

University of Pennsylvania
SWRK740: Strategic Planning and Resource Development
School of Social Policy and Practice
Allison Thompson, PhD, MSS
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Instructor Contact Information

Allison Thompson: thompa@upenn.edu (email); 267-304-2495 (phone)

Course and Description

Resilient Organizations engage in a continuous process of self-renewal. Referred to as “Strategic Planning,” this process requires active participation of a broad range of organizational stakeholders who, in their work together, seek to realign the organization’s goals, structures, programs, and funding patterns so as to make them more responsive to the changing need of their service populations. Building on the content of the program’s other foundation courses: Strategic Planning and Development Resource has been designed to strengthen the student’s leadership capacity for engaging in strategic planning and resource development practice across a broad range of governmental (GOs) and civil society organizations (CSOs). The importance of organizational flexibility, innovation, and the creation of cooperative public-private partnerships is emphasized throughout the course.

Course Educational Objectives

The Course draws heavily on both the liberal arts perspective and the student’s capacity for critical thinking. The course also requires the student to demonstrate considerable skill in integrating principles of research and policy analysis with the goal of improving the functioning of governmental and not for profit organizations. Thus, on completion of this course the students are expected to:

- Demonstrate a fuller understanding of strategic planning and resource development as well as leadership functions in the development of non-governmental (NGOs/PVOs) organizations;
- Demonstrate beginning skill in the uses of strategic planning and resource development for increasing organizational effectiveness and efficiency;
- Demonstrate an increased commitment to the engagement of people at all levels of organizational life, including diverse client groups and other consumers of services, in helping to shape organizational goals and processes and resource development efforts;
- Demonstrate a commitment to the use of strategic planning and resource development skills for promoting increased social and economic justice with and on behalf of historically disadvantaged and other underserved populations groups; and
- Demonstrate beginning skill in providing agency leadership or other organization-based strategic planning and resource development.

Course Requirements

Texts:

Bryson, John M. 2018. Strategic Planning for Public and Nonprofit Organizations: A Guide to Strengthening and Sustaining Organizational Achievement. 5th Edition. (New York: John Wiley and Sons). ISBN: 978-1-11-907160-0. (Hardcover)

Bryson, John M & Farnum K Alston. 2005 Crafting and Implementing Your Strategic Plan: A Workbook for Public and Nonprofit Organizations. 3rd Edition. (San Francisco: Jossey-Bass Publishers). ISBN: 0-7879-6754-8. (Paper)¹

Geever, Jane C. 2007. The Foundation Center's Guide to Proposal Writing. 6th Edition (New York: Foundation Center)

Course Assignments and Expectations

Class Participation (20%)

- **Readings:** You are expected to fully prepare for class each week. This means that you read all required readings, participate in class discussion, and engage in group activities if applicable.
- **Workbook Activities:** You are expected to come to class prepared to discuss and engage in all assigned Workbook activities. Using your field placement agency as your point of reference, you must complete the Workbook assignments and be prepared to share your reflections and insights in a small-group, in-class setting.
- **Class Discussions:** You will select one week to lead a discussion of the readings. To prepare for the class discussion, you will need to generate several (3-5) “burning questions” from the readings that apply the values and principles of social work to the weekly readings. A sign-up sheet will be circulated during the first week of class. The questions should be emailed to the Professor by 12pm on Wednesday, the day before class.

Strategic Planning Paper (30%) – Due Week 9

Drawing from the Workbook assignments and using your field placement agency as a point of reference, you will write an 8-10 page, double-spaced paper describing the core elements of the four phases of Strategic Planning:

- Phase One (2 – 2.5 pages)
 - Readiness Assessment
 - Plan the Plan

¹There are other editions of this textbook. If possible, please purchase this edition, but if not, the other editions are fine too.

- Stakeholder Assessment
- Mandate Analysis
- SWOC Analysis and Environmental Scan
- Phase Two (2 – 2.5 pages)
 - Vision, Mission, and Values
 - Strategic Issues
 - Goals and Objectives
- Phase Three (2 – 2.5 pages)
 - Budget
 - Action Plan
 - Strategies
- Phase Four (2 – 2.5 pages)
 - Evaluation
 - Monitoring
 - Implementation

For this paper, students should draw heavily from their Workbook assignments, class discussions and lectures, and readings. Outside sources are also encouraged but not required. Students should make use of headings and sub-headings to clearly organize and present information across each of the core phases of strategic planning.

Funding Proposal (30%) – Due Week 14

As a continuation of the student’s Strategic Planning Paper, students will submit an 8-10 page funding proposal to support their strategic planning effort. Examples of possible funding requests could include technical assistance or consulting to support the implementation of the strategic plan, or funding requests for a particular strategy or program that is highly aligned with the strategic plan and visioning from the first assignment. All funding proposals must include the following elements:

- Executive Summary
- Statement of Need
- Project Description
- Evaluation Plan
- Budget
- Organizational Capacity

Students should make use of headings and sub-headings to clearly organize and present information across each of the core elements of their funding proposal.

Final Presentation (20%) – Due Week 14

During the last class, students will be given the opportunity to present their strategic plans and funding proposals to their classmates. Each student will have 5-6 minutes to present an overview of their work and 2-3 minutes for questions from the class.

Weekly Class Structure

We will typically use the structure outlined below for our weekly classes.

1. Brief Check-In (15 minutes)
2. Lecture (45 minutes)
3. Break (15 minutes)
4. Questions from the Lecture and Class Discussion (30 minutes)
5. Small Group Activity (30 minutes)
6. Debrief (15 minutes)

Grading Policy

Class Participation	20%
Strategic Planning Paper	30%
Funding Proposal	30%
Final Presentation	20%

Points are given for all assignments. The following distribution will be used:

A+	98 – 100
A	94 – 97
A-	90 – 93
B+	87 – 89
B	84 – 86
B-	80 – 83
C+	77 – 79
C	74 – 76
C-	70 – 73
F	Below 70

Course Expectations

Classroom learning is a fundamental component of your professional education. Students are expected to attend each class, arrive to class on time, and be in attendance of the full class. In the event that you are unable to attend class for any reason, you are asked to notify your instructor in advance. Excessive absenteeism (i.e., missing more than two classes) and lateness (i.e., being late more than 3 times) are considered serious problems that instructors will address by meeting with the student and determining whether the student's academic advisor should be notified and how the student's grade will be affected. Excessive absenteeism could result in course failure.

Students are expected to: (a) participate substantively in class discussions; (b) read on a weekly basis and come to class prepared to discuss the reading assignments; (c) demonstrate

professional behavior; and (d) submit written assignments by the due date and in accordance with the specified format.

Code of Academic Integrity

Academic Integrity is an integral part of study at the University of Pennsylvania. All students are expected to undertake their academic work in the spirit and manner identified by the University. Please download and print a copy of the Code of Academic Integrity for your reference in work undertaken in this and other courses at Penn. <http://www.upenn.edu/academicintegrity/>.

Under no circumstances, will the University tolerate plagiarism, using documents prepared by others, or failure to cite the sources of work created by others and used in your papers without appropriate attribution. Serious violations of the Code of Academic Integrity may result in your permanent expulsion from the Penn Community.

Class Schedule, Assignments, and Required Readings

<u>Week</u>	<u>Date</u>	<u>Topic</u>	<u>Activities / Assignments Due</u>
1	9/2	Understanding the Dynamics of Strategic Planning 1. Why Strategic Planning is Important 2. The Strategy Change Cycle 3. The Context and Process of Strategic Change	Read: Bryson Textbook: Chapters 1-2 Bryson Workbook: Part 1
2	9/9	Initiating and Agreeing on a Strategic Planning Process 1. Planning Focus and Desired Immediate Outcomes 2. Desired Longer-term Outcomes 3. Getting Clear about the Purpose 4. Developing an Initial Agreement 5. Process Design and Action Guidelines	Read: Bryson Textbook: Chapter 3 Bryson Workbook: Part 2 Step 1
3	9/16	Clarifying Organizational Mandates and Mission 1. Mandates 2. Mission 3. Stakeholder Analyses 4. The Mission Statement 5. Process Design and Action Guidelines	Read: Bryson Textbook: Chapter 4 Bryson Workbook: Part 2 Steps 2 & 3

4	9/23	Assessing the Environment to Identify Strengths, Weaknesses, Opportunities, and Challenges 1. Purpose 2. Desired Immediate Outcomes 3. Longer-term Desired Outcomes 4. External Environmental Assessment 5. Internal Environmental Assessment 6. The Assessment Process 7. Process Design and Action Guidelines	Read: Bryson Textbook: Chapter 5 Bryson Workbook: Part 2 Step 4
5	9/30	Identifying Strategic Issues Facing the Organization 1. Immediate and Longer-term Desired Outcomes 2. Eight Approaches to Strategic Issue Identification 3. Individual Strategic Identification 4. Master List of Key Strategic Issues 5. Master Strategic Issue Statement 6. Operational Versus Strategic Issues	Read: Bryson Textbook: Chapter 6 Bryson Workbook: Part 2 Step 5
6	10/7	Formulating and Adopting Strategies and Plans to Manage the Issues 1. Purpose 2. Desired Immediate and Longer-term Outcomes 3. Three Approaches to Strategy Development 4. Process Design and Action Guidelines	Read: Bryson Textbook: Chapter 7 Bryson Workbook: Part 2 Steps 6 & 7
	10/14	FALL BREAK: NO CLASS	
7	10/21	Establish an Effective Organizational Vision for the Future 1. Desired Immediate Outcomes and Longer-term Benefits 2. Process Design and Action Guidelines 3. Vision of Success	Read: Bryson Textbook: Chapter 8 Bryson Workbook: Part 2 Step 8
8	10/28	Implementing Strategies and Plans Successfully 1. Purpose and Desired Immediate and Longer-term Outcomes 2. Programs and Projects 3. The Special Role of Budgets 4. Process Design and Action Guidelines	Read: Bryson Textbook: Chapter 9 Bryson Workbook: Part 2 Step 9

9	11/4	Reassessing and Revising Strategies and Plans 1. Purpose and Desired Outcomes 2. Building a Strategic Management System 3. Process Design and Action Guidelines	Read: Bryson Textbook: Chapter 10 Bryson Workbook: Part 2 Step 10 <i>DUE: Strategic Planning Paper</i>
10	11/11	Developing a Funding Proposal: Part 1 1. Preparation 2. Tips on Writing 3. Overview of Components 4. The Executive Summary	Read: Geever Textbook: Chapters 2 & 3
11	11/18	Developing a Funding Proposal: Part 2 1. The Statement of Need 2. The Project Description	Geever Textbook: Chapters 4 & 5
12	11/23	Developing a Funding Proposal: Part 3 1. The Evaluation	Geever Textbook: Chapter 6
13	12/2	Developing a Funding Proposal: Part 4 1. The Budget 2. Organization Information 3. Appendices 4. Letters of Support/Collaboration	Geever Textbook: Chapter 7
14	12/9	Final Presentations	<i>DUE: Funding Proposal and Final Presentation</i>