



National Fire Academy

R0506 – Executive Planning
Version: 4th Edition, 5th Printing, December 2022

Quarter:

ACE Credit: In the upper division baccalaureate degree category, three semester hours in management, human resources, or organizational behavior.

IACET Continuing Education Units: 7.2

Length of Course: 10 Days (52 hr., 10 min. contact hours, Monday – Friday)

Prerequisite: Yes

Curriculum: Planning and Information Management

Training Specialist: Dave Donohue

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

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Course Description (Catalog)

R0506 – “Executive Planning.” This 10-day course is a capabilities-based planning course that uses strategic planning models to collect and analyze planning elements and leadership behaviors in terms of risk and hazard evaluation, and a project management model to track resource allocation and project capability gaps.

Strategic elements are presented in case-study context. Project management uses concepts of community risk reduction and preparedness to increase individual and group capabilities to manage critical tasks successfully.

At the conclusion of this course, attendees will be able to apply planning and project management processes to plan for and implement programs in support of completing their organizational priorities and objectives.

Note: Pre-course reading and activities are required.

Student Qualifications (Primary and Secondary Audience)

Chief fire and EMS officers, and personnel identified as part of the organization's/local government's decision-making team, or those involved in interorganizational strategic planning, project management, or succession planning elements of the organization. Special admission is available for local government managers and planners attending with a chief officer. Special consideration is available for groups of students from the same organization attending the same session.

Course Scope (Goal)

The goal of the "Executive Planning" (EP) course is to prepare managers for planning within their organizations through a process that includes strategic planning and project management.

Course Objectives (Course Learning Outcomes – TLOs)

After successfully completing this course, you will be able to accomplish the following:

- Connect the strategic planning model to an issue of concern in their community.
- Design a strategic planning effort for emergency services.
- Create a model project plan that will include a project definition, work breakdown structure (WBS), responsibility matrix, and project schedule.
- When given a case study, assess team functionality, the elements of an Applied Strategic Planning Model, and the initial stages of project management as described in the texts "The Five Dysfunctions of a Team," "Applied Strategic Planning," and "Fundamentals of Project Management."
- Prepare a strategic plan and project presentation that demonstrates effective application of strategic planning and project management principles.

Course Delivery Method

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland.](#) This classroom course is designed for the national level fire service officer from State and local fire service organizations. During this 10-day delivery, students will reside in dormitories provided on campus with classes conducted in classrooms designed for critical student/instructor interaction. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

Course Schedule

The purpose of the course schedule is to give you, at a glance, the required preparation, activities, and evaluation components of your course.

DAY 1	DAY 2
Module 1: Overview	Module 2: Strategic Planning (cont'd) Activity 2.2: Pre-Course Assignment 3, 4 and 5: Community Planning Perspectives
<i>Break</i>	<i>Break</i>
Module 1: Overview (cont'd) Assignment 2: Lessons Learned From “The Last Place on Earth” Video Series	Module 2: Strategic Planning (cont'd) Activity 2.3: Pre-Course Assignment 6: Strategic Plan — Winchester, Virginia
<i>Break</i>	<i>Break</i>
Module 1: Overview (cont'd) Assignment 3: Selected Readings Module 2: Strategic Planning	Module 2: Strategic Planning (cont'd)
<i>Lunch</i>	<i>Lunch</i>
Module 2: Strategic Planning (cont'd) Activity 2.1: Pre-Course Assignment 1: Applied Strategic Planning, Chapter 2 — The Role of the Consultant	Module 2: Strategic Planning (cont'd)
<i>Break</i>	<i>Break</i>
Module 2: Strategic Planning (cont'd)	Module 2: Strategic Planning (cont'd)

Note: This schedule is subject to modification by the instructors and approved by the training specialist.

DAY 3	DAY 4
Module 2: Strategic Planning (cont'd)	Module 2: Strategic Planning (cont'd)
<i>Break</i>	<i>Break</i>
Module 2: Strategic Planning (cont'd)	Module 2: Strategic Planning (cont'd)
<i>Break</i>	<i>Break</i>
Module 2: Strategic Planning (cont'd) Activity 2.4: 21 Questions	Module 3: Project Management Activity 3.1: Comparing Strategic Planning and Project Management
<i>Lunch</i>	<i>Lunch</i>
Module 2: Strategic Planning (cont'd) Activity 2.5: The Ideal Vacation	Module 3: Project Management (cont'd) Activity 3.2: Conduct Preliminary Project Planning
<i>Break</i>	<i>Break</i>
Module 2: Strategic Planning (cont'd)	Module 3: Project Management (cont'd)

DAY 5	DAY 6
Module 3: Project Management (cont'd) Activity 3.3: Identify Critical Path	Module 3: Project Management (cont'd)
<i>Break</i>	<i>Break</i>
Module 3: Project Management (cont'd)	Module 3: Project Management (cont'd)
<i>Break</i>	<i>Break</i>
Module 3: Project Management (cont'd)	Module 3: Project Management (cont'd) Activity 3.4: Card Game
<i>Lunch</i>	<i>Lunch</i>
Module 3: Project Management (cont'd)	Module 3: Project Management (cont'd)
<i>Break</i>	<i>Break</i>
Module 3: Project Management (cont'd)	Module 3: Project Management (cont'd)

DAY 7	DAY 8
Module 3: Project Management (cont'd)	Module 4: "The Last Place on Earth" Video Case Study
<i>Break</i>	<i>Break</i>
Module 3: Project Management (cont'd)	Module 4: "The Last Place on Earth" Video Case Study (cont'd)
<i>Break</i>	<i>Break</i>
Module 3: Project Management (cont'd)	Module 4: "The Last Place on Earth" Video Case Study (cont'd)
<i>Lunch</i>	<i>Lunch</i>
Module 3: Project Management (cont'd)	Module 4: "The Last Place on Earth" Video Case Study (cont'd)
<i>Break</i>	<i>Break</i>
Module 3: Project Management (cont'd)	Module 4: "The Last Place on Earth" Video Case Study (cont'd)

DAY 9	DAY 10
Module 4: “The Last Place on Earth” Video Case Study (cont’d)	Module 5: Course Evaluation (cont’d)
<i>Break</i>	<i>Break</i>
Module 4: “The Last Place on Earth” Video Case Study (cont’d)	Module 5: Course Evaluation (cont’d)
<i>Break</i>	<i>Break</i>
Module 4: “The Last Place on Earth” Video Case Study (cont’d) Activity 4.1: Observations of Team Behaviors and Function in “The Last Place on Earth”	Module 5: Course Evaluation (cont’d)
<i>Lunch</i>	<i>Lunch</i>
Module 5: Course Evaluation Activity 5.1: Group Project Presentations	Module 5: Course Evaluation (cont’d)
<i>Break</i>	<i>Break</i>
Module 5: Course Evaluation (cont’d)	Module 5: Course Evaluation (cont’d) Graduation

Executive Planning — Suggested Sequence of Events per Day

Day 1

NFA Orientation

Module 1: Overview

Module 2: Strategic Planning, beginning through V

Pre-Course Assignment 1: Applied Strategic Planning, Chapter 2 — The Role of the Consultant

Evening Assignments

Evening Dinner Social at Pub

Reading Assignments: “Applied Strategic Planning: An Introduction,” Chapters 4-6

Reading Review Assignment: “The Five Dysfunctions of a Team,” Dysfunction 1: Pages 195-202

Reading Group Work

Day 2

Class Logistics Dialogue

Introduction to “The Last Place on Earth” Video Case Study

Review of Assignment 2: “The Last Place on Earth” Reflections

Module 4: “The Last Place on Earth” Video Case Study — Episode 2 — “Minor Diversions”

Module 2: VI through XI

Pre-Course Assignments 3, 4 and 5: Community Planning Perspectives

Pre-Course Assignment 6: Strategic Plan — Winchester, Virginia

Evening Assignments

Reading Assignments: “Applied Strategic Planning: An Introduction,” Chapters 7-9

Reading Review Assignment: “The Five Dysfunctions of a Team,” Dysfunction 2: Pages 202-207

Reading Group Work

Day 3

Module 4: “The Last Place on Earth” Video Case Study — Episode 3 — “Leading Men”

Module 2: XII through XIV

Assignment 1: The Ideal Vacation

Selected Reading: “The Fifth Discipline” — Personal Mastery

Selected Reading: “The Fifth Discipline” — Shared Vision

Selected Reading: “The Fifth Discipline” — The Learning Organization

Evening Assignments

Reading Assignments: “Applied Strategic Planning: An Introduction,” Chapters 10-12
Reading Review Assignment: “The Five Dysfunctions of a Team,” Dysfunction 3: Pages 207-212
Reading Group Work

Day 4

Module 4: “The Last Place on Earth” Video Case Study — Episode 4 — “Gentlemen and Players”
Module 2: XV through Module 3: Project Management, beginning through V
Selected Reading: Making Smart Choices about Fire and Emergency Medical Services in a Difficult Economy

Evening Assignments

Reading Review Assignment: “The Five Dysfunctions of a Team,” Dysfunction 4: Pages 212-216
Reading Assignment: “Fundamentals of Project Management,” Chapters 1-3
Reading Group Work

Day 5

Module 4: “The Last Place on Earth” Video Case Study — Episode 5 — “The Glories of the Race”
Module 3: VI through VII
Computer Lab Session 1

Weekend

Weekend Sightseeing
Reading Review Assignment: “The Five Dysfunctions of a Team,” Dysfunction 5: Pages 216-220
Review Risk Planning, Use of work breakdown structure (WBS), and Scheduling: “Fundamentals of Project Management,” Chapters 5-8
Team Project Work

Day 6

Module 4: “The Last Place on Earth” Video Case Study — Episode 6 — “Foregone Conclusion”
Module 3: VII (cont’d)
Selected Reading: Generations at Work/New Generations at Work
Computer Lab Session 2

Evening Assignments

Reading Assignment: “The Five Dysfunctions of a Team,” Complete Team Assessment: Pages 191-194
Team Project Work

Day 7

Module 4: “The Last Place on Earth” Video Case Study — Episode 7 — “Rejoice”
Module 3: VIII through X

Evening Assignments

Review Project Control and Evaluation: “Fundamentals of Project Management,” Chapter 9
Team Project Work

Day 8

Assignment 2: “The Last Place on Earth” Video Case Study — Reflection Due
Module 4: “The Last Place on Earth” Video Case Study — Five Dysfunctions Review and Activity
Assignment: Peer Review — Strategic Plan
Assignment: Peer Review — Project Management Plan

Evening Assignments

Team Project Work

Day 9

Assignment: Class Presentation — Strategic Plan
Assignment: Class Presentation — Project Management Plan
Module 5: Course Evaluation
Course Evaluations
Course Summary

Day 10

Graduation!

Note: Class picture and superintendent's lunch will vary depending on availability.

Course Resources (Instructional Materials)

In order to be fully prepared, obtain a copy of the required textbooks and other instructional materials prior to the first day of class.

Required Readings

The student must complete required readings during the course to be able to thoughtfully participate in discussions and activities.

“Applied Strategic Planning: An Introduction” (**ASP**), Nolan et al., 2nd Edition, 2008

“The Five Dysfunctions of a Team” (**FDT**), Lencioni, 1st Edition, 2002

“Fundamentals of Project Management” (**FPM**), Heagney, 5th Edition, 2016

Suggested Reading/Resources

Suggested readings and resources are not evaluated, but may enhance the student's understanding, serve as additional sources for citation and promote discussion of course material.

None.

Required Resources (Course Textbook)

“Applied Strategic Planning: An Introduction” (**ASP**), Nolan et al., 2nd Edition, 2008

“The Five Dysfunctions of a Team” (**FDT**), Lencioni, 1st Edition, 2002

“Fundamentals of Project Management” (**FPM**), Heagney, 5th Edition, 2016

Student Manual.

Supplemental Resources (Supplemental Course Textbook)

None.

Grading Methodology (Evaluation Procedures)

Numerical Score	Letter Grade
100-90	A
89-80	B
79-70	C
69 or below	F

Required Reading Assignments

Student completion of reading assignments will be done via evaluation of their class participation and will not be a separately graded activity.

Suggested Readings

Suggested readings are not evaluated, but may enhance the student's understanding and promote discussion of course material.

Course Outline

Module 1: Overview (Day 1)

Objectives

Terminal Objective

The students will be able to:

- 1.1 Connect the strategic planning model to an issue of concern in their community.

Enabling Objectives

The students will be able to:

- 1.1 Explain how personal values and vision relate to the strategic planning process.
- 1.2 Describe the four elements of strategic planning.
- 1.3 Describe the project management model.

- 1.4 Explain how personal values and vision relate to the executive planning process.

Module 2: Strategic Planning (Day 1)

Objectives

Terminal Objective

The students will be able to:

- 2.1 Design a strategic planning effort for emergency services.

Enabling Objectives

The students will be able to:

- 2.1 Describe the responsibilities and/or skills necessary to be a successful strategic planning leader and a project manager.
- 2.2 Describe the behavior that people normally exhibit when confronted with change.
- 2.3 Explain the impact that change can have on the outcome of the strategic plan.
- 2.4 Explain the leadership skills required to manage change for a successful planning outcome.
- 2.5 Explain issues related to change management in the department.
- 2.6 Given the task of strategic planning for emergency services, administer a strategic planning effort using the five basic components of a strategic planning model.
- 2.7 Given the task of strategic planning for emergency services, defend the role of a values audit and identify tools for conducting a values audit.
- 2.8 Given the task of strategic planning for emergency services, compare mandates and planning assumptions and explain their impact on the strategic planning process.
- 2.9 Given the task of building a strategic planning team, compare team-building activities and explain the role of team building to planning team members.
- 2.10 Given the task of directing environmental monitoring for emergency services, evaluate environmental monitoring and the process for conducting it.
- 2.11 Given the task of examining a mission statement for your emergency services organization, assess the extent to which it follows the organization's values.

- 2.12 Given the task of participating in a strategic planning effort for emergency services, explain the role that creating a vision for the future plays in developing a mission statement.
- 2.13 Given the task of participating in a strategic planning effort for emergency services, distinguish the driving forces of an organization.

Module 3: Project Management (Day 4)

Objectives

Terminal Objective

The students will be able to:

- 3.1 Create a model project plan that will include a project definition, work breakdown structure (WBS), responsibility matrix, and project schedule.

Enabling Objectives

The students will be able to:

- 3.1 Analyze issues related to change management in the department.
- 3.2 Explain the role of the project leader in managing change.
- 3.3 Describe the elements of the project definition phase.
- 3.4 Describe the elements of the project planning phase.
- 3.5 Describe the activities included in the project implementation phase.

Module 4: “The Last Place on Earth” Video Case Study (Day 2)

Objectives

Terminal Objective

The students will be able to:

- 4.1 When given a case study, assess team functionality, the elements of an Applied Strategic Planning Model, and the initial stages of project management as described in the texts “The Five Dysfunctions of a Team,” “Applied Strategic Planning,” and “Fundamentals of Project Management.”

Enabling Objectives

The students will be able to:

- 4.1 Compare the elements of team dysfunction.
- 4.2 Describe team member behaviors that indicate a team dysfunction.
- 4.3 Describe team member behaviors that support overcoming team dysfunction.
- 4.4 Complete a team diagnostic assessment.
- 4.5 Analyze team functionality with a video case presentation.
- 4.6 Summarize the components of the Applied Strategic Planning Model.
- 4.7 Analyze application of the elements of the Applied Strategic Planning Model within a video case presentation.
- 4.8 Break down the initial stages of project management.

Module 5: Course Evaluation (Day 9)

Objectives

Terminal Objective

The students will be able to:

- 5.1 Prepare a strategic plan and project presentation that demonstrates effective application of strategic planning and project management principles.

Enabling Objectives

The students will be able to:

- 5.1 Develop a written project plan.
- 5.2 Develop a presentation package for the project plan.
- 5.3 Collaborate as a project planning team member.
- 5.4 Prepare a written report on “The Last Place on Earth” that focuses on the lessons learned and their applicability for strategic planning, project management and leadership.

Policies

Class Attendance and Cancellation Policy

Attendance

- You are required to attend all sessions of the course. If you do not, you may not receive a certificate, and your stipend may be denied.
- If you need to depart campus early and miss any portion of the course and/or graduation, you must make the request in writing to the NFA training specialist. The training specialist, in collaboration with the superintendent, may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements. If you receive approval for departing early, you must forward the approval to the Admissions Office so your stipend reimbursement is not limited.

Student Substitutions

Substitutions for NFA courses are made from waiting lists; your fire department can't send someone in your place.

Cancellations or No-Shows

NFA's mission for delivery of courses is impaired significantly by cancellations and no-shows. It is very difficult and costly to recruit students at the last minute. Currently there is a two-year ban on student attendance for students who are no-shows or cancel within 30 days of the course start date without a valid reason. If you receive such a restriction, your supervisor needs to send a letter to our Admissions Office explaining the cancellation/no-show.

Course Failure

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

Student Code of Conduct Policy

Students, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated and may result in removal from campus and denial of stipends.

Writing Expectations

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Student written work should be free of grammatical and syntax errors, free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

Citation and Reference Style

Attention Please: Students will follow the APA, Sixth Edition as the sole citation and reference style used in written work submitted as part of coursework to NFA. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA, Sixth Edition.

Late Assignments

Students are expected to submit classroom assignments by the posted due date (11:59 p.m. EDT/EST) and to complete the course according to the published class schedule. As adults, students, and working professionals, you must manage competing demands on your time. Discussion board postings submitted within 3 days after the submission deadline will receive up to a 20% deduction. Those that do not submit their discussion board postings within this timeline will receive a “0” grade for the week. Final assignment papers will not be accepted after the deadline. Any paper submitted after the deadline will receive a “0” grade for that assignment.

Netiquette

Online learning promotes the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a professional learning setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the forum of others.

- Technology Limitations. While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The NFA Online classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- Humor Note. Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺ .

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Grading

Please review the following rubrics that explain how grades will be awarded.

Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with National Fire Academy academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade.

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

http://www.usfa.fema.gov/training/nfa/admissions/student_policies.html

Academic Honesty

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical behaviors will not be tolerated.

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the Training Specialist.

If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to one or a combination of the following:

- expulsion,
- withholding of stipend or forfeiture of stipend paid,
- exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years, and/or
- forfeiture of certificate for course(s) enrolled in at NETC.

Refer to NFA-specific Standard Operating Procedure 700.1 – *Academic Code of Conduct and Ethics* for more information.

Grading Rubrics

GRADING METHODOLOGY

Assessment Tool: "The Last Place on Earth" Case Study Essay

Each student must submit his or her written essay for review and critique.

Grading schedule: Grades for this assessment shall be based on the following scale:

Assessment:	Assessment Description:	Scoring Rubric:
Essay 20 percent of grade	<p>Students will author a two-page essay discussing the lessons learned and ideas captured during "The Last Place on Earth" Case Study.</p> <p>Students must consider their SWOT analysis and demonstrate critical thinking, problem identification, decision-making and interpretation of events, impacts and actions as a member of a team.</p> <p>0 to 20 points</p>	<p>0 = No relevant linkage or application.</p> <p>5 = Minimal use of terms or context or explanations to support awareness or lesson.</p> <p>10 = Good linkage to introspection, cause and effect, and application of concepts.</p> <p>20 = Excellent understanding of concepts and insight into current and future applications for the ideas and lessons learned.</p>

Assessment Tool: Selected Reading Presentation

Each student, as a member of a Project Group, shall participate to complete and present a 15-minute Selected Reading Presentation.

Grading schedule: Grades for this assessment shall be based on the following scale:

Assessment:	Assessment Description:	Scoring Rubric:
<p>Selected and/or Assigned Reading Presentation</p> <p>20 percent of grade</p>	<p>This is a small group presentation of approximately 15 minutes in length.</p> <p>Present the purpose and focus of the reading by addressing its value and application to planning, project management and/or leadership. Provide a description and explanation of content and context, a conclusion, and application of this material for the emergency services.</p> <p>Note: This is not a book report.</p> <p>0 to 20 points</p>	<p>0 = Topic content and context were poorly represented, or materials were not well organized.</p> <p>5 = There was an incomplete treatment of the topic and/or no application for emergency services.</p> <p>10 = Coverage of the content and context were generally good but not sufficiently organized or integrated with the conclusion and application.</p> <p>15 = Confident and fluent introduction; clear overview, descriptive explanations, but the conclusion and/or application are underdeveloped.</p> <p>20 = Thorough coverage of the value of the reading and topic, well-sequenced presentation with integrated conclusion and application for emergency service.</p>

Assessment Tool: Peer Review City Council and Project Management Presentation

Each student will participate in a Peer Review for both a City Council and Project Team Presentation.

Grading schedule: Grades for this assessment shall be based on the following scale:

Assessment:	Assessment Description:	Scoring Rubric:
<p>Peer Review Team (assessment of other team's presentations)</p> <p>5 percent of grade</p>	<p>As a Review Team, demonstrate knowledge of strategic planning and project management through identification of context and content successes and/or opportunities for improvements.</p> <p>0 to 5 points</p>	<p>0 = Demonstrates a noticeable lack of engagement in the presentations being delivered.</p> <p>1 = Comments/Critique are vague or not related to content or context.</p> <p>2 = Comments are relevant but lack descriptive/constructive solutions.</p> <p>3 = Review Team participates constructively in discussion of content and context.</p> <p>4 = Review Team provides a clear discussion of opportunities for improvements in content and context and identifies presentation elements that were well done.</p> <p>5 = Review Team actively supports the peer presentation by providing or demonstrating examples that improve the knowledge, skills and abilities (KSAs) of the presentation team and recognizes their successful presentation elements.</p>

Assessment Tool: Peer Review City Council and Project Management Presentation

Each student will participate in a Peer Review for both a City Council and Project Team Presentation.

Grading schedule: Grades for this assessment shall be based on the following scale:

Assessment:	Assessment Description:	Scoring Rubric:
<p>Peer Review Presentation Team</p> <p>5 percent of grade</p>	<p>As a Presentation Team, demonstrates knowledge of strategic planning and project management through course content; dialogues with peer evaluators to seek opportunities for improved focus, presentation and graphics.</p> <p>0 to 5 points</p>	<p>0 = Not all members of the Presentation Team presented or participated. Active listening was not observed or presenters were dismissive of input from peer reviewers.</p> <p>1 = Presentation Team’s use of terms, concepts, content and context indicated a lack of familiarity with the strategic planning and/or project management process. Peer suggestions were not received as constructive input.</p> <p>2 = Presentation Team used appropriate template elements and tools; however, the presentation was underdeveloped. Several general suggestions were discussed and alternative presentation approaches were considered.</p> <p>3 = Presentation Team’s strategic plan and project management deliveries demonstrated mastery of the content and context. The Peer Review Team’s identification of issues and discussion of alternatives focus on presentation elements (i.e., slide placement, graphics, color or font and/or minor typos).</p> <p>4 = Presentation Team’s delivery identified clearly defined values, vision and current reality with benchmarks, goals and a concise outcome based on management of the triple constraints. Peer Review discussion focused on possible council and project team questions and development of responses based on the existing presentation materials.</p> <p>5 = Presentation Team’s coverage of content and context demonstrates purposeful application of strategic planning and project management tools, concepts and processes in creating the vision associated with community values and the desired outcome. Peer Review discussion focused on leveraging an opportunity and ensuring broad-based community support for the proposal.</p>

Assessment Tool: Final City Council Presentation

Each student, as a member of a Peer Review Team, shall participate to complete and present a final City Council Presentation.

Grading schedule: Grades for this assessment shall be based on the following scale:

Assessment:	Assessment Description:	Scoring Rubric:
<p>Strategic Planning Council Presentation</p> <p>25 percent of grade.</p>	<p>The Presentation Team will provide a strategic planning presentation to a representative council.</p> <p>Apply the course content, context and tools to a selected current issue affecting a community.</p> <p>5 to 25 points</p>	<p>5 = The presentation is missing one or two elements or has consistency problems with data or sequencing.</p> <p>15 = All items (1 through 13) are presented within the content and context of the Planning Team’s Strategic Planning Presentation.</p> <p>25 = Excellent descriptive presentation, persuasive, emphasizing opportunities to reduce the gap between current reality and proposed community benefits and/or outcome.</p>

Group Presentation: Strategic Plan to Policymakers

	Component	Yes	No	Partial
1	Free ad			
2	Title slide			
3	Introduce participants and their responsibilities			
4	Review of the strategic planning model and process			
5	Values of the organization			
6	Mission of the organization			
7	Vision (end of the story first)			
8	Current reality (opportunity, problem or hazard)			
9	Gap analysis and closure			
10	Strategic initiatives (outcome based)			
11	Strategic plan timeline			
12	Strategic plan progress (reporting commitment)			
13	Vision (end of the story first)			

Assessment Tool: Final Project Management Presentation

Each student, as a member of a Peer Review Team, shall participate to complete and present a final Project Management Presentation.

Grading schedule: Grades for this assessment shall be based on the following scale:

Assessment:	Assessment Description:	Scoring Rubric:
<p>Project Management Presentation</p> <p>25 percent of grade</p>	<p>The Project Management Team will apply the course content, context and tools to a representative project management team kickoff meeting.</p> <p>The presentation will address the preferred option addressed in the strategic plan.</p> <p>5 to 25 points</p>	<p>5 = The presentation is missing one or two elements or has consistency problems with data or sequencing.</p> <p>15 = All items (1 through 15) are included within the content and context of the Project Management Team's presentation.</p> <p>25 = Excellent descriptive presentation, persuasive, emphasizing opportunities to benchmark progress, manage the triple constraints, and manage documentation elements for reference in a project notebook.</p>

Group Presentation: Project Plan

	Component	Yes	No	Partial
1	Project title slide			
2	Introduce participants and their responsibilities			
3	Review of the strategic planning model and process			
4	Vision (end of the story first)			
5	Strategic initiatives (outcome based)			
6	Strategic plan timeline			
7	Project objectives			
8	Gantt chart of work breakdown structure			
9	Commitment matrix			
10	Potential Opportunity Analysis (POA)			
11	Potential Problem Analysis (PPA)			
12	Project control and analysis			
13	Project evaluations			
14	Project learning and closeout			
15	Vision (end of the story first)			

Executive Planning Evaluation Master Sheet

Class Dates: _____

Group Topic: _____

	Student No.:				
20%	“The Last Place on Earth” Essay				
20%	Selected Reading				
5%	Peer Reviewer				
5%	Peer Presenter				
25%	Strategic Planning Presentation				
25%	Project Management Presentation				
	Score/Grade:				

Class Dates: _____

Group Topic: _____

	Student No.:				
20%	“The Last Place on Earth” Essay				
20%	Selected Reading				
5%	Peer Reviewer				
5%	Peer Presenter				
25%	Strategic Planning Presentation				
25%	Project Management Presentation				
	Score/Grade:				

Class Dates: _____

Group Topic: _____

	Student No.:				
20%	“The Last Place on Earth” Essay				
20%	Selected Reading				
5%	Peer Reviewer				
5%	Peer Presenter				
25%	Strategic Planning Presentation				
25%	Project Management Presentation				
	Score/Grade:				