plan to the class. The presentation should be 15-20 minutes in length. I will evaluate the presentation based on the following specifications:

- Content is organized in a clear and coherent manner
- Visual product is appealing and lacks errors
- Presentation is concise and adheres to time constraints
- Speakers use appropriate voice/language and eye contact

### *2. Peer Evaluation*

Group members will evaluate each other on the basis of their individual contribution to the project. In short, each member is asked—based on their professional and honest assessment—to indicate whether each partner sufficiently contributed to the project. If all group partners indicate a member did not sufficiently contribute, then the member will receive an incomplete for this component.

An example of a satisfactory project (minus the SWOC/T analysis) is available on Canvas.

## Final Exam

The final exam will include a list of several strategic planning exercises from which you are asked to answer up to two. The subject of each exercise will be an organization from the case studies. The exam will be open books, articles, notes, internet, etc. as well as timed between 6:00pm-8:30pm Monday, December 10<sup>th</sup>. You may attempt the exam in class (a computer lab will be reserved) or a location of your choosing so long as you are confident you will have internet access. Hardships due to computer or internet issues will not be accepted unless such events occur in the designated computer lab.

Each answer a student provides for the final exam will be graded as satisfactory/complete or unsatisfactory/incomplete. Answers should thoroughly address the question and include correct references to or usage of books and articles read in class where appropriate or necessary. Each question requires individual higher-level competency in one or more learning outcomes. Answers should demonstrate competence in the learning outcome(s) to which the question relates. Competence is demonstrated if it can be determined from the answer the student comprehends the task being asked of him or her and sufficiently completes said task using his or her mastery of the course material given the time constraints.

Final exams should be submitted as a Word document via Canvas by 8:30pm Monday, December 10<sup>th</sup>.

## Written Assignment Rubric

Specifications unique to each assignment were described above. For all written assignments, the following rubric applies in order to meet a satisfactory grade. The below rubric is intended to maximize clarity and minimize the subjectivity of my deeming a student's work satisfactory.

<b>Category</b>	<b>Satisfactory</b>
Complete	The response includes all the information and characteristics that the prompt requested.
Correct	The response is answered correctly. If the prompt is objective, the "right" answer is provided. If the prompt is subjective, a well thought out answer is provided.
Coherent	The response generally follows the rules of spelling, punctuation, accentuation, and grammar of the language being used. There may be a few style and usage errors. The font, coloring, etc. is acceptable. The response is easy to read.
Coordinated	The response is properly divided into appropriate parts.
Comprehensive	The response attends to all aspects that pertain to the topic that the prompt requests. The intended audience may be left with one or two secondary questions. All sources are cited.
Concise	The response is well written and contains very little irrelevant or redundant content.
Creative	The response demonstrates uniqueness and is clearly the work of the author who claims to have written it.

## Specifications Grading Overview

I use specifications grading because I believe it is a better grading system. It may be new to many of you, however, so feel free to check with me any time you have questions or concerns over your grade.

### Grading of assignments

Before you attempt the assignment, I will have laid out the specifications of what is considered complete/satisfactory. If you turn in an assignment that meets those specifications, then you have completed the assignment. If you do not, the assignment is considered incomplete/unsatisfactory.

All of this is to say that I will not subjectively score assignments with points. You should not have to wonder why you lost two points on an assignment, nor should you have to worry about what score you need on the final project to get a certain final grade.

### Passes

Each student receives **two** passes, which can be used to resubmit an unsatisfactory assignment within two days from receiving the assessment. A pass can only be used for Applied Readings, Case Analyses, or the *Switch* presentation (as long as a presentation was attempted). In other words, passes turn “unsatisfactory” into “not finished yet” on two occasions, allowing students to consider feedback and learn from mistakes.

### Why specifications grading

- 1) Transparency – Specifications grading is transparent. I will not score any assignment with a number of points, so your grade is not based on my subjective, fine-grained measure of quality. If you turn in competent work that meets the specifications outlined, you will have satisfactorily completed the assignment and not have to wonder why you missed two points, for example. Students also enjoy the transparency in that they have some autonomy to choose their final grade. If a student wants a B in the course, he or she knows how many assignments to complete.

This is not to say that subjectivity is necessarily bad. After all, plenty of school systems as well as elite universities have diminished the importance of grades in place of more subjective, qualitative assessment. The issue with grades in the current system is the subjectivity in small point reductions. Tracking mistakes point-by-point and comparing them to different mistakes made by other students opens the door for discrepancies and unfair subjectivity. The goal with specifications grading is to minimize this unfair subjectivity by eliminating the judgment between, say, an A- (92 percent) versus a B+ (88 percent). Some subjectivity is inevitable; I cannot *precisely* explain comprehensiveness, thoughtfulness, or good writing in every instance, but the assessment of whether a piece of work is competent is far more discrete of a measure and likely to be reliable.

- 2) Stronger connection to learning outcomes – specifications grading is designed so that a student's final grade reflects the course objectives for which he or she has learned or demonstrated proficiency in. With the classic points system, a student may have excelled in one objective or type of assignment and poorly performed in another. His or her final grade masks this fact because the points have been averaged. Consider a nurse who excelled on his or her pharmacology exams but performed poorly on assignments involving calculating dosages. You should be confident you're getting the right drug but terrified you might get the wrong amount. The same is true for public and nonprofit administrators. If you earn an A in this course, you have demonstrated a proficiency in all facets of strategic planning and organizational change this course assesses.

Put another way, no one really knows what an A means in the traditional grading system. Attempts are made, such as attaching “exceptional” or “exceeds expectations” to an A. Naturally, students want to be recognized for what they think constitutes exceeding expectations, which a pass/fail approach does not do. Specifications grading asks you to think of this in a different manner. I expect you to do a competent job with most of the work you are given. If you do a competent job at almost all of the work you are given, you have exceeded my expectations. This is what the bundles are designed to reflect.

- 3) More accurately reflects the professional world – Your graduate education should prepare you for a career in a public or nonprofit organization. Specifications grading mirrors performance evaluations in the workplace. While you may receive an end-of-year score, I am unaware of any organization where task-specific grading is the norm. For example, you did not get an 87 percent on your last work presentation or a 95 percent on that last client-interaction.

Furthermore, employers will not tolerate subpar work because you performed well on a previous task, as a traditional grading system allows or even encourages. Instead, you may be instructed to redo your work if it is found unsatisfactory until it happens frequently enough as to jeopardize your employment. This is the purpose of providing passes.

- 4) Less stress and better feedback – pass/fail assessment based on specifications reduces stress for students and instructor. You do not have to stress or obsessively strategize over how many points you need on the next assignment to maintain or achieve a desired grade. I do not have to stress about fairly reducing points. Also, my feedback does not have to be focused on point reductions. Instead, specifications grading affords me more time to provide qualitative feedback.

## Important Due Dates

<u>Assignment/Task</u>	<u>Due Date</u>
Choose Strategic Planning Project Organization	September 10
Switch Presentation	November 5 & November 12
Written Strategic Planning Project	December 3
Strategic Planning Project Presentation	December 3
Strategic Planning Project Peer Evaluation	December 5
Final Exam	December 10

## Course Outline

**August 27: Introductions, Course Overview, Why and Why Not of Strategic Planning**

**September 3: Labor Day Holiday**

**September 10: Public Value, The Strategic Change Cycle, Balanced Scorecard, Group Failings**

Moore, Mark H. , *Public Value as the Focus of Strategy, Australian Journal of Public Administration*, 53 (3): 296-303

Bryson, Chapter 2: The Strategy Change Cycle: An Effective Strategic Planning Approach for Public and Nonprofit Organizations

Rivenbark, W. C., & Peterson, E. J. (2008). A balanced approach to implementing the balanced scorecard. *Popular Government*, 74, 31-37.

Cass R. Sunstein & Reid Hastie, *Wiser*, Chapters 1-5

*Case: "Serving Connected Needs in Appalachia: Homegrown Help in Appalachia, Hazard Perry County Community Ministries"*



## **September 17: Stakeholders, Assessing the Environment, Reducing Group Failures**

Bryson, Chapter 4, pgs. 132-137 & Resource A pgs. 407-408: Stakeholder Analyses

Bryson, Chapter 5: Assessing the Environment to ID Strengths and Weaknesses, Opportunities and Challenges

Cass R. Sunstein & Reid Hastie, *Wiser*, Chapter 6

*Case: Casa Amiga: Addressing Violence Against Women on the U.S.-Mexico Border*

## **September 24: Identifying Strategic Issues, Group Decision-Making**

Bryson, Chapter 6: Identifying Strategic Issues Facing the Organization

Cass R. Sunstein & Reid Hastie, *Wiser*, Chapter 7

*Case: Linda Gibbs and the Department of Homeless Services: Overhauling New York City's Approach to Shelter, Kennedy School of Government Case Program Case C16-07-1873.0*

## **October 1: Formulating Strategies, Strategy Maps**

Bryson, Chapter 7: Formulating and Adopting Strategies and Plans to Manage the Issues

Paul Niven *Balanced Scorecard Step-by-Step for Government and Nonprofit Agencies*, Chapter 7: Strategy Maps

### **Strategic Planning Project Work**

## **October 8: Measuring Success**

Paul Niven *Balanced Scorecard Step-by-Step for Government and Nonprofit Agencies*, Chapter 8: Performance Measures, Targets, and Initiatives

**Speaker: Jamie Rodgers, Deputy Director of the National Association of State Chief Administrators**

*Case: Mission Expansion: The Origins of the YWCA's Anti-Racism Campaign From Leadership and Diversity: A*

## **October 15: Mandates, Mission, Vision**

Bryson, Chapter 4: Clarifying Organizational Mandates and Mission

Bryson, Chapter 8: Establishing an Effective Organizational Vision for the Future

*Case: Ellen Schall and the Department of Juvenile Justice*

## **October 22: Environmental Scanning and Organizational Learning**

Choo, Chun Wei (2001) "Environmental scanning as information seeking and organizational learning." *Information Research*, 7(1)

Cass R. Sunstein & Reid Hastie, *Wiser*, Chapters 9-13

*Case: Casa Latina Day Laborers A and B*

## **October 29: Forces of Change**

Douglas A. Wolfe and Anna A. Amirkhanyan, 2010. "Demographic Change and Its Public Sector Consequences," *Public Administration Review*, 70, Supplement: s12-s23.

Phillip G. Joyce and Scott Pattison, 2010. "Public Budgeting in 2020: Return to Equilibrium, or Continued Mismatch between Demand and Resources," *Public Administration Review*, 70, Supplement: s24-s32.

Amy K. Donahue and Rosemary O'Leary, 2011. "Do Shocks Change Organizations? The Case of NASA," *Journal of Public Administration Research and Theory*, 22 (3): 395-426.

*Case: Little Rock School District: A Community and School Board Divided*

## **November 5: Changing the Organization Part 1**

Chip and Dan Heath, *Switch*, Chapter 1: Three Surprises About Change

**Switch Presentations: Chapters 2-6**

*Case: "Implementing a New Drug and Alcohol Treatment Model in Sacramento County" Case A and Case B*

## **November 12: Changing the Organization Part 2**

Sergio Fernandez and Hal G. Rainey, 2006. "Managing Successful Organizational Change in the Public Sector" *Public Administration Review*, 66 (2): 168-176

Nutt, P. C., Backoff, R. W., & Hogan, M. F. (2000). "Managing the Paradoxes of Strategic Change," *Journal of Applied Management Studies*, 9(1), 5-31.

### **Switch Presentations: Chapters 7-11**

**Speaker: Renee Sheppard, Graves Shepard Consulting LLC**

## **November 19: Collaboration in Planning and Implementation**

John M. Bryson, Barbara C. Crosby, and Melissa Middleton Stone, 2006. "The Design and Implementation of Cross-Sector Collaborations: Propositions from the Literature," *Public Administration Review*, 66, Supplement: 56-65

*Case: Creating a Youth Service Collaborative in Savannah (A)*

## **November 26: Sorting Out What Works**

Henry Mintzberg, 1994. "The Fall and Rise of Strategic Planning" *Harvard Business Review*, Vol. 72 Issue 1, p107-114

John M. Bryson, Frances S. Berry and Kaifeng Yang, 2010. "The State of Public Strategic Management Research: A Selective Literature Review and Set of Future Directions," *American Review of Public Administration*, 40(5) 495–521

Theodore H. Poister, David W. Pitts, and Lauren Hamilton Edwards, 2010. "Strategic Management Research in the Public Sector: A Review, Synthesis, and Future Directions," *American Review of Public Administration*, 40 (5): 522-545

## **December 3: Strategic Planning Project Presentations**

## **December 10: Final Exam**