Instructor:
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Division of Public Administration
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Office phone: 815-753-0942
Summer 2013 Office hours: by appointment

Course Description: A study of the development and application of strategic planning theory and practices in public service organizations. The course will cover approaches to designing and implementing strategic planning models and techniques including environmental scanning, stakeholder analysis, strategic issue identification, and strategy formulation. The course will also explore how strategic planning is integrated into the budgetary and strategic management functions to facilitate public service organization adaptiveness and effectiveness.

<table>
<thead>
<tr>
<th>Type of Learning Goal</th>
<th>Learning Goal</th>
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<tbody>
<tr>
<td>Foundation</td>
<td>To define the purpose and scope of strategic plan as a tool for adapting a public service organization</td>
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<tr>
<td>Foundation</td>
<td>To define the purpose and scope of the organization’s mission and vision</td>
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<tr>
<td>Application</td>
<td>To practice approaches to designing and conducting strategic planning including specific techniques for environmental scans, SWOT analysis, strategic issue identification and strategy formulation</td>
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<tr>
<td>Application</td>
<td>To create outcomes-based strategic goals and measures</td>
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<tr>
<td>Integration</td>
<td>To critically analyze the strategic plan in relation to the organization’s mission and vision</td>
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<tr>
<td>Integration</td>
<td>To critically analyze the strategic plan in relation to the organization’s budget and other resources</td>
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<tr>
<td>Integration</td>
<td>To connect the roles of staff, elected officials, volunteers and other stakeholders in the strategic planning process to design and implement a strategic planning program for your public or nonprofit organization</td>
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Instructional Methods: This course is taught using a variety of instructional methods including lecture, class discussion, guest speakers, small group work, project creation and oral presentations. Because of the nature of the subject and the size of the class, this will be a very hands-on participatory class. Everyone’s participation is required to make it work.
Course Website: All announcements, class assignments and lecture slides will be posted as well as any references to websites etc. which can all be found on Blackboard. All email communication will be done through Blackboard so please check your NIU email regularly.

Course Materials:
The course will use one main textbook, described below. Other readings are suggested (see below) and journal articles will be posted in electronic form on Blackboard by Week.

Required:

Other Resources:
Bryson, John; Anderson, Sharon and Farnum Alston. 2011. *Implementing and Sustaining Your Strategic Plan.*

Course Requirements

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<th>Elements of Grade</th>
<th>Weight</th>
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<tr>
<td>Assignment #1 – short essay</td>
<td>15%</td>
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<tr>
<td>Assignment #2 – market research</td>
<td>20%</td>
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<tr>
<td>Assignment #3 – strategic planning review and analysis</td>
<td>25%</td>
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<tr>
<td>Oral Presentation</td>
<td>10%</td>
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<tr>
<td>Assignment #4 – case study</td>
<td>30%</td>
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<td><strong>Total</strong></td>
<td>100%</td>
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**Assignment #1: Short Essay** Compare and contrast the challenges and issues for nonprofit and public managers when it comes to strategic planning, from reasons why they undertake strategic planning, the
process, adoption, implementation, measuring goals and feedback. Analysis will come from the readings to date but also the two panel discussions with nonprofit and public managers scheduled in class on May 15 and May 22. Paper should be 4-6 pages double-spaced in length, double-spaced not including cover page and list of references. No need to include citations for panel discussions with managers (other than their names and organization name in the text) but all other sources should be cited and is encouraged.

**Assignment #2: SWOT Analysis** Select any organization of your choosing (public or government) and conduct a market analysis which would become part of the SWOT analysis done for strategic planning. If you need suggestions for your case, please see me as I am working with several nonprofit organizations who would be interested in your research. All sources should be properly cited. The paper should be 6-8 pages double-spaced excluding references and cover page. Components should include:

- Community or nonprofit organization profile and trend analysis: may include demographic trends, growth projections, market/stakeholder demand for services, economic indicators, competition for services etc.
- Benchmark analysis: existing data to compare with other municipalities or nonprofit organizations to determine how the organization compares to these organizations with respect to staffing/administration, budget size, operations, programming and any other comparisons you think is relevant to your case

**Assignment #3: Strategic Planning Review and Analysis** Using the same organization you selected for the previous assignment (although you don’t have to), do an assessment of their current strategic planning efforts to date. Collect information about previous and current efforts including past or existing strategic plans, minutes of strategic planning sessions, annual reports with strategic goals identified. Your written report should be 4-6 pages double-spaced. In your written evaluation, address:

- What has been the history of strategic planning in this organization?
- What is the current state of strategic planning in this organization?
- What are the 3-5 recommendations you offer for this organization to undertake or continue their strategic planning? Validate your recommendations using sources from the course readings and supplemental materials, including your own research (assignment 2).

**Oral Presentation:** You will have 10 minutes to present Assignment #3 to the class orally, followed by question and answer period. You will be graded on content as well as oral presentation skills.

**Assignment #4: Case Study** The final assignment builds on the work in previous assignments. Using the same organization (if you choose), write a report to the governing board of the organization that summarizes your research and expands that to include strategic plan implementation (including budget and resource allocation) and performance measurement. Your report should be 10-12 pages plus cover page and references. Cite all sources used. Components of your case study must include:

- Cover page
- Executive Summary: 400-500 word executive summary of your report
- History of the organization: mission, vision, geographic reach etc. (1-2 pages)
- Importance of strategic planning for public service organizations (major literature related to your case) keep to no more than 2 pages
- SWOT analysis (summary of your market research for this organization in Assignment 2)
- History of strategic planning efforts for this organization and current state of strategic planning for this organization (summary of your results from assignment 3)

- Planning for outcomes: assess to what extent the organization has or is using performance measures to measure strategic goals. If not, then discuss the importance of performance measurement to this organization’s mission and how it could be used to support their strategic planning efforts.

- Budgeting for strategic planning: assess to what extent has or is budgeting to implement strategic goals. If not, then discuss the importance of budgeting for strategic planning in this organization relative to past/current efforts as well as best practices.

- Identify one existing strategic goal or a potential strategic goal that this organization should pursue given your analysis, and prepare two-page action plan with performance measures (will hand out template for this section).

- List of references

Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Exercises</th>
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| 1       | May 15  | Panel discussion of nonprofit managers:  
- Anita Zurbrugg, DeKalb County Community Foundation  
- Steve Cichy, Oak Crest Retirement Center  
- Jea Nae Remala, Pay-It-Forward House  
- Dave Miller, Family Services Agency  
Why strategic planning is more important than ever  
The Strategic change cycle  | Reading on BB: The Future of Public and Nonprofit Strategic Planning in the US  
Chapter 1, Resource A  
Chapter 2 |
| 2       | May 22  | Panel discussion of public managers:  
- Adam Lehmann, Asst. to the County Administrator, McHenry County, IL  
- Bill McGrath, City Administrator, Batavia, IL  
- Sharon Caddigan, Planning Director, Streamwood, IL  
- Gerald Gabris, Professor and Consultant of Strategic Planning  
Initiating a strategic planning process  
Clarifying organizational goals and mission  | Chapter 3  
Chapter 4  
Readings on BB |
| 3       | May 29  | Visit to DeKalb County Nonprofit Partnership Philanthropy Center at DeKalb Public Library (5-5:45 pm) then class moves to NIU at 6pm  
SWOT Analysis  
Strategic Issue identification  | Assignment #1 due  
Chapter 5  
Chapter 6  
Readings on BB |
| 4       | June 5  | Formulating and adopting of strategies  
Organizational vision  | Chapter 7  
Chapter 8  
Readings on BB |
| 5       | June 12 | Performance Measurement: creation of outcomes-based goals, measuring for success, monitoring  | Assignment #2 due  
Chapter 9 plus readings |
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<th>success</th>
<th>on BB</th>
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<tbody>
<tr>
<td>6</td>
<td>June 19 Strategic Plan implementation</td>
<td>Chapter 10</td>
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<tr>
<td></td>
<td>Case Studies Reassessing and revising strategies and plans</td>
<td>Chapter 11</td>
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<td></td>
<td>Leadership roles in making strategic planning work</td>
<td>Readings on BB</td>
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<td>June 20 Using technology to manage the strategic planning process</td>
<td>Readings on BB</td>
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<td>Impact of the budget on strategic planning</td>
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<tr>
<td>7</td>
<td>June 26 Course wrap-up</td>
<td>Assignment #3 due</td>
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<td>Oral Presentations</td>
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**Policies and Resources**

**Classroom Policies:**

- **Student Collaboration in and outside of Class:** Students learn from each other; in many instances, a great deal. I encourage this and hope that each student will, when called upon, act as a peer mentor for colleagues who may not understand the course content. Obviously, doing someone else’s assignment does not help that student learn, and is cheating. I will enforce the College’s rules regarding academic honesty. It is important that we work to create a learning environment, where open debate is encouraged and we are respectful of each other’s opinions. Students need to actively participate in order to get as much out of the class as possible. It is your responsibility to have completed the readings prior to class and to be ready to discuss them with your fellow students. While I, as the professor, will often lead the discussion, you are expected to contribute the success of the class as well. Please provide a respectful learning environment for your fellow students.

- **Writing Requirements:** The MPA program has a curriculum policy in order to increase the writing proficiency of MPA students. All students are required to adopt the two writing reference books for all papers submitted in the MPA curriculum. The principal writing manual is *A Manual for Writers of Research Papers, Theses, and Dissertations, 7th edition, Chicago Style for Students and Researchers* by Kate Turabian (principal writing manual) and *The Elements of Style* by William Strunk (principal style guide).

All written work for this course must be typed. The body of your paper must be double-spaced and written using a 12 point font. The paper must consistently use an “author-year” citation style. References must adhere to this style, not endnotes or footnotes.

**EXAMPLE OF CITATION STYLE:**

We have some research related to religious beliefs and practices of individuals and their giving and volunteering (Wuthnow and Evans 2002; Hoge et al 1996). Fifty-four percent of those who regularly attend religious services volunteer, while only 32 percent of the non-attendees volunteer” (Independent Sector, 2002, p. 9). Musick, Wilson and Bynum (2000) examined the impact of race and class on volunteering.

**EXAMPLE OF REFERENCE LIST**


Behavior and Giving to Religion. Washington, DC.

Papers must include a full reference list for works cited in your paper, and be written in standard English using coherent prose and acceptable grammar. You should also include a title page with the date, title, and appropriate identifying information (your name, course title etc.). Number all pages of your assignment.

All written assignments will be evaluated on content (70%) and format (30%). Content means did you fully complete all required parts of the assignment? Format refers to proper English (spelling and grammar, readability) and proper page length, inclusion of cover page, overall organization of assignment, use of proper citation format and inclusion of reference list for every assignment where you cite references.

- **Late Assignment Policy** All assignments must be handed in on time or 10% will be deducted for each day late up to four days. Assignments not submitted within four days will receive a zero.

- **Attendance Policy:** The university does not use a "cut" system. Each instructor decides whether to excuse class absences and determines how to permit make-up work. If a student will be absent from classes for a week or more because of an accident, illness, or other emergency, instructors will be notified of the absence only if students or their parents request it through the Division of Student Affairs. Health Services will not release information about students unless they provide a written request.

Leaves of absence will be granted for volunteer services related to disaster relief in accordance with applicable Illinois statutes or executive orders issued by the State of Illinois in response to emergency situations. To initiate a leave of absence, students should contact their College Dean's office, or the vice provost (or the vice provost's delegate) for any student who has no college affiliation. Following the period of volunteer service, Registration and Records will facilitate reenrollment of the student.

Students are expected to comply with each individual instructor's established attendance policy. It is recommended that students avoid registering for classes in which they would amass significant absences. In the case of an absence due to required attendance at a university-sponsored event such as a department trip, performing arts activity, ROTC function, or athletic competition, reasonable attempts shall be made by faculty members to allow the student to make up missed work. Students are responsible for completing the work assigned and/or due on the days they are absent for university-sponsored events. Both the sponsoring unit and the student should inform the faculty member as soon as possible in the semester in order for arrangements to be made for completing missed assignments, examinations or other required course work. The student is required to provide each instructor with an official notification in advance of the absence (e.g., a letter from the chair of the sponsoring department, the head of the sponsoring unit, or the coach).

- **Academic Integrity:** Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or an assignment written, in whole or in part, by someone else. Students are responsible for plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students responsible for, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university.
A faculty member has original jurisdiction over any instances of academic misconduct that occur in a course which the faculty member is teaching. The student shall be given the opportunity to resolve the matter in meetings with the faculty member and the department chair. If the facts of the incident are not disputed by the student, the faculty member may elect to resolve the matter at that level by levying a sanction no greater than an F for that course. The faculty member shall notify the student in writing whenever such action is taken, and the Office of Community Standards and Student Conduct shall receive a copy of the Academic Misconduct Incident Report indicating final disposition of the case, which will be placed in the student's judicial file. In all matters where the charge of academic misconduct is disputed by the student or if the faculty member feels a sanction greater than an F in the course is appropriate (such as repeated offenses or flagrant violations), the faculty member shall refer the matter to the Office of Community Standards and Student Conduct making use of the Academic Misconduct Incident Report. Additional sanctions greater than an F in a course can be levied only through the University Judicial System. With regards to finding the student either responsible or not responsible for his or her action, the ruling of the Judicial Hearing Board shall be binding. In cases where there is either a finding of responsibility or an admission of responsibility by the student, any recommendations by the hearing board regarding the course grade are non-binding on the instructor, who remains solely responsible for assigning a course grade, consistent with the policies set forth in the course syllabus.

- **Technology in class:** Electronic devices disturb the classroom and interrupt learning and teaching. Therefore, make sure all electronic devices are turned OFF before class (which means NOT ON so no vibrating phones or texting whether the device is visible or in a bag/backpack etc.).
  - If your electronic device rings or vibrates during class, or you answer a text or cell phone call in class, quietly leave the classroom (or you will be asked to leave the room)
  - Laptops are permitted in class if they are for note-taking purposes only, not for web surfing etc.

- **Grades:** Your final grade is not based on the effort you put into the course but rather what you produce as a final product (exams, papers etc.). Each of you are starting from a different place in learning the material and will need to base your effort on your own background knowledge, your learning style and the grade you wish to earn. **There is no extra credit!** You need to consistently work throughout the semester and monitor your own learning and achievement. Your final grade is determined by you, not the instructor. Overall, I will use the following to assign grades to your assignments.

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<thead>
<tr>
<th>Score/%</th>
<th>Letter Grade</th>
<th>GPA Point Value</th>
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<tr>
<td>94-100</td>
<td>A</td>
<td>4.0</td>
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<tr>
<td>90-93</td>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.33</td>
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<tr>
<td>73-76</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td>1.67</td>
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Incomplete Grades: A grade of I (incomplete) is assigned at the discretion of the instructor, when illness, death in the immediate family, or other unusual and unforeseeable circumstances not encountered by the other students in the class prevent completion of the course requirements by the end of the semester. Under these circumstances, a grade of I may be assigned when a student is unable to complete the course requirements but only when it is possible that the completion of the remaining work could result in a passing grade. An I must be resolved within the appropriate time limit or it will automatically be changed to an F. The student is responsible for seeing that incompletes are made up before the expiration date.

Classroom Disruption: Students admitted to NIU are assumed to have the maturity to function appropriately in a variety of instructional situations. When a student’s behavior in a classroom, laboratory, or other formal learning environment is such that the rights of other enrolled students to an effective learning climate are being violated, the student shall lose the privilege of attending or receiving credit in the class.

In any case of the disruption of instruction by a student, the chair of the department may, after investigating the incident, suspend the student responsible from class attendance and recommend to the dean of the college that the student be permanently barred from the class. The student concerned is to be notified in writing of such action and may appeal the department’s recommendation to the dean within one week of notification. Upon such written appeal, the dean shall conduct a hearing, providing for a presentation of the facts relative to the disturbance. The decision of the dean shall be final.

If the recommendation to bar the student from class is upheld, the student will be officially withdrawn from the course following regular withdrawal procedures, with the date upon which the student was initially suspended as the effective date of the withdrawal. Extreme and/or disruptive behavior will constitute grounds for dismissal from the university. The Office of Community Standards and Student Conduct handles allegations of such behavior; the policies and procedures of that office are outlined in the Student Judicial Code.

Communication Policy: If you have a question for me, first check to see if you can find the answer to your question in your notes, in the class lecture slides, on Blackboard, in the syllabus, from a classmate, if you still can’t find the answer once you have checked with all of these sources, please see the instructor. If you leave a phone message or send any kind of electronic communication message, do not expect an answer before 48 hours have passed. The best way to reach me is to send me an email and we can arrange to speak on the phone or meet in my office. I check my email regularly throughout the work day. Please do not expect a response by email after normal business hours (after 5pm) or on weekends although you may. Expect that phone calls and other electronic messages will be returned only during normal working hours (Monday through Friday, 9am to 5pm). If you have not received a response to your first message after four days, please feel free to leave a second message as a reminder. If it is an absolute emergency that you reach me sooner (less than 48 hours) please put “emergency” in the subject line of an email.

Email/Electronic Communication Etiquette: If you email me or any of your professors, the following would be extremely helpful. In the subject line of your email, please put the course number and section. Send email from your main Northern Illinois University email account so I recognize the address and do not delete it by accident or it isn’t sent inadvertently to “spam”. In the first sentence, say what class you are in and end your message with your full name, the best way to reach you and when you need a response. Use proper English (grammar and spelling).
**Syllabus Change Policy:** This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester and may depend, in part, on the progress, needs and experiences of the students. Changes to the syllabus will be made in with advance notice and announced via Blackboard and in class.

**Student Resources:**

- **NIU Community Standards:** Northern Illinois University challenges students to strive for excellence, to integrate classroom and out-of-classroom learning, and to develop their talents through discovery and reflection. In order to achieve these ideals, all students are expected to contribute, through their words, actions, and commitments, to the development and sustenance of a community characterized by caring, honesty, respect, and responsibility. These characteristics are essential to ensure the rights and privileges of all students and to preserve the integrity of the educational community.

Admission to the University carries with it the presumption that students will conduct themselves as responsible members of the community. Upon registration, each student agrees to abide by the policies, rules, and expectations of the University. Additionally, the University expects all community members to encourage others to actively commit to and uphold these policies, rules, and expectations (Adapted from Gonzaga University).

Working together as a community, students, faculty and staff help foster a campus atmosphere that furthers the mission of the University.

Northern Illinois University Community strives to create a community based on these standards:

- **CARING:** To support the well-being of others and to encourage service to others
- **HONESTY:** To be truthful and forthcoming about one’s self in both academic and non-academic endeavors
- **RESPECT:** To respect each member of the University Community
- **RESPONSIBILITY:** To accept ownership for one’s actions, attitudes, and behaviors

- **I am an Ally** The Ally Program is a campus-wide program designed to foster a welcoming and supportive campus environment for LGBTQ individuals by creating a visible network of allies. The program supports the Division of Student Affairs core value of establishing an inclusive community. The Ally Program creates opportunities for non-LGBTQ people to learn about LGBTQ identity and builds connections between the broader campus community and LGBTQ individuals. For more information about the LGBT Resource Center: [http://www.niu.edu/lgbt/resourcecenter/](http://www.niu.edu/lgbt/resourcecenter/).

- **Writing Center:** The University Writing Center at Stevenson Towers South, Lower Level is a place for all writers at Northern Illinois University, undergraduates, graduates, staff, and even faculty, to talk about their writing with trained consultants, one-on-one. [http://www.niu.edu/uwc/](http://www.niu.edu/uwc/)

- **Accommodations for Students with Disabilities:** Northern Illinois University is committed to providing an accessible educational environment in collaboration with the Disability Resource Center. Any student requiring an academic accommodation due to a disability should let his or her faculty member know as soon as possible. Students who need academic accommodations based on the impact of a disability will be encouraged to contact the Disability Resource Center if they have not done so already. The Disability Resource Center is located in the 4th floor of the
Health Services Building, and can be reached at 815-753-1303 [v], 815-753-3000 [TTY] or email at drc@niu.edu.

- **Military Student Supporter**: Whether a student is a veteran who has completed service, a student who put education on hold to serve and is now returning to school, or a student who is transferring to NIU, the Military Student Services office provides the resources students need to have a world-class experience at Northern Illinois University. [http://www.niu.edu/militaryservices](http://www.niu.edu/militaryservices)

- **Student Development Assistance** if you have any personal difficulties and need some assistance to be successful at NIU, there are many resources available to you on campus. Check out the Counseling and Student Development Center at [www.niu.edu/csdc/](http://www.niu.edu/csdc/).