I. COURSE PURPOSE

This is an advanced theory and practice course in the Social Change concentration. The goal of this course is to enable students to develop basic skills in strategic planning.

This course focuses on theory and skill development in strategic planning in the variety of public and non-profit human service settings that develop, influence, implement, and manage social welfare policy and practice at the federal, state, or local level. The relevance and use of theory in the context of social planning is considered, as well as the social worker's skill in the design and implementation of social plans for social justice aims.

Emphasis is placed on the use of The Strategy Change Cycle approach to strategic planning. Consideration is also given to the political and practical opportunities and constraints involved in such efforts.

II. EDUCATIONAL OBJECTIVES

When you have completed this course, you should be able to:

1. Describe the basic components of strategic planning and implementation.

2. Illustrate the steps involved in the “Strategy Change Cycle” approach to strategic planning.

3. Define, analyze and discuss the key concepts required to apply the “Strategy Change Cycle” approach to strategic planning.

4. Utilize appropriate processes to create mission, vision and value statements.
5. Utilize the methods for conducting environmental assessments (e.g. SWOC Analysis techniques).

6. Explain the relationship between strategic issue identification, strategy formulation and implementation strategy.

7. Develop specific goals and objectives for the involvement of appropriate stakeholders in the strategic planning process.

8. Respect the opportunities and responsibilities of social workers to ensure that social work values and ethical behaviors are reflected in the systems with which we work.

9. Understand the role of ethical considerations and personal values in strategic planning.

10. Apply your knowledge and skills to strategic planning efforts in public and nonprofit organizations.

III. COURSE REQUIREMENTS

A. Required Texts


Other readings as assigned for specific classes

B. Course Assignments

**Assignment #1: Description of Agency Planning Efforts.**

Students will be required to complete a short (2 to 3 page) summary of their agency’s efforts at social or strategic planning. *(Due in Class # 4)*
Assignment #2: Mission Statement

Provide an assessment of your agency’s mission statement. Utilize the exercise on pages 1018-110 of Bryson & Alston for questions to answer. (Due Class # 6)

Assignment #3: Plan Part 1

In this course you will develop a strategic plan as we learn the methods and elements of the planning process. You may use your current field placement or an organization you are familiar with. Part 1 will include an introduction and brief description of your organization; a situational analysis, strategic issues and overall goal of the plan. (Due Class # 8)

Assignment #4: Plan Part 2

Include a stakeholder’s analysis and specific objectives. (Due Class # 12)

Assignment #5: Final Plan

This final plan will allow you to rework and integrate the earlier parts and fully develop the plan.

Class Presentation

In classes 12, 13 and 14 students will have 15 minutes to present their final plan to their fellow students.

C. Grading Policy

1. Assignment 1  10%
2. Assignment 2  20%
3. Assignment 3  15%
4. Assignment 4  15%
5. Assignment 5  20%
6. Class Participation & presentation  20%

D. Preparation, Attendance & Participation

Students are expected to participate in class discussions and use their field placements and other work experiences when appropriate. One aspect of class participation will be learning and problem-solving activities and presentations. Most essential in this process is student attendance and completion of all readings
and requirements in a timely manner.

Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued.

E. **Course and Instructor Evaluation**

NCSSS requires evaluation of this course and the instructor. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

**IV. CLASS EXPECTATIONS**

A. **Scholastic Expectations**

Please refer to NCSSS Announcements or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. **Academic Honesty**

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. **Accommodations**

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
**Class Schedule**

**Class 1**  
Introduction and Course Overview

**Class 2**  
Importance of Social Planning
- Definition, Purpose, and Benefits of Strategic planning
- The ABCs of Strategic Planning
- The Rational Planning Model
- The Political Decision-Making model
Required Reading: Bryson Chapter 1

**Class 3**  
The Strategy Change Cycle
- Overview of the 10 steps in the Strategic Change Cycle
- Applying the model to specific circumstances
- Applying the model across organizational subunits
- Applying the model to interorganizational networks and communities
Required Reading: Bryson Chapter 2 & Resource B

**Class 4**  
Starting the Planning Process
- Planning to Plan
  - Developing an initial agreement
- Process Guidelines
Required Reading: Bryson Chapter 3

**Class 5**  
Understanding Mandates, Vision, Mission, Values
- Assessing public Value
- The Mission Statement
Required Reading: Bryson Chapters 4 & 8

**Class 6**  
Stakeholder Identification and Analysis Techniques
- Techniques for organizing participation
- Techniques for creating ideas for strategic action
- Techniques for plan development, review, and adoption
Required Reading: Bryson Resource A
Class 7
Environment and Situation Analysis

External Environmental Assessments
Internal Environmental Assessments
SWOC Analysis Techniques
Required Reading: Bryson Chapter 5

Class 8
Identifying Strategic Issues and formulating strategies

Required Reading: Bryson Chapter 6
Bryson Resource D

Class 9
Formulating Strategies

The Five-Part Process to Strategy Development
The Oval mapping approach to Strategy Development
Plan Adoption
Required Reading: Bryson Chapter 7

Class 10
Implementing Strategies and Plans Successfully

The role of budgeting in the planning process
Mobilizing key personnel
Communication Strategies
Direct versus Staged Implementation Strategies
Required Reading: Bryson Chapter 9

Class 11
Reassessing and Revising Strategies and Plans

Required Reading: Bryson Chapter 10

12-14
Student Presentations