In today’s highly competitive business environment, budget-oriented planning or forecast-based planning methods are insufficient for a large corporation to survive and prosper. The firm must engage in strategic planning that clearly defines objectives and assesses both the internal and external situation to formulate strategy, implement the strategy, evaluate the progress, and make adjustments as necessary to stay on track.

-Quick MBA

I. COURSE DESCRIPTION

Prerequisite IT 7320: Current organizational issues and new competencies in the training profession respecting: growth of organizational intellectual capital, resolution of complex performance problems, transformation of organizational culture and engineering of change.

Strategy is a universal concept. It is not only something every business does, or needs to do; it is a process that occurs at every level of society, from the individual planning their life or their career right up to the state considering how to lay the foundation for its economic and social development. Strategy is about seizing the future - laying claim to the best possible potential states of one’s world that can be reasonably envisaged. This means that strategy is as much about willpower, belief and vision as it is about analysis, planning and execution.

-Dominic Houlder

II. COURSE OBJECTIVES

At the completion of IT 7920 you will be able to:

1. Discuss what strategy is and why we need it in life and in business.
2. Demonstrate how the ability to create and capture value is the key to success and survival for any business.
3. Discuss the concept of competitive advantage.
4. Appreciate a brief history of strategy.
5. Present an overview of the strategic planning process.
6. Analyze a variety of strategic plans.
7. Identify strategic concepts, tools, and techniques.
8. Discuss principles of training effectiveness.
9. Distinguish between organizational training and learning.
10. Appreciate the need for training a diverse workplace.
11. Discuss techniques for evaluating and institutionalizing training.
12. State why change fails or succeeds.
13. Recognize tactics for successful organizational change.
14. Express a judgment as to why strategic decisions need to be revisited and revised continually to secure ongoing success.

Strategic planning goes to the heart of what an organization does, why it does it, how it does it, and where it is going .... It addresses a number of basic questions:

- Where are you now?
- How did you get there?
- What business are you in?
III. ASSIGNMENTS

Course assignments are explained in detail at the end of this document.

**Assignment 1:** Think Tank Sharing/Application  
**Date Due:** Individually Scheduled

**Assignment 2:** Business Thinkers and Strategists  
**Date Due:** Individually Scheduled

**Assignment 3:** Experiential Activities  
**Date Due:** Individually Scheduled

**Group Assignment 1:** Developing an Organization’s Strategic Plan  
**Date Due:** 10-17-13

**Group Assignment 2:** Training Applications  
**Date Due:** 12-5-13

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Behind every business hero lies a successful strategy. Behind every business failure lurks a bad strategy ….. By far the greatest value of strategy is at the sharp end of business, where line managers are fighting to create and deliver products and services that customers will prefer to those of their competitors.  

-Richard Koch

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IV. COURSE RESOURCES

There are two (2) required texts:


The following resources are recommended:

Who should receive training? Any individual who must acquire specific capabilities to ensure an organization’s success is a potential candidate for training. Historically, the pool of potential trainees would be made up of the company’s core group of employees. But ..., organizational boundaries are blurring. The border between customers, suppliers, and even competitors is becoming fuzzier. For some organizations, a strategic learning imperative should be to expand their view of whom to train to include others outside the core group.

-Kurt Kraiger

V. CLASS ACTIVITIES

Class activities will include:

1. Lecture and discussion to present specific information relative to course topics;
2. Individual and small group work on assignments and projects;
3. Individual and small group presentations by students with feedback;
4. Experiential activities on performance issues.

Have you ever had that nightmare? You know, the one where you’re attending a training session that is being delivered by someone from an older generation. You nod politely as the graying trainer begins the lecture with an outdated example from a long-gone era. You sigh quietly as you hear the story of the two frogs that fell into the container of cream. You glance at your watch as the trainer searches through a large three-ring binder to find the appropriate overhead transparency, and then, as the mature figure walks around the room, reading from the material on the screen, you find yourself checking your watch again. As the lights dim for the talking-head video, you notice the flashing message on your pager: Wake up! It’s not too late! And then you do wake up and you realize that the trainer in the dream is you!

-Susan El-Shamy

VI. CLASS TIME

Class time will be utilized as follows:

5:30 PM – 6:45 PM  Formal Presentation, Experiential Activities, and Discussion
6:45 PM – 7:15 PM  Dinner Break
7:15 PM – 8:00 PM  Business Thinkers and Strategists
8:00 PM – 8:45 PM Think Tank Sharing/Application

8:45 PM – 9:10 PM Discussion, Wrap Up, Assessment

Divas do it, golfers do it, pilots do it, violinists do it, sprinters do it, soldiers do it, surgeons do it, astronauts do it – only business people don’t seem to think it’s necessary to train.

-Tom Peters

VII. CLASS POLICIES

1. All policies stated in the Wayne State University Graduate Bulletin, 2012-2014 will be followed.

2. If a class is missed because of illness or employment demands, please contact the instructor at (313) 577.7659 in advance, if possible. Effective with the first class session, students who miss more than 1.5 class sessions should not expect to earn a grade of “A”. Attendance is recorded.

3. Absences beyond what is permitted must be made up. You will contract with the professor for appropriate make up work.

4. Occasionally, handouts will be distributed. If you are absent, ask a fellow student to collect the handouts for you.

5. All written work must demonstrate appropriate communication skills (e.g., spelling, punctuation, grammar).

6. All written work must meet scholarly standards as stated in the APA Publication Manual, 6th edition.

7. Taping devices are not permitted in class unless there is a documented disability.

8. Instructional Technology students are expected to represent their own work honestly and acknowledge the work of others according to accepted academic conventions. Violations of academic integrity include cheating and the use of unauthorized material on examinations, fabrication of information and sources, improper assistance, and plagiarism. When evidence of academic dishonesty is discovered, it will be handled and brought to closure according to university policies and procedures.

9. Research shows that cooperative learning works. Students are expected to be prepared for class by reading the assigned topics and by intelligently discussing them.

10. Student Disability Services
    If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is (313) 577-1851 or (313) 577-3365 (TDD only). Once you have
your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

11. Withdrawal Policy:
- Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
  - WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
  - WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
  - WN will be awarded if no materials have been submitted, and so there is no basis for a grade.
- Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 4th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.
- Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

12. Religious Observance Policy
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

13. Grades will be determined by the work available to the instructor at the time of the final review.

... organizational change is much more than just a change in a process, procedure or product line; organizational change is any transition that requires a change in human performance. The problem with ignoring the human aspect of organizational change is that you could be leaving out a whole range of initiatives that require a change management focus in order to be successful.

-Pierre Mourier and Martin Smith
VIII. EVALUATION:

Evaluation of student achievement is an indispensable element in the learning process. It is the mechanism by which the students are informed of how well they are achieving the goals the teacher has set for the class and by which each student develops a framework for judging his or her progress toward personal goals. Without some form of appraisal that directs and confirms the students’ efforts, learning becomes inefficient: the students lose the guides that enable them to control their direction and rate of learning. (Based on S.C. Ericksen and B.Z. Bluestone’s “Grading and Evaluation” Memo to the Faculty from the Center for Research on Learning and Teaching. The University of Michigan. No. 46. October, 1971).

Evaluation can take many forms: Conferences between teacher and student, conversations with other students, comments on papers, exams, grades, etc. Whatever the extent to which these various forms are used (or not used), evaluation in the academic environment is finally expressed in the form of a grade.

The grade you earn in IT 7920 will be based on the following*:

- The successful completion of Assignments 1-3:
  - Assignment 1: (20 points)
  - Assignment 2: (20 points)
  - Assignment 3: (10 points)

- The quality and comprehensiveness of your group presentations (20 points each)

- The completion of your final review and self-evaluation: (10 points)

  Total 100 points

*Note
It is expected that the student will become versatile with the readings that are both required and recommended. Students will show evidence of their familiarity with the readings in the completion of the course assignments.

UNIVERSITY GRADES:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100</td>
<td>A</td>
<td>4.00</td>
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<tr>
<td>90-95</td>
<td>A-</td>
<td>3.67</td>
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<tr>
<td>87-89</td>
<td>B+</td>
<td>3.33</td>
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<tr>
<td>84-86</td>
<td>B</td>
<td>3.00</td>
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<tr>
<td>80-83</td>
<td>B-</td>
<td>2.67</td>
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<tr>
<td>77-79</td>
<td>C+</td>
<td>2.30</td>
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<tr>
<td>74-76</td>
<td>C</td>
<td>2.00</td>
</tr>
</tbody>
</table>
Any strategy for any organization has to build from what that organization is, which means that the first task is to understand the present strengths, weaknesses, capabilities, resources and vulnerabilities, in relation to the external environment in which it operates. Neglect of this basic step can result in strategies which appear well founded in relation to the market and the assessments of the future environment, but which cannot be implemented because of ill-founded implicit assumptions about the organization itself.

Per Jenster and David Hussey

In the developed countries, the dominant factor in the next society will be something to which most people are only just beginning to pay attention: the rapid growth in the older population and the rapid shrinking of the younger generation. Politicians everywhere still promise to save the existing pensions system, but they – and their constituents – know perfectly well that in another 25 years people will have to keep working until their mid-70s, health permitting.

What has not yet sunk in is that a growing number of older people – say those over 50 – will not keep on working as traditional full-time nine-to-five employees, but will participate in the labor force in many new and different ways.

Peter F. Drucker

Notes:
Some classes will be taught utilizing WIMBA. Consequently, we will not meet in Room 55, College of Education. Your instructor will identify those classes from week to week.

Use your Blackboard access for occasional announcements.

Some class sessions will necessitate your bringing a laptop computer to class. Your instructor will identify those classes.

Class Participation, Preparation and Discussion:
Your active participation is required. In addition to your active participation, the quality of your presentation reflecting text readings and class input and insight is noted by the professor. Discussion of lecture material, class readings, handouts, experiential learning activities etc. will provide many opportunities to earn the points assigned here. Ask yourself: Have I moved the discussion forward and contributed to the learning of the group? Have I supported participation of all members of the group?

Group Work:
Students will have opportunities to work on evaluation activities as members of evaluation teams. Ideally, all team members should receive the same reward, i.e., grade. However, all student work is not equal. Grading group work is a faculty responsibility with input from student self evaluations. The instructor’s grade is final.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>MAJOR TOPICS</th>
<th>READING ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8-29-13</td>
<td>• Introductions • Course Syllabus • Old Paradigms/New Realities • Organization Scan • Environmental Scan</td>
<td>Syllabus</td>
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<td></td>
<td></td>
<td></td>
<td>SP: 1</td>
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<td></td>
<td></td>
<td></td>
<td>Strategy Handouts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Disney Case Study</td>
</tr>
<tr>
<td>2</td>
<td>9-5-13</td>
<td>Strategy:                       - what it is - benefits derived - brief history - value chain</td>
<td>SP: 2,3</td>
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<tr>
<td></td>
<td></td>
<td>Disney Case Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Competitive Advantage:          - Porter’s Five Forces - PEST Factors - SWOT Analysis</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9-12-13</td>
<td>Bring copies of Strategic Action Plans to share. Prepare to answer questions for Group Assignment 1.</td>
<td>Strategic Plans</td>
</tr>
<tr>
<td>4</td>
<td>9-19-13</td>
<td>Strategic Planning Process</td>
<td>SP: 4</td>
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<tr>
<td></td>
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<td>- definition - advantages - disadvantages - pitfalls</td>
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<td></td>
<td></td>
<td>Business Thinker: ____________; Business Thinker: ____________; Think Tank: ____________; Think Tank: ____________</td>
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<tr>
<td>5</td>
<td>9-26-13</td>
<td>Strategic Planning Made Practical Marketing Audit</td>
<td>SP: 8; Case Study</td>
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<tr>
<td></td>
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<td>Business Thinker: ____________; Business Thinker: ____________; Think Tank: ____________; Think Tank: ____________</td>
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<tr>
<td>6</td>
<td>10-3-13</td>
<td>Research Class – Preparation for Strategic Plans and Presentation</td>
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<td>7</td>
<td>10-10-13</td>
<td>Organizational Change Case Study Discussion Culture Audit</td>
<td>SP: 9</td>
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<tr>
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<td></td>
<td>Business Thinker: ____________; Business Thinker: ____________; Think Tank: ____________; Think Tank: ____________</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>MAJOR TOPICS</td>
<td>READING ASSIGNMENTS</td>
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<tr>
<td>8</td>
<td>10-17-13*</td>
<td>Assessing Corporate Excellence</td>
<td>SP: 10; Case Study</td>
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<tr>
<td></td>
<td></td>
<td>Case Study Discussion</td>
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<td></td>
<td></td>
<td>Benchmarking Study</td>
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<td></td>
<td></td>
<td>Business Thinker: ______________________________</td>
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<tr>
<td></td>
<td></td>
<td>Think Tank: ______________________________________</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10-24-13</td>
<td>Case Study Discussions</td>
<td>CIM: 3,4</td>
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<tr>
<td></td>
<td></td>
<td>History of Training</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Designing and Positioning</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Training and Development: Smart Training</td>
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<tr>
<td></td>
<td></td>
<td>Business Thinker: ______________________________</td>
<td></td>
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<td></td>
<td></td>
<td>Think Tank: ______________________________________</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10-31-13</td>
<td>Discussion of Strategic Plans – written and oral due</td>
<td>Class Sharing -</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group Assignment 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CIM: 1,2</td>
</tr>
<tr>
<td>11</td>
<td>11-7-13</td>
<td>Innovations in Training and Development Methods</td>
<td>CIM: 5, 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Business Thinker: ______________________________</td>
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<tr>
<td></td>
<td></td>
<td>Think Tank: ______________________________________</td>
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<tr>
<td>12</td>
<td>11-14-13</td>
<td>Research Period</td>
<td>CIM: 7,8</td>
</tr>
<tr>
<td>13</td>
<td>11-21-13</td>
<td>Open Discussion; Preparation for Group Assignment 2</td>
<td>CIM: 9,10,11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Managing Knowledge</td>
<td></td>
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<td></td>
<td></td>
<td>Business Thinker: ______________________________</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Think Tank: ______________________________________</td>
<td></td>
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<tr>
<td>14</td>
<td>11-28-13</td>
<td>Thanksgiving Holiday</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12-5-13*</td>
<td>Discussion of Training Applications written and oral due</td>
<td>Class Sharing:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group Assignment 2</td>
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<tr>
<td></td>
<td></td>
<td>Business Thinker: ______________________________</td>
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<td></td>
<td></td>
<td>Think Tank: ______________________________________</td>
<td></td>
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<tr>
<td>16</td>
<td>12-12-13</td>
<td>• Group Final Review/Course Evaluation</td>
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<td></td>
<td></td>
<td>Written-Reflection Assignment</td>
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<tr>
<td></td>
<td></td>
<td>(Summarize personal learnings)</td>
<td></td>
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</tbody>
</table>

Legend:  
SP = Strategic Planning for Success  
CIM = Creating, Implementing, and Managing Effective Training and Development  
* = Group Project Due
The purpose of this exercise is to share your expertise as a business strategist, training consultant, human performance technologist, and the like.

Develop a mini presentation on a topic of your choice with instructor approval. Suggested examples might include, but are not limited to, common elements of good corporate strategy, strategic concepts, tools and techniques, determining strategic capability, smart training, competitive intelligence, innovations in training and development methods, evaluating and institutionalizing training, training for new and emerging generations, etc.

The presentation should reflect 20 minutes of formal input and approximately 40 minutes of discussion. Provide class members with an outline, a list of thoughtful questions, a glossary of selective terms, a performance support tool (PST), etc. the week prior to your presentation. Class members may also wish to do some advanced planning on your topic prior to the formal presentation.
RUBRIC FOR ASSIGNMENT 1

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Value (Points)</th>
<th>Your Value (Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you presented a topic that reflects ideas shared in class, in discussions, in our texts, in outside readings, etc?</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Was your presentation clear and concise?</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Were you able to effectively lead a class discussion on the topic?</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Did you provide the class with an outline, a glossary, a performance support tool (PST) a week prior to your presentation to stimulate discussion and keep focus?</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Have you rechecked your assignment for spelling, grammar, sentence structure, and adherence to effective writing techniques?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>20</td>
<td></td>
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</tbody>
</table>

Comments:
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ASSIGNMENT 2: Business Thinkers and Strategists

The purpose of this assignment is to familiarize you with current or recent business thinkers and strategists. Summarize your findings by answering these questions in a 2 page report.

- Why is the person you selected an important business thinker and/or strategist?
- What are the individual’s chief contributions?
- How has the individual impacted the business world?
- Cite two pivotal references for future research on this individual.

You will select from the following list:

1. John Adair (1934-
2. Chris Argyris (1923-
4. Peter Drucker (1909-2005)
5. Gary Hamel (1954-
6. Rosabeth Moss Kanter (1943-
7. Kurt Lewin (1890-1947)
8. Henry Mintzberg (1939-
9. Tom Peters (1942-
10. Michael Porter (1947-
11. Edgar Schein (1928-
12. Peter Senge (1947-
14. Robert H. Waterman, Jr. (1936-
15. Other men and women with instructor approval
# RUBRIC FOR ASSIGNMENT 2

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Value (Points)</th>
<th>Your Value (Points)</th>
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</thead>
<tbody>
<tr>
<td>Have you indicated why the person is an important business strategist and/or thinker?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Have you noted the individual’s chief contribution(s)?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Have you indicated how the individual has impacted the business world?</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Have you cited two pivotal references for future research on this person?</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Have you summarized your thoughts in a two-page report?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Is your oral presentation clear and concise?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Have you rechecked your assignment for spelling, grammar, sentence structure, and adherence to effective writing techniques?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>20</strong></td>
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</tbody>
</table>

Comments:

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We will be involved in a variety of experiential class exercises this semester. The instructor will present some stimulus material on the topic and we will discuss it. These are meant to be knowledge and skill development exercises that should add to your professional tool kit. Tentative list of sources and topics are these:

- Case Studies
- “White Paper” Discussions
- Conducting a Benchmarking Study
- Conducting a Culture Audit
- Conducting an Organizational Scan
- Conducting a Marketing Audit
- Organizational Change
- Managing Knowledge
- Theoretical Foundation of Human Performance Technology
- Conducting an Environmental Analysis
# RUBRIC FOR ASSIGNMENT 3

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<tr>
<th>Criterion</th>
<th>Value (Points)</th>
<th>Your Value (Points)</th>
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</thead>
<tbody>
<tr>
<td>Have you participated in the general discussion?</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Have you been able to integrate the information presented with class texts and outside readings?</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>10</strong></td>
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Comments:

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*Points for this assignment will be determined at the end of the semester.*
After we analyze a variety of strategic plans from different organizations and settings, group members will develop a strategic plan.

The questions to be answered are these:

1. What are the elements of an effective strategic plan?
2. What is the time period covered by the strategic plan?
3. What preliminary work needs to be done prior to generating the strategic plan?
4. What is the unique role of mission? Of broad values? Of goals?
5. Since a strategic plan is continuously evolving, how frequently should it be revisited? Why?
6. How does your strategic plan
   - determine priorities?
   - establish performance measures?
   - guide decision-making in resource allocation?
   - hold individuals accountable to the principles identified?
7. In what way is the strategic plan a fluid document?
8. What criteria would you use to evaluate a strategic plan?
9. If you were generating this exercise for future students, what other questions would you raise about strategic plans?

The organization/industry for your strategic plan are these:

- Day Care Center
- Mortuary
- Long Term Care Facility
- Hardware Store
- Theatre
- Pet Supply Store
- Candy Supplier
- Religious Institution
- Tree Removing Company

*This is both a written group assignment and an oral presentation.*
# RUBRIC FOR GROUP ASSIGNMENT 1

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Value (Points)</th>
<th>Your Value (Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you indicated elements of an effective strategic plan?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Have you noted the time period for the strategic plan?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Have you indicated the preliminary work that needs to be done prior to generating the strategic plan?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Have you stated mission, values, goals?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Have you noted how frequently the plan should be revisited and why?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Does your strategic plan show evidence of determining priorities?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Establishing performance measures?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Guiding decision-making in resource allocation?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Holding individuals accountable to the principles identified?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Have you shown how your plan is a fluid document?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Have you indicated how you would evaluate your strategic plan?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Have you indicated other questions you would raise about strategic plans?</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Have you rechecked your assignment for spelling, grammar, sentence structure, and adherence to effective writing techniques?</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Total: 20

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
GROUP ASSIGNMENT 2: Training Applications*

Select a training interest from the listing below. Tell us what we need to know about it and, to the extent possible, model it. Give the class members a one page summary of your topic. Class members will decide whether or not we want to add this area of training to our portfolio after we listen to your thirty minute presentation.

**Training Application Areas:**

1. Emergency Preparedness Training
2. Training in Quality
3. Training on the Job
4. Technical Skills Training
5. Basic Workplace Skills Training
6. Web-Based Training
7. Sales and Marketing Training
8. Customer Service Training
9. Small Business Training
10. Occupational Safety and Health Training
11. Supervisor Training
12. Leadership Training
13. Project Management Training
14. Innovation Training
15. Leading Change Training
16. Presentation Skills Training

*This is both a written group assignment and an oral presentation.*
## RUBRIC FOR GROUP ASSIGNMENT 2

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Value (Points)</th>
<th>Your Value (Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you provided a solid overview of your topic?</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Have you successfully modeled your training area? (This is essentially the most important criterion but it is not realistic to expect true modeling in the time given for the exercise)</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Have you provided a one-page summary of your topic?</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Was our topic presented clearly and concisely?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Have you rechecked your assignment for spelling, grammar, sentence structure, and adherence to effective writing techniques?</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**Total:** 20

Comments:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
SELECTED REFERENCES


Plagiarism: What it is and How to Recognize and Avoid It

Produced by Writing Tutorial Service. Indiana University, Bloomington IN

What is Plagiarism and Why is it Important?

In college courses we are continually engaged with other people’s ideas: we read them in texts, hear them in lectures, discuss them in class, and incorporate them in our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others’ ideas and works without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

- To avoid plagiarism, you must give credit where you use:
- Another person’s idea, opinion, or theory;
- Any facts, statistics, graphs, drawings – any pieces of information – that are not common knowledge;
- Quotations of another person’s actually spoken or written words;
- Paraphrase of another person’s spoken or written words.

These guidelines are taken from the Student Code of Rights, Responsibilities, and Conduct

How to Recognize Unacceptable and Acceptable Paraphrases

Here’s the ORIGINAL text, from page 1 of Lizzie Borden: A Case Book of Family and Crime in the 1890’s by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of the late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With Industry came urbanization, the growth of large cities (like Fall River, Massachusetts, where the Borden’s lived), which became the center of production as well as of commerce and trade.

Here’s an UNACCEPTABLE paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for a large wave of immigrants. With industry came the growth of large cities like Fall River where the Borden’s lived, which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The proceeding passage is considered plagiarism for two reasons:
1. The writer has only changed around a few words and phrases, or changes the order of the original sentences.
2. The writer has failed to cite a source for any of the ideas or facts.
If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example: “steam-driven companies” in sentence two misses the original’s emphasis on factories).

Here’s an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the U.S. they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- Accurately relays the information in the original
- Uses her own words
- Lets her reader know the source of her information

Here’s an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers “transformed farms hands into factory workers,” and created jobs for immigrants. In turn, growing populations increased the size of the urban areas. Fall River was one of these manufacturing hubs that were also “centers of commerce and trade” (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- Record the information in the original passage accurately.
- Gives credit for the ideas in this passage.
- Indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.
2. Paraphrase, but be sure you are just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully, cover up the text with your hand, or close the text so you can’t see any of it (and so aren’t tempted to use the text as a “guide”) Write out the idea in your own words without peeking.
3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

Terms You Need to Know (or What is Common Knowledge?)
Common knowledge: facts that can be found in numerous places and are likely to be known by lots of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. You do not need to document this fact.

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According to the American Family Leave coalition’s new book, *Family Issues and Congress*, President Bush’s relationship with Congress has hindered family leave legislation (6).

The Idea that “Bush’s relationship with Congress has hindered family leave legislation” is not a fact but an interpretation: consequently, you need to cite your source.

Quotation: using someone’s words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association’s style:

Example: According to Peter S. Pritchard in USA Today, “Public schools need reform but they’re irreplaceable in teaching all the nation’s young (1+).

Paraphrase: Using someone’s ideas, but putting them in your own words. This is probably the skill you will use when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.