Instructor

Gordy Pace

- Email: gordy.pace@umontana.edu
- (I usually respond promptly to emails, but please allow for a 24-hour response time)
- Phone: (406) 243-2371 (office); (406) 370-3075 (cell) - Please call M-F between 8-5
- Office: Law School 154
- Office hours: By Zoom at umontana.zoom.us/my/gordypace or by phone on Tuesdays and Wednesdays, 3:30-4:30 p.m. Please make an appointment in advance. Other meeting times available by request.
- One-on-one conferences: By appointment over Zoom or phone

Course delivery

This course is online, meaning we do not meet in person. You will need to access the course through Moodle. Understanding the Moodle course site is essential to completing this class successfully so if you have questions please ask for help early.

Course materials are organized by week. Weeks run from Monday through Sunday. Each week will include a combination of a short video lecture, required readings, other online media, and discussion forums or other written assignments when applicable. I will make reading material available for future weeks, but weekly lectures will not be available until the beginning of each week.

The course will include interactive discussions that will take place in Moodle. There will also be opportunities for video conferencing either as a group or one-on-one. We will use Zoom as our conferencing tool.

Course description

In Good Strategy Bad Strategy, Richard Rumelt writes: "The core of strategy work is always the same: discovering the critical factors in a situation and designing a way of coordinating and focusing actions to deal with those factors. A leader’s most important responsibility is identifying the biggest challenges to forward progress and devising a coherent approach to overcoming them."
Our exploration of strategy will consider traditional strategic planning approaches used by government and non-profit organizations juxtaposed with emerging adaptive approaches to strategy required in the "age of acceleration." Our primary focus will be on strategic thinking rather than strategic planning. We will seek to strengthen your strategic thinking skills as well as your ability to facilitate strategic thinking, design thinking, creativity, and innovation in your organization.

Our leadership examination will focus on organizational change through disciplined execution of strategy. We will examine issues around organizational values, culture, structure, coordination, and communication with the goal of moving the organizations we lead from good to great.

Learning objectives

At the end of this course, students will be able to:
- Articulate the distinction between traditional strategic planning approaches and adaptive strategy
- Evaluate and describe the difference between "good strategy" and "bad strategy"
- Demonstrate skill in developing insights through a combination of critical analysis and creative synthesis
- Design and facilitate group dialogue aimed at generating insights, ideas, and innovative approaches to solving problems
- Evaluate and implement mechanisms to stimulate performance and measure progress towards strategic goals
- Demonstrate understanding of how organizational culture impacts strategy and execution

Course readings

- Sloan, Julia. *Learning to Think Strategically 4e Edition*
- Collins, Jim. *Good to Great And The Social Sectors: A Monograph to Accompany Good to Great*
- Additional supplemental materials provided in Moodle

Course expectations

COVID-safe department policy

Central to our public service mission is collectively working together. Although this course does have assignment deadlines that should be followed, the Department asks that if you are sick or become sick, to please work with the department chair and course professor to develop a plan for successful completion in this course. The Department will follow federal, state, local, university and CDC guidelines for COVID-19. If a student, a member of their family or immediate social group becomes symptomatic, please follow federal, state, local, university, and CDC guidance and work with DPAP department chair, Dr. Sara Rinfret and
course professor to complete required coursework. Please take the time to review our Department’s COVID-Safe FAQ guide.

Using Moodle

Since this is an online course you should check the course site once per day. If you’re new to Moodle, you should enroll in the Moodle 101 tutorial.

University Email

All email communication will be sent to your official University of Montana email address. You should check your UM email account regularly. Email support is available at umt.edu/it/support/email.

Guidelines for written work

Strong writing skills are essential in public service work. All written assignments should meet the following criteria unless otherwise noted in the assignment instructions or the professor:

1. All work must be typed, double-spaced, utilize 12 point font, and have one inch margins.
2. Citations should follow a proper style guidelines such as, MLA, Chicago, or APA (in-text citations and a reference page are necessary)
3. Assignments are due on the date listed in the course schedule; late assignments will not be accepted. If a student is absent on the day an assignment is due, he/she should make arrangements to turn in the assignment ahead of time.
4. All assignments must be turned in electronically (unless otherwise noted in the course syllabus) via Microsoft Word to the designated Moodle assignment dropbox. If the instructor cannot open the document, the student will not receive a grade. Submission of assignments via e-mail will not be accepted unless specific arrangements have been made.
5. Written work will be evaluated both in terms of content, following instructions, organization, and writing/grammar.
6. Student collusion is not allowed for individual assignments and will be treated as an act of plagiarism.

The University of Montana Writing and Public Speaking Center is a great resource to review written assignments and readily available to meet the needs of students. Please set up an appointment in advance for staff to review your work before assignments are due.

Help with technology

Please make sure that your Internet browser settings meet the requirements to be Moodle compatible. Call UM Online by phone, (406) 243-4999 or email umonline-help@umontana.edu if technological problems arise. There is no on-call assistance during nights and weekends.
MPA portfolio

If you are using any assignments from this course for your final MPA portfolio, it is your responsibility to keep track of individual grades and professor feedback. Use your computer's "snipping tool" or screenshot to capture graded feedback to save with your files. We ask that you very carefully read the MPA Portfolio requirements listed on our website (e.g. no you cannot use outlines or case write ups). We ask that you be mindful of individual and group projects you participate in each semester so you stay on track – we appreciate you doing so. Each DPAP professor will always offer an option to complete projects on your own. If questions, contact the MPA Director, Dr. Sara Rinfret.

Assignments

Analyze a strategic plan

Obtain a copy of a strategic plan for a public or nonprofit organization of your choice. Analyze the plan for evidence of the following:

- planning process used
- involvement and participation in the process (Who had input? What was their role?)
- approach and depth of analysis aimed at identifying obstacles and opportunities
- identification of strategic issues
- implementation and action plans, including roles, responsibilities, and timelines
- monitoring, evaluation, and adaptation plans
- Indications of Rumelt's "bad strategy" (fluff, failure to face the problem, mistaking goals for strategy, bad strategic objectives)

Include in your analysis any information you can obtain as to the status of the implementation of the plan and results obtained. Conclude your report with an analysis of the strengths, weaknesses, and recommendations for improvement of the planning process.

Length of paper: 5-7 pages
Due date: February 21 by 11:59 p.m.

Propose a new approach to strategy

Develop a proposal and a presentation for an organization of your choice that advocates a new approach to strategy. Your proposal should include the following:

- A diagnosis that illustrates the nature of the challenge. Explain the context and rationale for why a new approach is necessary and beneficial
- A guiding policy that outlines how the organization could or should approach to the strategy process
- Coherent actions the organization should take to change its processes and culture
In addition to a written proposal, you will deliver a 5-7 minute presentation advocating a new approach to strategy. The audience for your proposal and presentation is organizational leaders (executive officers, boards of directors, etc.).

**Length of paper:** 5-7 pages  
**Due date:** April 28 by 11:59 p.m.

**Length of presentation:** 5-7 minutes using Zoom  
**Presentation dates:** April 19-22

**Participate in discussion forums**

You will be divided into small discussion groups for the semester. There will be six discussion forums during the semester using the Moodle discussion board. The discussions will focus on material covered during a two-week period.

There will be three discussion topics in each forum. You will be expected to post an original response to at least two topics by Wednesday. Between Wednesday and Sunday, you will be expected to respond to classmates’ posts by asking clarifying questions and adding insights. The discussions should be ongoing and not occur all on one day. The goal is for you to post at least 5-6 total times during the week.

**Grading**

During the semester I will not assign grades or scores to individual assignments; instead I will provide written or verbal feedback on the assignments that you turn in. In my feedback I will identify the strong aspects of the assignment, point out information or concepts that were missing from your assignment, and/or suggest additional work (thinking, writing, reading, etc.) that you need to do in order to improve your understanding of the topic. Ideally this feedback will help you deepen your understanding of the material and concepts.

This class employs something called contract grading. One of the goals of contract grading is to reduce the anxiety about grades that students often experience. Another goal is to encourage students to develop their own motivations for excellence. A key aspect of contract grading is to emphasize qualitative evaluative feedback over quantitative assessments of students’ written work.

In courses with contract grading, the instructor sets a clear and unambiguous bar for earning a B in the course. If students meet this bar, they are guaranteed a B in the course. Students must go above and beyond this bar in order to earn an A in the course, and they must fall below the bar in order to earn a C in the course.

**Grading contract**

You are guaranteed a final grade of B in this class if you:
1. Meet the stated criteria for all assignments;
2. Meet due dates for all assignments;
3. Actively participate in all class discussions and exercises;
4. Give thoughtful feedback during peer exercises; and
5. Meet guidelines for written work

The grade of B does not derive from my judgment about the quality of your writing, the uniqueness of your ideas, or your enthusiasm for qualitative research methods. Instead, you will earn a B in this course entirely on the basis of what you do (not on how well you do it). If you meet the conditions above, you will earn a B in this class. However, your final grade will fall rapidly below a B if you do not meet these conditions. I will let you know via email or in person if you are in danger of falling below a B in the course.

A grade of A in this course does rest on my judgment about the quality of your writing, the uniqueness of your ideas and the depth of your understanding of qualitative research methods. To earn an A in the course, you must do everything that you must do to earn a B as well as:

1. Demonstrate a sophisticated understanding of the material and concepts presented in class
2. Produce creative, unique, thoughtful assignments;
3. Receive critiques during peer exercises and workshops in a professional and non-defensive manner;
4. Turn in papers that are concise, carefully edited and easy to read

To earn an A, your performance in all aspects of this class must be exceptionally high quality. In addition to feedback on assignments, I will indicate whether the assignment met, exceeded, or fell short of expectations. Feedback will be provided within a week of submission of the assignment.

You are welcome to discuss this grading contract, your performance in the course or your concerns about your final grade with me during my office hours. Grade questions and concerns are always best addressed earlier rather than later.
# Course schedule

This schedule may be modified as the semester progresses.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Getting started</td>
<td></td>
<td>• View video lecture</td>
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<tr>
<td>January</td>
<td>Getting to know each other</td>
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<td>• View cultural awareness video</td>
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<tr>
<td>11-17</td>
<td>Course content and expectations</td>
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<td>• Review course syllabus</td>
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<td></td>
<td>Getting to know Moodle</td>
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<td>• Introduce yourself to the class in the discussion forum by Wednesday at 11 p.m.</td>
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<td></td>
<td>• Sign up for a Zoom conference time</td>
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<td>Week 2</td>
<td>History and evolution of strategy</td>
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<td>• View video lecture</td>
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<tr>
<td>January</td>
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<td>• Read Sloan chapters 1-3</td>
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<td>18-24</td>
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<tr>
<td>Week 3</td>
<td>Strategy vs. strategic planning</td>
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<td>• View video lecture</td>
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<td>January</td>
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<td>• Read The Fall and Rise of Strategic Planning (Mintzberg)</td>
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<td>25-31</td>
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<td>• Read The Big Lie of Strategic Planning (Martin)</td>
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<td>• Read Strategic Planning is Dead. Long Live Strategy (O’Donovan and Flower)</td>
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<td>• DISCUSSION FORUM #1 (weeks 2-3 material)</td>
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<td>Week 4</td>
<td>Good strategy / bad strategy</td>
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<td>• View video lecture</td>
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<tr>
<td>February</td>
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<td></td>
<td>• Read Rumelt chapters 1-5</td>
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<td>1-7</td>
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<tr>
<td>Week 5</td>
<td>Thinking like a strategist part 1</td>
<td></td>
<td>• View video lecture</td>
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<td>February</td>
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<td></td>
<td>• Read Rumelt chapters 16-18</td>
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<tr>
<td>8-14</td>
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<td>• Read Sloan chapters 4-7</td>
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<td></td>
<td>• DISCUSSION FORUM #2 (weeks 4-5 material)</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Activities</td>
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| Week 6 | February 15-21 | Thinking like a strategist part 2 | • View video lecture  
• Read Sloan chapters 8-13  
• ASSIGNMENT DUE 2/21 by 11:59 p.m.: Analysis of a strategic plan  
• Take mid-semester course evaluation (sent from UM Online) |
| Week 7 | February 22-28 | Thinking like a strategist part 3 | • View video lecture  
• Read Sloan chapters 14-18  
• Mid-semester learning evaluation  
• DISCUSSION FORUM #3 (weeks 6-7 material) |
| Week 8 | March 1-7 | Co-creation of strategy | • View video lecture  
• Read Co-Creation in Government  
• Read Prahalad and Ramaswamy: The Co-Creation Connection |
| Week 9 | March 8-14 | Design thinking approach to strategy | • View video lecture  
• Read Designing for Growth chapters 1-2 (Liedtka and Ogilvie)  
• Read An Introduction to Design Thinking Process Guide  
• Optional read: What is Design Thinking and Why Is It So Popular? (Dam and Siang)  
• Optional video: Introduction to Design Thinking  
• DISCUSSION FORUM #4 (weeks 8-9 material) |
| Week 10 | March 15-21 | Facilitating creative and strategic processes | • View video lecture  
• Read How to Kill Creativity (Amiable)  
• Read The Surprising Power of Liberating Structures chapter 2 Why Microstructures Matter (Lipmanowicz and McCandless) |
| Week 11 | March 22-28 | Research week | |
| Week 12          | Leading change: from good to great | • View video lecture  
|                 |                                | • Read *Good to Great* article (Collins)  
|                 |                                | • Read *Good to Great and the Social Sectors* (Collins)  
|                 |                                | • Optional: Collins videos  
|                 |                                | • DISCUSSION FORUM #5 (weeks 11-12 material)  
| Week 13         | Leading change: Sources of power | • View video lecture  
|                 |                                | • Read Rumelt chapters 6-15  
|                 |                                | • Sign up for Week 15 presentation times  
|                 |                                | • Optional: submit draft of strategy approach proposal for feedback  
| Week 14         | Leading change: Structure and culture | • View video lecture  
|                 |                                | • Read *Accelerate* (Kotter)  
|                 |                                | • Read *Leading in Place: Leadership Through Different Eyes* (Hilton and O’Leary)  
|                 |                                | • View Teams of Teams video  
|                 |                                | • DISCUSSION FORUM #6 (weeks 13-14 material)  
| Week 15         | Presentations and wrapping up   | • Presentations  
|                 |                                | • Course evaluation  
| Week 16         | Finals week                     | • ASSIGNMENT DUE 4/28 by 11:59 p.m.: Strategy approach proposal  

**Land acknowledgement statement**

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispell people.

**COVID leave policy**

Central to our public service mission is collectively working together. Although this course does have assignment deadlines that should be followed, the Department asks that if you are sick or become sick, to please work with the department chair (Dr. SaraRinfret) to develop a plan for
successful completion in this course. The Department will follow federal, state, local, university and CDC guidelines for COVID-19. If a student, a member of their family or immediate social group becomes symptomatic, please follow federal, state, local, university, and CDC guidance and work with DPAP department chair and course professor (me) to complete required coursework. Please take the time to review our Department's COVID-Safe FAQ guide.

**Academic and class policies**

**Academic and Student Conduct**

[University of Montana Student Conduct Code](#).

**Extra Credit:** Not available for this course.

**Classroom Etiquette:** A driving component of our MPA program is professionalism and your ability to work well with teams/groups. Thus, the expectation is that students will maintain a high level of professionalism in their classroom conduct with me, and with their fellow students. This means being respectful during class discussions, and in all communications with the professor and others.

**E-mail Etiquette:** E-mail is a wonderful tool for you to contact me with questions, but it does not replace office hours. If you have involved questions about course material, you should set up a time to come see me or set up a phone conversation.

**Incompletes or Withdrawals “W” for the Course:** If for some reason the course is not working out for you please adhere to the University’s policies for the last day to drop a class.

**Late Assignments:** Students are expected to submit all work on the date specified in the course calendar. Any exceptions to this must be approved by the instructor 72 hours before the date in question. Students must complete all assignments to receive a grade for the course.

**University Attendance Policy:** Students who are registered for a course but do not attend the first two class meetings may be required by the instructor to drop the course. This rule allows for early identification of class vacancies and to permit other students to add classes. Students not allowed to remain must complete a drop form or drop the course on the Internet ([http://cyberbear.umt.edu](http://cyberbear.umt.edu)) to avoid receiving a failing grade. Students who know they will be absent should contact the instructor in advance.

**Wikipedia:** This online source is not reliable and should not be cited in any course assignment. The goal is to become accustomed to using scholarly sources for all work in any of your courses at the University of Montana.

**Academic Dishonesty (Plagiarism):** Students must follow the University’s policies for academic dishonesty. For detailed information, please view. As such, all work submitted must be your own; no duplicate work (work completed for another class) will not be accepted. Acts of cheating or plagiarism will result in a grade of zero (0) for the assignment. Moreover, acts of plagiarism will also be reported to the Academic Court. To avoid acts of
plagiarism, cite each reference or source you use and give proper credit for the ideas, opinions, and findings of others. When you are using the exact words of others, you must use quotation marks and include the page number where you found the quote in your citation.

**Sensitive Course Materials:** College education aims to expand student understanding and awareness. Thus, it involves engagement with a wide range of information, ideas, and creative representations. In college courses, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with the professor.

**Disability Assistance:** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors. The link for this is information: Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.