



DEPAUL UNIVERSITY

SCHOOL OF PUBLIC SERVICE

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MPS 529-201: Strategic Management and Planning Syllabus (version 12/28/19)
Winter, 2017

Course Details

Time and Location	Tuesdays, 5:45-9 PM 14 E. Jackson Room 407
Instructor	Mark Light (www.GoodGreat.org/Mark.htm)
Office Hours	Two hours prior to course or by appointment
Office Location	14 E. Jackson, Room 1602
E-mail	MLIGHT2@depaul.edu or mark@GoodGreat.org
Telephone:	(312) 799-1117
Course Content	http://D2L.depaul.edu or www.GoodGreat.org/MPS529Q1.htm

Course Description

Students learn how to apply strategic management and planning concepts and tools to public and nonprofit organizations, including international organizations, to achieve goals and objectives in meeting service delivery missions. The course focuses on analyzing the interaction of trends, market forces, stakeholders, and core competencies in developing visions and strategies for alternative scenarios.

Prerequisite

MPS 500 (DePaul University)

Universal Design for Learning

The School of Public Service is committed to helping students achieve their full potential by removing barriers to learning and making reasonable accommodations when appropriate. Please help us by identifying barriers and suggesting ways we can diminish or remove them.

Students with special learning needs or who are in circumstances which necessitate special consideration, must contact the instructor at the beginning of the course or earlier. Students with a documented disability who wish to discuss academic accommodations should contact the instructor as soon as possible and contact DePaul University's Office of Students with Disability at <http://studentaffairs.depaul.edu/studentswithdisabilities/>.

DePaul also provides the Productive Learning Strategies (PLuS) Program a year-round comprehensive program designed to meet the needs of DePaul University students with specific learning disabilities and/or attention deficit disorders. Contact PLuS at 773-325-1677 or <http://studentaffairs.depaul.edu/plus/index.asp>

Course Reading Material

1. Required: Light, M. (12/28/16), [Sustainable Strategy](#)
2. Required: Documents at course content in the readings section
3. Recommended: Strunk and White, *Elements of Style* available free online: <http://www.bartelby.net/141/>
4. For further reading
 - a. Allison, Michael, & Kaye, Jude. (2005). *Strategic planning for nonprofit organizations : a practical guide and workbook* (2nd ed.). Hoboken, N.J.: Wiley.
 - b. Bryson, John M. (2011). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement* (4th ed.). San Francisco: Jossey-Bass.

Course Outline

Class participation is essential to the learning goals of this course. I adjust grades upward slightly for those who participate extremely well; for those who offer little in the way of class discussion I adjust grades downward slightly. The most current version of the course outline is always at the course homepage at D2L or at www.goodgreat.org/MPS529Q1.htm.

1: 1/4	Get Ready	
	Reading	Get Ready, pp. 4-24
2: 1/11	Great Start: Purpose	
	Reading	Purpose, pp. 25-38
	Assignment 1	Agency Selection Memo due @ D2L by class time, bring a copy of your paper to class.
3: 1/18	Great Start: Current Strategy	
	Reading	Current Strategy, pp. 38-48 Promoting Strategy, pp. 120-123
	Presentation 1	Purpose Pitches
4: 1/25	Great Ideas: Vision Statement	
	Reading	Vision Statement, pp. 49-76
	Assignment 2	Great Start report due @D2L by class time
	Resources	Strategic Plan Template 12-28-16 docx A Stage Strategic Plan 12-28-16 pdf OCAT Success Measures Template 12-28-16 xlsx Success Measures Sample xlsx
5: 2/1	Great Ideas: Vision Ideas	
	Reading	Vision Ideas, pp. 76-80
6: 2/8	Great Ideas: Presentation 2	
	Resources	Prezi Template

7: 2/15	Great Strategies: Vision Strategies
Reading	Vision Strategies, Build, pp. 81-92
Assignment 3	Great Ideas report due @D2L by class time
Resources	Decision Matrix Tool xlsx
8: 2/22	Great Strategies: Vision Strategies
Reading	Test, Decide, pp. 92-103
9: 3/1	Strategic Plan, Great to Go
Reading	Strategic Plan, pp. 105-109 Strategic Plan Sample, pp. 132-136 Great to Go: Operations, pp. 110-119 Great to Go: Leading Change: pp. 124-127
Assignment 4	Great Strategies Report due @D2L by class time
10: 3/8	Great Strategies: Presentation 3
Resources	Prezi Template
11: 3/15	Final (no class)
Assignment 5	Strategic Plan due @D2L on or by 5:45 PM Assignment Resources same as assignments 2 and 3

Course Assignments

Teams

- Students complete all written work individually. However, in the third class after the Purpose Pitches, I will assign each student to be part of a team that will choose a common organization to study going forward.
 - Your team will work together during classes on specific elements related to the assignments. It will be the individual student's choice whether to use any of that work in his or her assignments. That said, all writing must be yours and yours alone.
 - The team will prepare and present that presentations 2 and 3. Team members will formally grade teammates on total contribution to the each presentation. These evaluations contribute to the individual grade because I average the grades for each team member and then multiply that average against the overall team grades.

Written assignment expectations in general

- Composition
 - Use the [Assignment Memo](#) posted in the resources section at course content for layout specifics including font (Arial 12 point), margins (1"), and single-line spaced, block paragraphs without indents, etc.
 - Keep paragraphs readable at 75 words give or take. Open each paragraph with your key point, the headline as it were. Use the rest of the paragraph to support your headline using examples, theory, and the like.
 - **Always assume I know nothing about the subject as you educate me and buttress your work with the text and/or other sources.**
- Citations
 - If you use someone else's work – directly or indirectly – then **you must cite the source using APA 6th**. The exception to this rule is any material

developed jointly with your team including data for tables, vision statements, and the like. All writing, however, must be yours (i.e. original).

- You can find information about this style including online links at course content in the resources section and as illustrated in the template.
- Refer to the plagiarism section in the DePaul University School of Public Service Policies later in this syllabus for the consequences of presenting the work of another as one's own.
- Submission of assignment: Students must submit each assignment to the appropriate D2L dropbox folder by the beginning of the class in which it is due.
- Grading: Please refer to the grading section of this syllabus for how I grade written assignments and presentations (unless otherwise noted).

Written assignment expectations in particular

- Agency Choice Memo ***no longer than 1 page*** not including any appendices and references section (5%)
 - Details
 - Use the assignment template posted at course content for layout specifics including font (Arial 12 point), margins (1" all around), single-line spaced, block paragraphs without indents.
 - Keep paragraphs readable at 75 words give or take. Have one topic per paragraph and open each paragraph with your key point. Use the rest of the paragraph to support your point using examples, theory, and the like.
 - Agency must-have characteristics – exceptions are possible with my approval in advance
 - Chicagoland nonprofit
 - Three recent contiguous IRS 990s available at GuideStar
 - Total revenue of less than \$5 million, but more than \$750,000
 - At least three full-time employees
 - At least \$125,000 in positive net assets in the most recent 990
 - Ideal agency selection criteria
 - You know the organization very well; perhaps you are a current or former employee, or you were a volunteer.
 - You have excellent access to information about the agency's activities including annual reports.
 - Content
 - Introduction: Open with a strong paragraph that hooks the reader into the assignment and lays out the plan for what you are going to accomplish in the paper.
 - Organization Description: Including mission
 - Selection Rationale: Address the fit with must-have characteristics and ideal selection criteria
 - Summary
 - Appendix: Include page 1 of each of the three most recent 990s *within* your paper, *not* as an attachment, but as an appendix that is part of the paper (hint: use the Windows Snipping Tool).
 - Bring a copy of your paper to the second class.

- Great Start Report (20%) **no longer than 7 pages** not including cover/table of contents page, appendices, and references
- Great Ideas Report (20%) **no longer than 10 pages** not including cover/table of contents page, appendices, and references
- Great Strategies Report (20%) **no longer than 7 pages** not including cover/table of contents page, appendices, and references
- Strategic Plan Report (10%) **no longer than 5 pages** not including cover/table of contents page, appendices, and references
- Written assignment evaluation criteria
 - Well written (33%)
 - Consistent formatting, table of contents has working hyperlinks, etc.
 - Easy to read, succinct, and clear writing.
 - Easy to follow with enough guidance including topic headings, introductions, and reader handholding.
 - Appendices (if used) add value, are paginated, and referenced in the report.
 - Citations and References correctly executed.
 - Attractively presented.
 - Clearly followed the complete model and used the tools correctly (33%)
 - Made sense and held together, arguments were solid (33%)

Presentations (15%)

- Presentations
 - Purpose Pitch presentation no longer than 2 minutes not including set up and Q&A. Do the presentation without visuals. (5%)
 - Great Ideas presentation no longer than 6 minutes not including set up and Q&A (10%)
 - Strategic Plan presentation no longer than 8 minutes not including set up and Q&A (10%)
- Presentation evaluation criteria
 - The presentation was well-rehearsed (20%).
 - The presentation was interesting and engaging (20%).
 - The presentation was informative and had substance (20%).
 - The presentation was clear and easy to follow (20%).
 - The presentation used slides that added value (20%)
 - I prefer Prezi presentations because they are inherently more engaging than PowerPoint for this setting.
 - If you use PowerPoint, be sure that you have five or fewer slides, use 24-point font or larger for everything, and animate your points.

Grades

I do not grade your work independently of the other students or on a distribution curve; every student can earn an A in this course. This is because I evaluate your work compared to other students, my experience as an educator, and the standards below. As such, when (and if) I identify an A-quality assignment, I use it as a benchmark to evaluate all of the other assignments.

Participation/Preparation: Class participation is essential to the learning goals of this course. I adjust grades upward slightly for those who participate extremely well; for those who offer little in the way of class discussion I adjust grades downward slightly. Preparation for class is also essential; reading the materials as assigned in advance of class is imperative. I use pop quizzes on occasion to evaluate preparation and adjust grades accordingly.

Written work: I grade written assignments both on content and good writing. To help students meet graduate-level and SPS standards, I pay more-than-usual attention to writing as an academic and managerial skill. I judge papers on the understanding they reflect as well as on their organization, clarity and use of language. I value clarity and an economy of words.

If you need help on this matter, please ask for it. If you do come for assistance, be sure to read Murphy's "On Writing and Thinking" (available at course content) *first*. I also recommend an old standard, Strunk and White, *Elements of Style* online: <http://www.bartelby.net/141/>. Also, consider getting help from the DePaul University Writing Centers (available in person at Loop and Lincoln Park Campuses and online).

Due Dates: Please note due dates. Anticipate all possible contingencies (computer failure, family illness, heartbreak or heartburn). Papers received after the due date will receive grades no greater than the lowest grade given to papers received on time. I will not accept any late assignments more than one week after the due date and time.

Submit all assignments to the appropriate D2L dropbox folder dropbox on or by the due date and time.

Grading Criteria

Grading: I determine grades according to the following formula:

- Class Participation/Preparation 0%/-10%
- Written Assignments
 - Agency Choice Memo 5%
 - Great Start Report 20%
 - Great Ideas Report 20%
 - Great Strategies Report 20%
 - Strategic Plan 10%
- Presentations
 - Purpose Pitch 5%
 - Great Ideas 10%
 - Great Strategies 10%

Grading Scale for SPS

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
94-100	90-93	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	≤ 59

Grading Criteria for papers: The A paper reflects excellent performance in the assignment that exceeds expectations for a graduate student. It is original, engaging, and full. It will have virtually no grammatical, usage, punctuation, or spelling errors. It is an original contribution and speaks with authority and clarity. It is rich in detail, showing a clear understanding of differences in levels of specificity; it provides justification or support for all general assertions. It addresses all aspects of the assignment including specific requirements and excels in writing structure, clarity, focus, style, analytical systematization, critical analysis and creativity. It often includes unique or unusual perspectives.

The B paper reflects very good performance in the assignment that meets expectations for a graduate student. However, it falls short of an A paper usually in style, depth and analytical development. It has some errors in grammar, usage, punctuation, or spelling; or it has some awkward phrases – but in neither case enough to impede the reading of the paper. Its development is consistently strong, with detail and support present in most, but perhaps not every, instance. Its sense of audience is clear. The B paper addresses the assignment directly and satisfies almost all requirements.

The C paper reflects fair performance in the assignment which however falls below expectations for a graduate student. It addresses the assignment relatively clearly but without significant depth or clarity. Stylistic errors may be noticeably present, but not in such quantity as to impede the reading in a significant way. A C paper generally provides some support for assertions, but not enough to give the impression of complete thoroughness. The tone and voice of a C paper usually lack a sense of individuality of the author or a sense of authority. The C paper often has an anonymous quality to it, restating standard opinion or assertions without going into significant depth.

The D paper reflects poor performance in the assignment. It is available for students who completely miss the specific requirements or submit incomplete or vague responses.

The F paper reflects very poor performance in the assignment. It is reserved for students who fail to turn in assignments or turn in assignments that demonstrate basic incomprehension of the assigned topics and an insufficient effort to overcome these problems.

DePaul University School of Public Service Policies

Policy on Grade of IN (Incomplete): According to DePaul University's incomplete policy, the "IN" grade is a temporary grade indicating the student has a satisfactory record of work completed, but for unusual or unforeseeable circumstances not encountered by other students, and acceptable to the instructor, the student cannot complete course requirements on time. The student must formally request the incomplete grade and the instructor must approve it. At the end of the term following the term in which the instructor assigned the incomplete grade, the IN grade automatically convert to "F" grades. Students requesting the IN grade should present a plan and schedule to complete the course along with the formal request for the IN grade.

Students should work out the plan with the instructor, usually scheduling completion within a few weeks of the end of the term in which the IN grade occurs.

Academic Integrity: Students in this course, and in all courses where independent research and writing play a vital role in the requirements, must be aware of the strong sanctions carried out because of plagiarism, as stated in the DePaul University's Code of Student Responsibility (<http://studentaffairs.depaul.edu/handbook>).

Instructors are able to check each paper with Turn-It-In: Plagiarism Detection Software. If proven, a charge of plagiarism could result in an automatic "F" in the course and possible expulsion. If you have any questions or doubts about what plagiarism entails or how to properly acknowledge source materials, be sure to consult the instructor.

Violations of Academic Integrity: Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources--alteration or falsification of academic records; academic misconduct; and complicity. This policy applies to all courses, programs, and learning contexts in which DePaul University offers academic credit, including experiential and service-learning courses, study abroad programs internships, student teaching and the like. If an instructor finds that a student has violated the Academic Integrity Policy, the appropriate initial sanction is at the instructor's discretion (cf. Section Q). Actions taken by the instructor do not preclude the college or the university from taking further action, including dismissal from the university. Conduct that is punishable under the Academic Integrity Policy could result in criminal or civil prosecution.

Cheating: Cheating is any action that violates University norms or instructor's guidelines for the preparation and submission of assignments. This includes but is not limited to unauthorized access to examination materials prior to the examination itself, use or possession of unauthorized materials during the examination or quiz; having someone take an examination in one's place-copying from another student; unauthorized assistance to another student; or acceptance of such assistance.

Plagiarism: Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and oral material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that someone else has prepared. This includes research papers purchased from any other person or agency.

- The paraphrasing of another's work or ideas without proper acknowledgement.

Attendance Policy: Class attendance is mandatory. I expect students to attend each class and to remain for the duration. Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student. All missed classes for ordinary absences carry a deduction of 10%. Three absences for any reason, whether excused or not, may constitute failure for the course.¹

To make up the first or second class missed, you can write a 1.5 page, single-line spaced, block paragraph paper using the memo template on the topic of the class missed. Begin with an enticing introduction followed by a section on what the literature says about the topic. Follow this with a section on what how you should apply this knowledge to your practice. In your summary paragraph, sum up and lead the reader out of the paper.

Submit the first or second missed class make-up assignment to the D2L folder by class time of the subsequent class.

I grade the first make-up assignment on a 10-point scale from 1-10 (10=best). I grade the second make-up assignment on a 5-point scale (1-5, 5=best), which means that the second missed class will have a negative effect on your overall grade of no less than 5 points. I do not accept more than two makeup assignments for the course. I do not accept late make-up assignments.

Classroom Expectations

Class Discussion: I measure student participation in class discussions in two ways. First, students are highly encouraged to ask questions and offer comments relevant to the day's topic. Participation allows the instructor to "hear" the student's voice when grading papers. Secondly, I call upon students to offer comments related to the reading assignments. Students must keep up with the reading to participate in class discussion.

Attitude: I expect a professional and academic attitude throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise, I may ask a student to leave the classroom. I will then work with the Dean of Students Office to navigate such student issues.

Civil Discourse: DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a

¹ Per University policy, students who miss class due to illness or other significant personal circumstance are required to complete the Absence Notification Process through the Dean of Students Office (Student Center #307 & DePaul Center #11001) in order to have their absence excused.

student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Electronic Devices: I have **zero tolerance** for the use of electronic devices (cell phones, computers, iPads, tablets, etc.) during class and I will **deduct one point (1 point) for each instance** of usage.

If you bring a cell phone to class, it must be off or set to a silent mode. Should you need to answer a call during class, students must leave the room in an undisruptive manner. Out of respect to fellow students and the professor, texting is never allowable in class. If you are required to be on call as part of your job, please advise me at the start of the course.

Behavior: Vincent de Paul asked the members of the congregation he founded to “live as very dear friends.” We begin with the imperative that we treat everyone with respect, and as much as possible, we spend our time together as very dear friends.

Our behavior, in the classroom, via e-mail and in person begins with respect and civility for all. We offer universal respect for all because of the innate dignity each of us carries. We deserve respect and we offer respect as part of the human condition. DePaul University, as a Judeo-Christian institution, extends respect to all based on the Christian imperative to—love one another as I have loved you, and the Jewish belief that we are created in the image and likeness of God. Furthermore, it is from the DePaul mission components of being Vincentian, Catholic and urban that we build a community of scholars on the basis of respect and Vincentian personalism.

We offer each other our attention and respect and therefore we do not use personal computers during class; we turn off cell phones; we consider what people say in class confidential. We prepare for class and participate actively.

Faculty who observe students failing to meet behavior expectations may dismiss students from class, report the violation to the Director and Dean of Students, and formally request behavioral changes.

Disability Services

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations that can provide you with enrollment information, or inquire via email at csd@depaul.edu:

- Loop Campus - Lewis Center #1420 - (312) 362-8002
- Lincoln Park Campus - Student Center #370 - (773) 325-1677

Students may contact the Center privately to discuss challenges and how the Center may assist in facilitating the accommodations you will use during this course. Students should do this early in the term if possible and conversations will remain confidential.