



University of Illinois at Springfield  
PAD 571-A

**MPA CAPSTONE:**  
**SEMINAR SYLLABUS**  
**(Fall 2010)**

**Credit Hours: 4**  
Thursdays 6:00 to 9:30PM, Room PAC 4-C

**Dr. Alexis Halley**  
[ahall30@uis.edu](mailto:ahall30@uis.edu)

Office: PAC 424  
Office Phone: 206-8327

**TABLE OF CONTENTS**

---

<b><u>Course Framework</u></b>	<b><u>Page</u></b>
Course Description	2
Student Learning Outcomes	2
Required Books	3
Assignments and Relative Grading Weights	3
Topic Overview	4
Capstone Portfolio Deliverable Due Dates (Summary)	4
Dr. Halley's Availability	5
Additional Course Policies	5
 <b><u>Attachments</u></b>	
A: Guidelines for Reflective Essays	7
B: Instructions for Capstone Analytic Papers (CAPs)	8
C: Guidelines for Weekly Discussions, Lead Discussants and Leadership Briefs	14
D: Course Schedule by Week	16

---

*Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for the course. All accommodations must be approved through the UIS Office of Disability Services (ODS) (217-206-6666), HRB 80. While ODS does accept late applications, accommodations are not retroactive.*

**Description**

PAD571 fulfills the academic and written requirements for a closure exercise the University requires of Master's degree candidates. The course aims to help you to systematize your framework for thinking about Public Administration and your practice of leadership in public affairs as part of a lifelong learning process. It is designed to support each student in creating a practical written portfolio that integrates academic concepts with 21<sup>st</sup> century professional application.

The following general theme orients our academic work during the fall:

*“Why and how would a 21<sup>st</sup> century public manager aspire to act as a “trusted leader” who builds healthy working relationships, manages dissent, and uses evidence-based management? What are the challenges in adopting this stance to make our government work?”*

Within the above theme, students will consider changes and draw conclusions in the areas of values-based leadership, evidence-informed or evidence-based policy and management, and managing dissent. The seminar fosters a community of inquiry characterized by intensive and lively student-led discussions that augment each student writing his or her capstone essays.

This is not a lecture-based course. We are committed to asking questions together, and to critically analyzing, learning and reflecting together. The most important resources you have are your classmates.

**Student Learning Outcomes**

Successful completion of PAD571 will be contingent on each student demonstrating the ability to:

- 1) Document and discuss learning realized in the UIS-MPA program and impact for future career goals.
- 2) Perceive, discuss and critically appreciate dimensions of the 21<sup>st</sup> century leadership environment of Public Administration related to the seminar theme.
- 3) Research, discuss, and write a Capstone Analytic Paper (CAP) that shows (a) understanding of relevant public administration concepts, (b) ability to identify a public policy or management issue or decision lending itself to insight through a systematic review of scholarly literature, (c) ability to find and evaluate “the best” evidence in the literature applicable to the issue or decision, (d) understanding of relevant public institutions, processes, and organizational environments, and (e) ability to communicate in a clear and professional manner.
- 4) Participate effectively in a peer review process (giving, receiving, initiating, and using sound feedback) linked to the work of writing a Capstone Analytic Paper (CAP) in the genre of evidence-based management.

**Required Books**

- Terry Newell, Grant Reeher, Peter Ronayne (2008). *The Trusted Leader: Building the Relationships that Make Government Work*. Washington, DC: CQ Press. ISBN: 978-0-87289-427-3 (TL)
- John Kingdon (1999). *America the Unusual*. Boston, MA: Wadsworth. ISBN: 978-0-312-18971-6 (JK)
- Rosemary O’Leary (2006). *The Ethics of Dissent: Managing Guerrilla Government*. Washington, DC: CQ Press. ISBN: 978-1-93311-660-0 (OL)
- Jose L. Galvan (2009). *Writing Literature Reviews*, 4th Edition. Glendale, CA: Pyczak Publishing. ISBN 1-884585-86-8 (JG)
- *Life Styles Inventory (LSI)*. Human Synergistics International. Purchase access code (proof of purchase POP) from UIS Bookstore.

Articles are generally found in or through the course Blackboard site. Resources from your other MPA classes are also useful and should be consulted as appropriate.

**Assignments,  
Relative  
Grading  
Weights****Individual Capstone Portfolio (60%)**

The capstone portfolio is comprised of two essays, reflective and analytic, unique to this course, each of which is supported by discussions, assignments, peer review and readings:

- **Reflective Essay (10%)**. See guidelines at *Attachment A*.
- **Capstone Analytic Paper or CAP (40%)**. See guidelines at *Attachment B*. Note: It is not expected that you will do human subjects research for your CAP. Such research requires prior approval by the UIS Institutional Review Board, a process that takes several weeks before the start of the data gathering.
- **Peer Review (10%)**. The capstone portfolio is strengthened with feedback and experience with peer review. Though each student is responsible for preparing, understanding, and submitting his or her own work, each student is also responsible to (a) seek and use focused feedback from seminar peers and from at least one outside advisor the student selects to strengthen the CAP, and (b) provide solid collegial feedback to the CAPs of other students. Guidelines will be provided during the semester.

**Weekly Assignments and Engagement (40%)**

- **Each week** there are readings and assignments to realize the student learning outcomes. Specific instructions will be provided each week.
- **Ongoing Participation**: Students are responsible to actively engage in each session as discussant, listener, “thinking out loud” questioner and reflective practitioner. (Guidelines at *Attachment C*).
- **Lead Discussant**: Each student will be a “lead discussant or co-discussant” (as an individual or as a member of a team) for three to four seminar sessions. Generally, when you are the lead discussant, you are to prepare and share in advance a written

“Leadership Brief” to the class to focus and guide a learning conversation. (Guidelines at *Attachment C*).

Participants are expected to be working on readings, assignments, essays, and discussions approximately 10 to 14 hours weekly. All session-specific assignments are factored into the final grade, all are required, but some may be ungraded using a check/no check basis.

**Topic Overview**

**Module 1: Reflective Leadership and Reflective Essay (weeks 1-4)**

- -Getting Started, Leadership Mindsets
- -Trust, Self-Awareness, Your Initial MPA Highlights
- -Values-Based Leadership
- -Global Leadership, American Exceptionalism, Public Trust

**Module 2: Evidence-Based Management and Framing Your Capstone Analytic Paper (CAP) (weeks 5-8)**

- -Evidence-Based Management and your CAP
- -Evidence-Based Management: Private Sector
- -Evidence-Based Management: Public Sector
- -Assessing and Synthesizing Literature related to your CAP

**Module 3: Leadership Dialogues (weeks 9-11)**

- -Building Trust within Organizations
- -Building Trust across Organizational Boundaries
- -Stories of Dissent

**Module 4: Seminar Conclusions and CAP Peer Reviews (weeks 12-13)**

- -Seminar Conclusions and CAP Check-In
- -Initial Peer Reviews

**Module 5: Strengthening the CAP (weeks 15-16)**

- -Oral Presentations (next to final CAP highlights)

**Finals Week:** Turn in Final CAP (per guidelines)

*See Attachment D for a detailed course schedule.*

**Capstone Portfolio: Deliverable Due Dates (Summary)**

9/22	Reflective Essay
9/27:	Initial proposal for the CAP (topic, outside advisor) (1-page)
10/7:	Approved CAP topic & outside advisor
11/18:	Written draft highlights of CAP (2-3 pages, single-spaced)
12/2; 12/9:	Oral presentation of CAP highlights (2-3 pages, single-spaced)
12/16:	Final CAP due

**Dr. Halley's  
Availability**

I will be checking my email regularly on business days and intermittently on weekends. I will be monitoring the discussion board regularly (as it relates to a particular week). Generally you will receive reminders of course requirements each week through the Announcements section of Blackboard.

**Additional Course Policies**

- 1) Blackboard: All students are required to regularly check (and use as indicated) the Blackboard site for this course. Class communication between sessions, updates to class assignments, and your responses to selected class assignments will be here. (*ungraded (deductions only) unless otherwise indicated*)
- 2) The Syllabus: The syllabus is a guide to the course. Sound educational practice requires flexibility and the professor may make adjustments. Any revisions will be clearly communicated.
- 3) Closure Requirement and Topic Approval: Dr. Halley must approve topics for the capstone analytic papers. Also please read the *UIS MPA Handbook* (section 16) for Closure Requirement policies that apply to this course.
- 4) Attendance: Weekly attendance and prior notification (206-8327 or email: [ahall30@uis.edu](mailto:ahall30@uis.edu)) when unable to attend. Absence without prior notification and/or more than one unexcused absence can reduce your grade for the course. *You cannot earn higher than a B for the course if you have more than one unexcused absence or if you have excessive excused absences.*
- 5) Academic Integrity. You are responsible for reading, understanding, and complying with the UIS Academic Integrity Policy <http://www.uis.edu/campusenate/AcademicIntegrity.htm> . This policy describes your responsibilities as a student and provides definitions and examples of what constitutes cheating, plagiarism, and facilitating violations of academic integrity. Violations of the Academic Integrity Policy may result in sanctions including failing the assignment, failing the course, transcript notation, or referral for Academic Hearing.
- 6) Written Work:
  - a. *Late Work*: All assignments are due on their scheduled dates. In the case of illness or a personal emergency or unusual circumstances, the student should contact Dr. Halley *prior to the deadline* to request a waiver of this policy. Please do not skip class if an assignment is not completed (simply request an extension). Zero credit, equivalent to an F, will be given to any assignment that is not turned in by the due date and that has no approved exception arrangement with Dr. Halley made prior to the due date.
  - b. *Writing*: Enrollment in graduate study assumes a commitment to scholarship, demonstrated through written material that reflects logical analytical reasoning, creativity, succinctness, and evidence from the academic literature. Proper grammar, punctuation, spelling and a writing style befitting someone earning a masters degree are expected. All writing assignments should be typed; 10 or 12 point font; one-inch margins; and make use of an accepted, consistent and complete citation scheme (e.g., *American Psychological Association Publication Manual* or the *Chicago Manual of Style*). Include your name, class title, date, and contact information. Title pages and the reference or bibliography pages are not counted as part of stated page limits. Be sure pages are numbered. Points will be deducted for papers not meeting these requirements.

- c. It is the responsibility of the student to ensure that the instructor receives each written assignment.
- d. All final individual written assignments are to be completed on your own, and created as original work unique to this course. If there are group assignments, they should be developed only by members of your group.

7) Evaluation Criteria: Course grades will be developed using the approximate grading weights identified above and using the criteria below.

- A: Exceptional work. Exceeds expectations for seminar requirements. Work is unusually well-reasoned, creative, sophisticated, well written. Student is self-initiating; has insightful grasp of subject matter.
- A-: Very Good. Very strong work. Work at this level shows signs of creativity, is thorough, well reasoned, indicates strong understanding of the subject matter and analytical approaches.
- B+: Good. Strong work, well-reasoned, thorough, analytically sound. Student fully meets expectations for seminar requirements. May be excellent in one area(s) offset by adequate in other area(s).
- B: Adequate. Competent work for an MPA student even though some weaknesses are evident (e.g., understanding of some important concepts is less than complete).
- B-: Borderline. Weak work. Meets the minimal expectations for the seminar. Analytic skills and clear and comprehensive writing style need improvement. Below graduate standards.
- C+/C/C-/D: Deficient. Inadequate work for an MPA student; does not meet minimal expectations for the course. Below graduate standards.
- F: Fail or unofficial withdrawal.

**Attachment A: GUIDELINES FOR REFLECTIVE ESSAYS**  
**5 to 7 double-spaced pages exclusive of title page and reference/end note pages**

The purpose of the Reflective Essay is to document in writing, with a bibliography, the meaning you make of involving yourself in public service as a result of what you have learned and accomplished through the UIS-MPA program. The Reflective Essay is *not an evaluation of the MPA program or particular faculty nor is it a self-evaluation of your performance in the program.*

The Reflective Essay must:

- Demonstrate a synthesis or highlights of your “making of professional knowledge” within the UIS-MPA program to date.
- Identify the one author or reading or activity in your MPA studies to date that you have found to be most valuable and why.
- Discuss your career (and/or scholarship or lifelong learning) goals and examples of steps you plan to take to reach them, using, in part, results from your *Life Styles Inventory (LSI)*.
- Include references to at least six (6) readings you have done in any of your MPA or elective classes, including references to your own work. (Use a “Works Cited” page not part of the 5-7 page limit)
- Note: Write your Reflective Essay in the first person.

Within that broad purpose, examples of what a Reflective Essay might emphasize are any of the following

- *Motivations-Then and Now:* What originally brought me to the UIS-MPA program? Where have I come since then? What are my motivations for public service going forward, and how do my motivations connect to specific concepts and experiences I’ve had in the UIS-MPA program?
- *Issue Portfolio or My Learning Agenda:* What substantive areas or issues of Public Administration interest me the most as I look back and look ahead? Why? What role do I want to play in addressing those issues?
- *Best Work in My MPA Portfolio:* What stood out for me during my experience of the UIS-MPA program and why? What is the evidence of my “best work” in the MPA program?
- *Role/Identity:* Who am I today (e.g., what are my strengths, how do I work best, where do I belong, what can I contribute)?
- *Note: other approaches are certainly welcome*

The Reflective Essays are evaluated as to how well they:

- Connect academic concepts with the author’s experience
- Answer the framing question re: what public service means to you today as a result of what you have learned and achieved through the UIS-MPA program
- Demonstrate “verve” or credible energy and enthusiasm in expression of ideas
- Adhere to the above guidelines

*Note: Following two articles may be of background interest as you prepare to write your Reflective Essay:*

- -O.C.McSwite (2001). Theory competency for MPA-educated practitioners. *Public Administration Review*, v.61, n.1: 111-115.
- -Christopher J. Koliba (2004). Assessing Reflection Assignments for Public Affairs Courses: Implications for Educating Reflective Practitioners. *Journal of Public Affairs Education*, v10:n.4: 295-309.

**Attachment B**

**INSTRUCTIONS FOR CAPs  
(CAPSTONE ANALYTIC PAPERS)  
15-20 double-spaced pages exclusive of title page, table of contents, works cited**

**Contents**

**I. Required General Outline and Approach**

(note: the papers are developed within the inquiry strategy that is part of evidence-based policy and management with peer review)

**II. Formatting Requirements**

**III. Oral Presentation of Next-to-Final Draft of the CAP**

**IV. Evaluation**

## I. Required Content Outline and Approach of Each CAP (Capstone Analytic Paper)

A *capstone analytic paper* demonstrates competence in identifying an appropriate topic and in finding, assessing, synthesizing, and applying scholarly literature to improve understanding and practice in that topic area. Human subjects research is not appropriate for final analytical capstone paper. Any such research will need to be approved by the Institutional Review Board, a process that takes several weeks before the start of the data gathering.

CAP Section		Content in that Section
I	Topic/ Introduction	Describe the topic you want to learn about (i.e., describe the originating frustration, curiosity, question, policy issue, management tool, management decision, organizational practice, concept, etc. about which you want to learn, to which you want to apply “evidence from the literature”, and also to use as a focus to synthesize and extend your MPA learning).
	I-A: Anchor the Topic in a Specific Setting	If you are using a specific “case” (e.g., an already published case) or specific setting to ground your inquiry, then use this section to briefly introduce the case or setting as such, and to indicate how you are going to use the case (e.g., to diagnose issues, to ask research questions against, and to make recommendations).
II	Significance	Describe the significance of doing research about your topic for each of the following: <ul style="list-style-type: none"> <li>• <u>For Study of PA:</u> Place the topic into the academic field of public administration as you have learned it. Relate the topic either to concepts you have already learned in the MPA program to date – and/or – to new concepts you want to develop.</li> <li>• <u>For Practice of PA:</u> In what policy or organizational setting(s) does this topic occur? What are the characteristics of the decisions made about your topic in those settings? What are the institutional arrangements in which the topic arises, who are the key actors, etc? What evidence is typically used to inform your topic in practice today?</li> <li>• <u>For You:</u> Describe the significance of the topic to you as a PA professional.</li> </ul>
III	Research Questions	Turn the topic (per sections I and II) and/or the anchor case if you are using an already published case, into research questions, framing the questions in such a way that will increase the probability of locating useful evidence. This section might also include examples of “search terms” you used to locate evidence for each research question.

	CAP Section	Content in that Section
IV	Criteria for Evidence	<p>Define the criteria you used to identify sources of written evidence appropriate to your topic and research questions. This will also require you to define what you mean by evidence in the context of your topic.</p> <p>At least one of the criteria you develop must be evidence you obtain from peer-reviewed journals in public administration, public management or public policy.</p>
V	Findings	<p>Provide an analytic summary and synthesis of your findings from the evidence in the literature with respect to your research questions and using your criteria.</p> <p>Unless already included in section IV above, briefly describe what kind of evidence is in the sources you selected, and identify the criteria you used to evaluate that evidence.</p> <p>Note: The evidence sources you identify, synthesize, and evaluate here must include <b>EIGHT TO TEN</b> sources (articles, books) not used in your PA coursework prior to PAD 571 and not used during PAD571. <i>More than 10 references are welcome.</i></p>
VI	Implications	<p>Assess the implications of your findings by addressing the following:</p> <p><u>(A) Use of Evidence/Findings:</u> Given the findings and evidence you have presented (V above), describe and assess the use of this information. You might:</p> <ul style="list-style-type: none"> <li>• <i>Give examples of decisions, users for your findings.</i> To whom are your findings relevant? How are your findings relevant to their practice? Do you have options for recommendations to decision makers who might act using your findings?</li> <li>• <i>Discuss constraints:</i> Describe institutional or other arrangements that would constrain or enable using the evidence/findings in practice.</li> </ul> <p><u>(B) Strengthening the Evidence:</u> Given that you are illustrating evidence pertinent to your topic and research question(s), describe what you would do to create, obtain, and evaluate additional quality evidence to adequately inform your topic and/or actions or decisions related to your topic. What would be the advantages of your approach and how might your approach be criticized?</p>
VII	The Future	<p>Describe your sense of the future of this topic – for <u>each</u> of the following:</p> <ul style="list-style-type: none"> <li>• <u>Trends:</u> Identify changes or trends you believe will (or should) occur to shape the future dimensions of this topic / issue over the next five to ten years. Discuss the reasons why you believe those</li> </ul>

CAP Section		Content in that Section
		<p>changes will (or should) occur. Suggest some implications.</p> <ul style="list-style-type: none"> <li>• <u>Evidence-Practice</u>: Offer recommendations or reflections about how to strengthen the connection between use of the PA scholarly and other literature to improve PA practice (and/or vice versa) in the topic area you are writing about.</li> </ul>
VIII	Conclusion	The Capstone Analytic Paper should close with your brief conclusion that provides closure for the reader, and makes references to the line of argumentation specified in the introduction to the topic.
	Appendix	Attach a one page summary describing your experience of the peer review process (in class and through the outside advisor you selected): What feedback did you ask for, from whom, what feedback to strengthen the paper did you find most useful and why.

**After you have written the Capstone Paper:**

- Write a one-page Executive Summary or abstract of your paper (what was the topic/problem, what were the findings, what are the implications). Be sure you place your executive summary at the front of the paper.
- Prepare a Table of Contents, Works Cited or Bibliography, and Other Appendices if needed.

**II. Formatting Requirements for All Capstone Analytic Papers**

Sequence	Format/Page Count
Title Page	<ul style="list-style-type: none"> <li>• (Title of your paper, your name, course number and name, date)</li> <li>• Separate page</li> <li>• Does not count toward the 15-20 page limit</li> </ul>
Table of Contents	<ul style="list-style-type: none"> <li>• Separate page</li> <li>• Does not count toward the 15-20 page limit</li> </ul>
Executive Summary	<ul style="list-style-type: none"> <li>• Separate page</li> <li>• Not more than 1 page</li> <li>• Counts toward the 15 – 20 page limit</li> </ul>
Body of the Paper	<ul style="list-style-type: none"> <li>• Please use sub-heads per instructions</li> <li>• Counts toward the 15-20 page limit</li> </ul>
End notes / Bibliography/Works Cited	<ul style="list-style-type: none"> <li>• Separate page(s)</li> <li>• Does not count toward the 15-20 page limit</li> </ul>
Required Appendix re: Peer Review	<ul style="list-style-type: none"> <li>• Counts toward the 15-20 page limit</li> </ul>
Any Other Information	<ul style="list-style-type: none"> <li>• Does not count toward the 15-20 page limit</li> </ul>

### Mechanics and Other Reminders:

All papers must be typewritten and double-spaced. Papers should use 10- or 12-point font size in Times New Roman or equivalent. Please leave one (1) inch margins on the right, left, bottom, and top of the papers. Be sure the pages are numbered. Use left-justification.

All papers must be:

- Directly related to public or nonprofit sectors and organizations
- Sole-authored and original
- Unique to PAD 571
- Properly cited and referenced (use endnotes not footnotes)
- Written in simple and clear English
- Free from inappropriate words and comments
- Free from typographical and punctuation errors, and awkward sentences
- Generally in the third person though certain sections of the paper are appropriate to use first-person (e.g., significance of the research to you)
- Submitted to the instructor on or before the deadline

### **III. Oral Presentation of Next-to-Final Draft of the CAP**

Depending on class size, students orally present highlights of their “next-to-final” capstone analytic papers during one or more seminar sessions near the end of the semester. Generally these student presentations should take 15 to 20 minutes uninterrupted. A period of feedback and discussion follows the uninterrupted oral presentations.

The presentation should be interesting and informative. Students should:

- -Clearly present the central elements of their capstone paper, and
- -Identify three to five questions designed to guide those listening to the presentation in giving feedback to strengthen the paper.

The use of powerpoint slides for oral presentations is optional. To date, most students have not used powerpoint.

*A draft of the talking points of the central points of the paper should be prepared and distributed for everyone in the class the week prior to the actual oral presentation in the online forum designed for that purpose.*

The final and complete capstone analytic paper is submitted *after* the oral presentation, and it should show evidence that feedback from the oral presentation was incorporated.

### **IV. Evaluation**

The final submitted capstone papers are scrutinized for the presence of each of the substantive and format (mechanics) elements outlined above. In addition ... the following criteria are applied:

- *-Link to public administration:* indicates a clear relationship between the topic and some aspect of public administration including use of concepts learned in the UIS MPA curriculum
- *-Originality:* indicates a point of view that is a product of the author's own thinking and does not show an overreliance on the ideas of others
- *-Evidence:* demonstrates ability to find and evaluate scholarly literature and apply it to the question or issue of interest
- *-Analysis:* demonstrates strengths, weaknesses, and limits of the argument, point of view, and developing findings and conclusions that follow from evidence
- *-Inquiry Strategy:* clearly demarcates sections of the paper that can be directly correlated to the sections in the paper outline.
- *-Clarity:* knowledge and analysis of information is communicated in a clear and effective manner and ideas of others are consistently and appropriately identified and cited.

The course professor determines each student's final grade for the course and the capstone paper. After your PAD 571 grades are turned in, all capstone papers (without student attribution) are also later read by the UIS PA Faculty, who assess and discuss the papers as a gauge of the aggregate effectiveness of the MPA Program (e.g., to what extent are MPA program objectives being met, what program improvements may be necessary in the future). The objectives (competencies) of the UIS-MPA program are the following:

*Graduates of the MPA Program will be able to:*

- 1) Demonstrate understanding of management of public service organizations to include competencies in:
  - Administrative theory and practice
  - Human resources
  - Budgeting and financial processes
  - Information management, including computer literacy and applications
- 2) Demonstrate understanding of application of quantitative and qualitative techniques of analysis, to include competencies in:
  - Policy and program formulation, implementation, and evaluation
  - Decision making and problem solving
- 3) Demonstrate understanding of the public policy and organizational environment, to include competencies in:
  - Political and legal institution and processes, including administrative law
  - Economic and social institutions and processes
  - Organization and management concepts and behavior, including administrative ethics
  - Structure, functional operations, and political environment of Illinois state and local government
- 4) Communicate their knowledge and analysis in a clear and effective manner through:
  - Oral communications
  - Written communication
  - Interpersonal relations

## Attachment C

### **GUIDELINES for WEEKLY PARTICIPATION, LEAD DISCUSSANTS and LEADERSHIP BRIEFS**

#### **Weekly Participation and Contribution**

A culture of inquiry is created when each student:

- Consistently demonstrates a genuine desire to learn and share ideas – e.g., asks thoughtful questions, welcomes confirming and challenging data and interpretations
- Demonstrates evidence of reading and reflecting upon the assigned readings. Readily offers interpretations of readings, links readings to experience, and supports opinions and critical assessments with evidence from the readings
- Shares and reflects on progress on the capstone papers and asks for and gives constructive comments to strengthen the work
- Listens respectfully and actively when others talk; builds on comments of others and/or digs deeper into assignment questions or substantive issues
- Integrates multiple views
- Does not carry on private or side conversations; does not dominate the discussion

#### **Leadership Briefs**

The purpose of the written Leadership Brief is to provide a written handout to class that is in the genre of an executive summary or issue brief summarizing the assigned reading(s) and raising questions important to translating the reading into practice. The Leadership Brief organizes and focuses class discussion and review.

The Leadership Brief must be two pages, single-spaced, bullet-point format. It should be addressed as follows:

“To” Members of PAD 571

“From” author(s) of the memo

“Subject” (name the assigned reading)

Guidelines to prepare each Brief will be provided as appropriate. All Leadership Briefs provide a synopsis of the reading, a conclusion, and at least three questions for class discussion.

#### **Leading and Facilitating a Class Discussion using the Leadership Brief**

- **\*\*\*By midnight the day before class, the author(s) of the Leadership Brief post it to the Blackboard Discussion Board for that week.\*\*\***
- All class members are responsible to read the Leadership Brief(s) for that week, in advance, and to bring their own copy to class (ie., to download it from the BB site).
- The author of the Brief should then plan to spend 30 to 45 minutes facilitating a class discussion regarding the points made in the Brief and the questions for discussion.

**PAD 571: SCHEDULE FOR LEADERSHIP BRIEFS** (may be adjusted depending on class size).

Date	Readings Needing a Leadership Brief	Student(s) Who Will Author the Leadership Brief and Facilitate Class Discussion
<b><i>Module 2: Evidence-Based Management and Framing Your Analytic Capstone Paper (CAP)</i></b>		
9/23	Pfeffer & Sutton (2006) Reay et al (2009)	
9/30	Briner, Denyer, Rousseau (2009) Allen, Bryant, Vardaman (2010)	
10/7	Behn (2009) Kamensky (2008)	
<b><i>Module 3: Leadership Dialogues</i></b>		
10/21	Leading for team success (c4, TL) Building high performance organizations (c5, TL) Engineering experiences that build trust in government (c10, TL)	
10/28	Collaborating across organizational boundaries (c6, TL) Career-political relationships (c7, TL) Working with Congress (c8, TL) From e-government to e-governance (c9, TL)	
11/4	Nevada Wetlands (OL) EPA's Seattle Regional Office (OL) Hoosier National Forest (OL)	

## Attachment D: 571 SCHEDULE

(note: particulars of weekly assignments will be confirmed each week).

Book Key: TL (Trusted Leader); JK (America the Unusual); OL (Ethics of Dissent); JG (Galvan)

### Module 1: REFLECTIVE LEADERSHIP and REFLECTIVE ESSAY

#### Week 1. 8/26:

Getting Started,  
Leadership Mindsets

#### Reading:

- Course Syllabus and read one of the two articles below:
- Jonathan Gosling and Henry Mintzberg (2003). Five Minds of a Manager. *Harvard Business Review*, v.81, n.11: 54-63.
- Robert Behn (1998). What right do public managers have to lead? *Public Administration Review*, v58, n3: 209-224.

Instructor will introduce the LSI (self assessment exercise)

#### Week 2. 9/2:

Trust, Self-  
Awareness, Your  
Initial MPA  
Highlights

#### Reading:

- Introduction: Context for Leading Democracy (p.1-13) (TL)
- C2: Self awareness and leadership success (TL)
- Life Styles Inventory (LSI) (online)

**Assignments:** Expect to discuss the readings. Also plan to write and share orally in seminar: (a) examples of the most compelling or useful concepts, ideas, skills, etc you want to remember from courses you have taken for the MPA, and (b) the one publication studied during your UIS MPA program that you have found to be most valuable and say why. (2-pages, bring to class). By Monday of the following week, send an email to the instructor with your LSI results and initial reflections on those results per guidelines.

#### Week 3. 9/9:

Values-Based  
Leadership

#### Reading:

- c1: Values Based Leadership for a Democratic Society (TL)
- Prelude and c1 (Guerrilla What?) (OL)
- c1: Writing Reviews of Academic Literature: An Overview (JG)

#### Assignments:

- 1) Write and bring to class, for discussion, an outline of your thoughts re: the following questions: What is values-based leadership and how and why might it be an effective way of thinking about earning and nurturing public trust in government? What is guerilla government and how is it a reflection of tensions between bureaucracy and democracy? Do you agree that “guerilla government happens all the time in the everyday, often mundane world of bureaucracy” – why or why not? Discuss connections between values-based leadership and guerilla government (give examples). React to the tips for leadership success at p.44 of the TL book.
- 2) Describe (orally) the direction you plan to take in your reflective essay.
- 3) Share (orally) your *preliminary* thinking about the topic(s) you are considering as the focus of your CAP (end-of-seminar analytic capstone paper).

**Week 4. 9/16:**  
Global Leadership,  
American  
Exceptionalism,  
Public Trust

**Reading:**

- *America the Unusual (all)* (JK)
- c11: Global leadership: Strengthening a skeptical world's trust in America (TL)

**Assignments:**

- 1) Two page written reaction essay/notes re: the Kingdon book. What is Kingdon's the core argument? What passages stood out for you? With what do you disagree? Compare Kingdon to chapter 11 in the TL book.
- 2) Be prepared to discuss in class how concepts such as American exceptionalism and world trust in America are important (or not) in clarifying your own leadership philosophy. Do you agree that public managers focused on building trust are a necessary precondition to improving American government? Why or why not?

**DUE: Capstone Portfolio Essay1:** Send your Reflective Essay by email to the instructor by Wednesday, 9/22 (5PM).

<p align="center"><b>Module 2: EVIDENCE-BASED MANAGEMENT and FRAMING YOUR CAPSTONE ANALYTIC PAPER (CAP)</b></p>
---

**Week 5. 9/23:**  
Evidence-Based  
Management and  
your CAP  
(*Leadership Briefs*)

**Reading:**

- Jeffrey Pfeffer and Robert Sutton (2006). Evidence-Based Management. *Harvard Business Review*, v.84, n.1: 62-74.
- Trish Reay, Whitney Berta, Melanie Kazman Kohn (2009). What's the evidence on evidence-based management? *Academy of Management Perspectives*, November: 5-18.

**Assignment:** Expect to discuss the above readings with an advance Leadership Brief and facilitated conversation from the author(s) of the Brief.

**Working on your CAP: DUE: 9/27 (5PM):** Send an email to Dr. Halley with a *written* draft (1-page) describing the "topic(s) you plan to examine in your end-of-seminar Capstone Analytic Paper, the significance of the topic, examples of key words you will use to search for literature, and who you might contact to give you feedback on your paper as it develops." (*see Attachment B*) **Reminder: Dr. Halley must approve the topic for your CAP.** Read the following "how-to" chapters from Galvan to support this process:

- c1. Writing Reviews of Academic Literature: An Overview
- c2. Considerations in Writing Reviews for Specific Purposes
- c3. Selecting a Topic and Identifying Literature for Review
- c12. Incorporating Feedback and Refining the First Draft

**Week 6. 9/30:**  
Evidence-Based  
Management: Private  
Sector  
(*Leadership Briefs*)

**Reading:**

- Rob Briner, David Denyer, and Denise Rousseau (2009). Evidence-Based Management: Concept Cleanup Time? *Academy of Management Perspectives*, v.23, n.4: 19-32
- David Allen, Phillip Bryant, James Vardaman (2010). Retaining talent: Replacing misconceptions with evidence-based strategies. *Academy of Management Perspectives*, v.24, n.2 (in press).

Exercise and Reading in Peer Review (TBA)

**Assignment:** Expect to discuss the above readings with an advance Leadership Brief and facilitated conversation from the author(s) of the Brief.

**Week 7. 10/7:**  
Evidence-Based  
Management: Public  
Sector  
(*Leadership Briefs*)

**Reading:**

- Robert D. Behn (2009). PerformanceStat as a Search for Strategic Evidence. Paper prepared for the Tenth National Public Management Research Conference, October 1-3, Columbus, Ohio.
- John Kamensky (2008). Governing with foresight: Institutional changes to enhance fact-based decision making in the Executive Office of the President. Washington DC: National Academy of Public Administration Issue Paper.

**Assignment:** Expect to discuss the above readings with an advance Leadership Brief and facilitated conversation from the author(s) of the Brief. Also expect to continue practice of peer review and to identify examples of article titles you are finding in your early search for literature for your CAP.

**Week 8. 10/14:**  
Practice Assessing  
and Synthesizing  
Literature  
related to your  
CAP

(*Session will meet  
online –week runs  
from 10/14 to 10/20*)

**CAP Assignments:**

- 1) Write, post and discuss, online, your in-depth critical analysis of one article you are considering to include in your CAP using a format the instructor will provide. Comment on the critical analysis of at least three of your colleagues.
- 2) Write, post and discuss, online, a critical synthesis of two articles you are considering for inclusion in your CAP.
- 3) Post lessons learned, questions remaining from Module 2.

The following chapters in the Galvan book should be helpful:

- c4. General Guidelines for Analyzing Literature
- c5. Analyzing Quantitative Research Literature
- c6. Analyzing Qualitative Research Literature
- c7. Building Tables to Summarize Literature
- c8. Synthesizing Literature Prior to Writing a Literature Review
- c9. Guidelines for Writing a First Draft
- c10. Guidelines for Developing a Coherent Essay

### Module 3: LEADERSHIP DIALOGUES

**Week 9. 10/21:**

Building Trust  
within  
Organizations  
(*Leadership Briefs*)

**Reading (TL):**

- c4: Leading for team success
- c5: Building high performance organizations
- c10: Engineering experiences that build trust in government

**Assignment:** Expect to discuss the above readings with an advance Leadership Brief and facilitated conversation from the author(s) of the Brief.

**Week 10. 10/28:**

Building Trust  
Across  
Organizational  
Boundaries  
(*Leadership Briefs*)

**Reading (TL):**

- c6. Collaborating across organizational boundaries
- c7: Career-political relationships: Going beyond a government of strangers
- c8: Working with Congress: Building relationships across the constitutional divide
- c9: From e-government to e-governance: Harnessing technology to strengthen democracy

**Assignment:** Expect to discuss the above readings with an advance Leadership Brief and facilitated conversation from the author(s) of the Brief.

**Week 11. 11/4:**

Stories of Dissent  
(*Leadership Briefs*)

**Reading (OL):**

- c2: Guerrilla Government and the Nevada Wetlands
- c3: Guerrilla Government in EPA's Seattle Regional Office
- c4: A Government Guerrilla Sues His Own Agency: Off-Road Vehicles in the Hoosier National Forest
- c5: Managing Guerrilla Government

**Assignment:** Expect to be a member of a case study team to discuss one of the above cases illustrating guerilla government and to comment on the other cases.

### Module 4: SEMINAR CONCLUSIONS and CAP PEER REVIEWS

**Week 12. 11/11:**

Seminar  
Conclusions  
&  
CAP Check-in

**Assignment:** Write and bring to class to discuss your self-assessment describing conclusions you make about your learning relative to the course theme and student learning outcomes (~2 pages, single-spaced). Read the conclusion in the Newell et al Trusted Leader book and review all readings and discussions to date.

**CAP:** Also be prepared to check-in with an update of your progress on your CAP. Review Galvan c10 (Guidelines for developing a coherent essay) and c12 (Incorporating feedback and refining the first draft). Review Attachment B of the course syllabus.

**Week 13. 11/18:**  
Initial Peer Reviews

*(Session may meet  
online. Week runs  
from 11/12 to 11/19,  
then reopens 11/29 to  
12/1)*

**Assignment:** Expect to post, online, a written draft (2-3 pages, single-spaced) of highlights of your CAP, to include at least one question posed for peer feedback to you to strengthen your highlights. Also expect to respond to questions other students ask for feedback to strengthen their CAP. By the end of this session, each student has given and received feedback to strengthen the CAP highlights that will be used for oral presentations during Module 5.

**Week 14. 11/22-11/26: THANKSGIVING BREAK. NO CLASS.**

<b>Module 5: STRENGTHENING and FINALIZING THE CAP</b>
---

**Week 15. 12/2**  
**Week 16: 12/9**  
Oral Presentations  
and Final Feedback.  
Course Evaluation

Oral presentations of the CAP, using the 2-3 page highlights, are scheduled during the last two weeks of class. Depending on class size, the presentations are either all in one session or distributed over two sessions. If no presentations are scheduled for the last week of class, that time is reserved for students to complete the writing of the CAP informed by feedback from the oral presentation. Both sessions are mandatory for all students.

<b>By 5PM, THURSDAY, DECEMBER 16, 2010. Final CAPs due via email to Dr.Halley.</b>
--