

Prof. Keegan Flaherty, MSW
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Office: TBA
Office Hours: By appointment
Class Location: Online

Course description

Non-profit organizations rely on leadership for success. As suggested in strategic management, the leader needs to bring all of his/her resources together to be successful. A significant part of an organization's success depends on the strategic plan that is developed and implemented for the organization. This course highlights the importance of leadership for realizing an organization's fullest potential. It also introduces strategic planning – a process by which staff and board members can bring their shared vision of success into being.

The reading assignments are designed to increase knowledge of strategic planning and leadership, and the writing assignments are designed to build personal skill and confidence by asking you to draft a brief strategic plan.

Learning outcomes

Upon completion of this course, students will be able to

1. Demonstrate understanding of strategic planning as a decision-making process;
2. Articulate the theory of organizational success that underlies strategic planning;
3. Demonstrate skill in conducting the forms of analysis that strategic planning requires; and
4. Articulate how strategic planning can contribute to the success of the visionary leadership paradigm.

Required textbooks

Strategic Planning for Public and Nonprofit Organizations, 4th Edition, John M. Bryson.

All other required reading is provided within the Learning Unit in Moodle for each week.

Course requirements

Learning Units must be completed each Sunday night by 11pm (MST). Students are required to read the mini-lectures, all required readings, participate on the Discussion Forum, and complete all writing assignments. Learning Units provide "Learning Points" based on what the instructor and authors are trying to emphasize as key elements for the student to learn and understand. These are not to be considered all-inclusive and the student is responsible for utilizing these "Learning Points" in conjunction with the readings in developing their understanding.

Request for withdrawal

Request for Withdrawal from the course must be submitted in writing to Janie Spencer, School of Extended and Lifelong Learning (formerly Continuing Education) prior to the last week of the course. Students are responsible for reading and understanding the full UM policy on Withdrawal

from the University. Refunds are not granted for withdrawals made after course registration deadlines.

Course grading and assessment

Undergraduate students

Undergraduate students' grades are based on five (5) writing assignments and your participation in the Discussion Forum. Writing Assignments 1-4 are worth 20 points each; Assignment 5 is worth 30 points; and your participation in the Discussion Forum is worth 30 points for a total of 140 points for the course. The first four assignments are short writing assignments regarding a section of a strategic plan. For the fifth writing assignment students must integrate the first four assignments into a brief strategic plan.

Students are required to follow the specific requirements for each writing assignment which are contained within the appropriate Learning Units. You may also find the requirements and instructions within **Writing Assignments and Due Dates** under the **Course Information** toggle. Students are encouraged to utilize writing sources provided in and through the Mansfield Library.

Assignments shall be submitted in Moodle no later than on the date it is due prior to 11:00 pm MST. **I only accept late work in extreme situations. If you are going to be late with an assignment, please let me know in advance of the due date and time.**

Undergraduate student grades will be determined as follows:

| | | | | | |
|------|---------|------|---------|------|-------|
| A = | 130-140 | B- = | 112-115 | D+ = | 94-97 |
| A- = | 126-129 | C+ = | 108-111 | D = | 88-93 |
| B+ = | 122-125 | C = | 102-107 | D- = | 84-87 |
| B = | 116-121 | C- = | 98-101 | F = | 0-83 |

Graduate students

Graduate students are required to complete six (6) writing assignments. The first five are the same writing assignments that the undergraduate students are completing. The first four assignments are short writing assignments regarding a section of a strategic plan. For the fifth writing assignment students must integrate the first four assignments into a brief strategic plan. The sixth writing assignment constitutes the "Increment for Graduate Students." Writing Assignments 1-4 are worth 20 points each; Assignment 5 is worth 30 points; Assignment 6 the Graduate Increment is worth 25 points (5 points for Part 1 and 20 points for Part 2); and your participation in the Discussion Forum is worth 30 points for a total of 165 points for the course.

Assignments shall be submitted in Moodle no later than on the date it is due prior to 11:00 pm MST. **I only accept late work in extreme situations. If you are going to be late with an assignment, please let me know in advance of the due date and time.**

Graduate students are required to complete a sixth writing assignment. Each graduate student is to develop a 1-to-2 page (double-spaced) case study based on personal experience that raises an important strategic planning problem or issue. Graduate students are then required to identify appropriate analytical questions and proceed to write a 3-to-4 page analysis of the case. The instructor must review and approve the 1-to-2 page case study and analytical questions prior to the

graduate student proceeding to write the 3-to-4 page analysis. This assignment calls for a higher order of thinking and analysis than is typical of undergraduate assignments.

Graduate student grades will be determined as follows:

| | | | | | |
|------|---------|------|---------|------|---------|
| A = | 153-165 | B- = | 132-136 | D+ = | 111-114 |
| A- = | 148-152 | C+ = | 127-131 | D = | 104-110 |
| B+ = | 144-147 | C = | 120-126 | D- = | 99-103 |
| B = | 137-143 | C- = | 115-119 | F = | 0-98 |

Students utilizing the no-credit option

Since the assignments given in this course are integrated to achieve the best possible learning outcome for students, and since they are designed to build on and to test knowledge gained through comprehensive participation, the expectation is that all students will to the best of their abilities participate in the Discussion Forum and complete all assignments. Attention paid by the instructor to critiquing written assignments will be directly proportional to the amount of effort put forth by individual students on writing them and on overall course participation as well.

Discussion forum grading and assessment

Undergraduate, Graduate, and Students utilizing the no-credit option

The Discussion Forum is our opportunity to “talk” together as a class. Each week the instructor will post specific questions for each student to respond to. Questions are designed to have you reflect on the mini-lectures and reading materials to express your thoughts, insights, questions, etc.

You must enter the Discussion Forum more than once per week. The first entry will be your response to the specific Discussion Forum question. Your second entry will be a response or comment to your peers’ postings. This dual entry process will help you stay engaged in the class conversation to post your own comments and respond to classmates’ comments. Your active participation in the Forum (reading each other’s comments and posting your own) will help you to better understand the material in each week’s lessons, and demonstrate your learning and comprehension of the topic areas we will cover.

******Your first entry response to each discussion question is due every week on Thursday before 11:00 PM. Your second entry response commenting on at least one of your classmates’ responses is due every week on Sunday before 11:00 PM. It is important to remember these two deadlines each week for the Discussion Forum assignments. ******

Discussion Forum responses should reflect higher level thinking and interpretation. The instructor hopes to see that you are able to demonstrate not only that you have completed the required reading assignments and understand them, but that you have thought more deeply to analyze and critique the information provided, and even the professional applicability of the information (when appropriate).

Your Discussion Forum responses and comments will be assessed based on the following criteria:

- 1) Does the response address the question asked?
- 2) Does the response reflect an understanding of the concept or question?
- 3) Is it based not only on what has been presented, but also includes insights you have and can justify?

In addition, use academic writing style (proper capitalization, punctuation, spelling and grammar) in all messages to avoid misunderstandings. Do not use emoticons, e-mail acronyms such as lol (laughing out loud), imho (in my humble opinion), tl; dr (too long; didn't read) and other informal, abbreviated forms of electronic writing. Students in any of your online courses may be using screen readers or other assistive devices that will not properly read such abbreviations. Be courteous and write in ways that are accessible and understandable to all members of your online class.

Be sensitive to the perspective of others when expressing ideas. Do not use an authoritarian or judgmental style of writing that discourages open group discussion and trust. Stick to the topic and contribute with comments/questions that move the dialogue forward or into deeper reflection. Debate and humor are welcome here.

The instructor will issue Discussion Forum/Class Participation points each week throughout the semester so you can track your progress and grade. Each week, Discussion Forum participation is worth 2 points, for a total of 20 points in the semester. All Discussion Forum entry responses are submitted in Moodle.

University email address

University policy requires that all papers be returned to your University email address. Make sure you check that address for returned papers.

Office Hours and Availability

I work full-time in downtown Missoula. I am available for in-person meetings on campus or via a scheduled phone call. I am here to help you and want to be as available as possible. Please do not wait until a little "issue" becomes a big problem—let me know when I can help!

Phone: You may **contact me via phone at 406-544-4538**. This is my cell phone. If I don't answer please leave a message and I will call you back as soon as possible (within 24 hours typically). The only time it may take longer to respond is if you call me on a weekend.

Email: You may **email me at any time** at keegan.flaherty@umontana.edu. I will make every effort to respond within 24 hours of receiving your email. The only time it may take longer to respond is if you email me on a weekend.

Just remember that while we may be at a distance, I am here to enhance your learning experience.

Other student resources

There are other resources available on the course homepage in Moodle. In the upper right, under **UMOnline Services**, there is a link to the UM Mansfield Library and to Technical Support. Here are some other sites that may be valuable to you. If you need ADA assistance in taking this course, you may contact the University of Montana Disability Services for Students at their [Website](#).

Students taking this course are expected to do so under the provisions set forth in the UM Student Conduct Code. If you [click here](#) you can review the Student Conduct Code.

There is one other service available to you through **The Writing Center**. They now offer free one-on-one online tutoring “to all students seeking to become more effective writers.” You can email them at onlinetutoring@umontana.edu or [click here](#).

Students with disabilities

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS in Lommasson 154. I will work with you and DSS to provide an appropriate accommodation.

WEEKLY READINGS AND ASSIGNMENTS

Learning Unit 1: Introduction to Strategic Planning

Due September 3

Read the mini-lecture and participate in the Discussion Forum.

Required reading: Welcome, Syllabus, Writing Assignments and Reading 1 (*scan*)

Learning Unit 2: Understanding Strategic Planning

Due September 7 and 10

Read the mini-lecture, complete the required reading, and participate in the Discussion Forum.

Required reading:

- Strategic Planning for Public and Nonprofit Organizations, John M. Bryson, Chapter 1, Pages 3-40
- Reading 2, Reading 3, and Reading 4 (Moodle)

Learning Unit 3: Mandate and Mission Analysis

Due September 14 and 17

Read the mini-lecture, complete the required reading, and participate in the Discussion Forum.

Required Readings:

- Strategic Planning for Public and Nonprofit Organizations, John M. Bryson, Chapter 4, Pages 117-131 and 138-149
- Strategic Planning for Public and Nonprofit Organizations, John M. Bryson, Chapter 2, Pages 41-80 (*Scan Only*)
- Bonus: Nonprofit Business Model Statements

Writing Assignment: Graduate Increment Part 1 - Case Study and Analytical Questions (due September 17 by 11pm MST)

Learning Unit 4: Mission and Vision Clarification

Due September 21 and 24

Read the mini-lecture, complete the required reading, and participate in the Discussion Forum.

Required Reading:

- Strategic Planning for Public and Nonprofit Organizations, John Bryson, Chapter 8, Pages 271-285
- Reading 5, Reading 6, and Reading 7 (Moodle)

Writing Assignment 1: Mandate analysis and mission/vision clarification (due September 24 by 11pm MST)

Learning Unit 5: Stakeholder Analysis

Due September 28 and October 1

Read the mini-lecture, complete the required reading, and participate in the Discussion Forum.

Required Reading:

- Strategic Planning for Public and Nonprofit Organizations, John M. Bryson, Pages 132-137.
- Reading 8 (Moodle)

Writing Assignment 2: Stakeholder analysis (due October 1 by 11pm MST)

Learning Unit 6: Creating Public Value

Due October 7 and 10

Read the mini-lecture, complete the required reading and participate in the Discussion Forum questions.

Required Reading:

- Readings 9, 10, 11, 12, and 13 (Moodle)

Learning Unit 7: SWOT Analysis

Due October 14 and 17

Read the mini-lecture, complete the required reading, and participate in the Discussion Forum.

Required Reading:

- Strategic Planning for Public and Nonprofit Organizations, John Bryson, Chapter 5, Pages 150-180
- Reading 14 (Moodle)

Writing Assignment 3: SWOT Analysis (due October 17 by 11pm MST)

Learning Unit 8: Strategic Issues and Goals

Due October 21 and 24

Read the mini-lecture, complete the required reading, participate in the Discussion Forum and submit Writing Assignment 4.

Required Reading:

- Strategic Planning for Public and Nonprofit Organizations, John M. Bryson, Chapter 6, Pages 185-218
- Reading 15 and Reading 16 (Moodle)
- Bonus: The Strategic Plan is Dead. Long Live Strategy.

Writing Assignment 4: Strategic Issues, Goals, and Actions (due October 24 by 11pm MST)

Learning Unit 9: Underlying Theme of Organizational Success

Due October 28 and November 1

Read the mini-lecture, complete the required reading, and participate in the Discussion Forum.

Required Reading:

- Strategic Planning for Public and Nonprofit Organizations, John M. Bryson, Chapter 7, Pages 219-270 and Chapter 9, Pages 286-316

Writing Assignment: Graduate Increment Part 2 - Case Study Analysis (due November 1 by 11pm MST)

Learning Unit 10: Presenting Your Final Strategic Plan

Due November 5 and 8

Read the mini-lecture, complete the required reading, and participate in the Discussion Forum.

Required Reading:

- Strategic Planning for Public and Nonprofit Organizations, John M. Bryson, Chapter 11, Pages 355-382
- (Scan Only) Strategic Planning for Public and Nonprofit Organizations, John M. Bryson, Chapter 10, Pages 317-351

Writing Assignment 5: Final Strategic Plan (due November 8 by 11pm MST)