# Public Affairs Leadership Cohort
## Syllabus 2015-2016

PA 5051/PA 5052 Cohort Leadership I and II
PA 5053/PA 5054 Cohort Policy Analysis I and II
PA 5055/PA 5056 Cohort Analytics I and II

On-campus sessions to be held in Humphrey School room 50B and 180 on the following dates:

| 2015 | 2016 |
|------|------|
| August 24-28 | January 8-9 |
| September 25-267 | February 5-6 |
| October 223-24 | March 4-5 |
| November 20-21 | April 1-2 |
| Dec 12 | Apr29-30 |

**INSTRUCTORS**

| Kevin Gerdes | Angie Fertig | Jodi Sandfort | Barbara Crosby |
|---|---|---|---|
| ksgerdes@umn.edu | arfertig@umn.edu | sandf002@umn.edu | crosb002@umn.edu |
| 612.626.1337 office | 706-424-3252 | 612.625.3536 office | 612-626-7223 |
| 241 Humphrey School | 130 Humphrey School | 238 Humphrey School | 240 Humphrey School |
| Office Hours: by appointment | Office Hours: by appointment | Office Hours: Tuesdays 3 – 5 pm, and by appointment | Office Hours: Wednesdays 4-5 and by appointment. |

**TEACHING ASSISTANT**
- Gregg Colburn, colbu039@umn.edu  952.215.4845.
- Office Hours: To be determined and by appointment

**MPA Advisor**
- Katherine Murphy, k-murphy@umn.edu
- 612-624-5288
- Office Hours: Room 280 Humphrey School

**COURSE DESCRIPTION**
The Public Affairs Leadership Cohort is a unique offering at the Humphrey School that offers many benefits to participating students. A number of required courses are offered in an integrated format and students can either apply the cohort experience to a U of Mn  Regent's approved graduate certificate or towards the Masters in Public Affairs (MPA) degree.

The cohort program focuses on developing a range of skills essential in public affairs through an intensive learning community.  Conceptually, we are drawing upon the work of mentors and national thinkers in public affairs leadership, citizen engagement, and policy analysis.  A theoretical framework emphasizing transformational leadership guides us and creates awareness that leadership is demonstrated through acts undertaken by many people, not just by those in formal authority positions.

Leaders must have skills to address both technical and adaptive challenges and the content of these courses highlights those most critical to public policy and public affairs.

**COURSE GOALS AND LEARNING OBJECTIVES**

Through actively participating in the Public Affairs Leadership cohort you will achieve the following **learning objectives which support the MPA degree's core competencies**:

- Expand personal leadership capacity by generating a sense of personal voice and agency.
- Strengthen student capacity for adaptive problem solving through reflective analysis of complex organizations, community conditions, and policy networks.
- Cultivate ability to generatively hold tension by strengthening one's theoretical understanding and practical experience in instituting change.
- Learn strengths and limitations of quantitative and qualitative data analysis to inform decision-making.
- Improve one's ability to collect, evaluate, and use research-based evidence in defining pubic problems and making recommendations for improvements.
- Enhance communications skills to confidently and productively engage with others in diverse cultures, virtually and face-to-face.
- Deepen understanding of social conditions and engage with diverse perspectives to strengthening public value.
- Develop an appreciation of the value of "otherness" by establishing new relationships, gaining diverse perspectives, and creating professional networks in a trusting community of praxis.

To achieve these outcomes, you must engage actively with the learning community. The instructor team works hard to align their teaching activities across content that focuses on leadership development, public policy analysis, and analytics. We all will use a range of pedagogical techniques—action learning, case in point, didactic lecture, case analysis, personal reflection, on-line reporting, group analysis – to engage you in this learning experience.

**Cohort Leadership Development Focus Areas:**
Throughout these levels of analysis, we pay particular attention to the process of change and how power operates within social systems to expand leadership development across multiple levels.

1. **SELF:**
   a. Who am I as a leader?
   b. Whose am I?
   c. Who do I want to be as a leader?

2. **ORGANIZATION:**
   a. How do organizational structures and processes hold and sustain power?
   b. How do I interact with complex systems?
   c. How do we define leadership success in the face of competing values?

3. **COMMUNITY:**
   a. How do we understand others' perspectives?
   b. How do I engage with disparate and diverse community groups?
   c. How do social systems hold and sustain power in communities?

4. **POLICY SYSTEMS & NETWORK:**
    a. How do institutions, networks, and social process affect public policy?
    b. What are techniques of public intervention into collective problems?
    c. How do I use sources of power to influence others and make progress on collective problems?

**Cohort <u>Policy Analysis</u> Focus Areas:**
Throughout these tools of analysis, we pay particular attention to research-based evidence and how it can become a resource for change that addresses public problems.

1. **ANALYZING OF PUBLIC PROBLEMS**
    a. Basics of public policy analysis – define a problem, assessing evidence, consider tradeoffs, making recommendations.

2. **EVALUATING PROGRAMS AND INTERVENTIONS**
    a. Assess program evaluations and logic models used in program delivery
    b. Conduct systematic review of evidence about a particular program or intervention and make recommendations for change (program adoption or improvement)

3. **IMPLEMENTATING NEW POLICY OR PROGRAM TO CREATE SYSTEMS CHANGE**
    a. Policy field analysis
    b. Explore strategic action field dynamics
    c. Develop change strategy

**Cohort <u>Analytics</u> Focus Areas:**
Throughout these research approaches, we pay particular attention to analyzing, synthesizing, and thinking critically.

1. **ANALYTICAL REASONING AND THE FUNDAMENTALS OF RESEARCH**
    a. Basics of research –research question, literature review, hypotheses, data collection and analysis, and interpretation and dissemination of findings.

2. **QUALITATIVE RESEARCH**
    a. Design a qualitative research study involving primary data collection.
    b. Conduct a literature review using high quality evidence.
    c. Collect and analyze qualitative data.
    d. Communicate the essential elements of a qualitative research study.

3. **QUANTITATIVE RESEARCH**
    a. Design a quantitative research study involving secondary data.
    b. Conduct a literature review using high quality evidence.
    c. Obtain and analyze quantitative data.
    d. Communicate the essential elements of a quantitative research study.

**REQUIRED TEXTBOOKS**

Required textbooks for Fall 2015 and Spring 2016 are listed below, while other assigned articles are available on the course Moodle site.  All other required and recommended materials are listed in the cohort welcome letter.

**Fall Semester**
- Parker Palmer (1999). *Let Your Life Speak: Listening for the Voice of Vocation*. Jossey Bass: San Francisco.
- Eugene Bardach (2011). *A Practical Guide for Policy Analysis: the Eightfold Path to More Effective Problem Solving*, 4th edition. CQ Press: Washington, DC.
- Hennink, Hutter and Bailey (2011).  *Qualitative Research Methods*. Sage publications. ISBN 978-1-4129-2226-5 (paperback).
- Ronald Heifetz and Marty Linsky (2002). *Leadership on the Line: Staying Alive through the Dangers of Leading*. Harvard Business School Press.
- R. Reich (1998) . *Locked in the Cabinet*. Vintage Publishers.
- Nabatchi & Leighninger. *Public Participation for 21st Century Democracy* .

**Spring Semester**
- Salkind (Ed.) (2013). *Statistics for People who (Think They) Hate Statistics*, 3rd ed.. Sage publications. ISBN 978-1-4522-2523-4 (paperback)
- Maier and Imazeki (2014).  *The Data Game*, 4th ed.. M.E. Sharpe. ISBN 978-0-7656-2980-7 (paperback)
- Westley, Zimmerman, & Patton (2007). *Getting to Maybe: How the World is Changed.* Vintage Canada.
- Nelson Mandela (1994). *Long Walk to Freedom: The Autobiography of Nelson Mandela.* Back Bay Books.
- Isabel Wilkerson (2010). *The Warmth of Other Suns: The Epic Story of America's Great Migration.* Random House Publishing Company.
- Kent Nerburn (2002). *Neither Wolf Nor Dog: On Forgotten Roads with an Indian Elder.* New World Library.
- Bill Holm (2010). *The Music of Failure*. University of Minnesota Press.
- (one more book will be assigned for Spring Semester before the end of fall semester)

**GENERAL DESCRIPTION OF ACTIVITIES**

We will weave together a number of experiences and assignments to help us achieve these learning objectives. Time will be dedicated to each during face-to-face meetings.  Additionally, you will be asked to work during the rest of each month when not physically present on campus:

- **Action Learning Projects:** This assignment is the cornerstone of the Public Affairs Leadership cohort. You will identify a real problem confronting your workplace, volunteer site, or community that you are uniquely positioned to help address. Throughout the program, you will apply course learning, readings, and writing to this problem. In this way, you will reflect on your own behavior and interaction with others, while implementing new practices in your particular context. You will work in a small group (an Action Learning Circle), using a process informed by Parker Palmer's Circles of Trust. These circles will work to enable deeper learning about your opportunities for refining your leadership practice presented in the action learning projects. Written reflection assignments will supplement circle meetings.

- **Policy Analysis Case Studies:** The experiences of learning policy analysis moves through three sets of analytical tools throughout the year – framing public problems and offering solutions, evaluating programs and interventions, and implementing new solutions to create change. All are focused on helping you build skills in using research-based evidence to improve policy systems. Throughout the year, you work with a case focused on a current policy problem to explore. Using specific analytical tools, you will learn how to conduct systematic analysis of policies and programs and communicate recommendations for improvement. You will present interim individual products to peer groups, and then develop a group product and presentation to showcase your analysis.

- **Training in Using Quantitative and Qualitative Policy Analytics:** Two of the languages used in policy analysis are quantitative and qualitative reasoning. The Cohort introduces you to useful sources of policy relevant data, methods of data collection and extraction, and empirical analysis including regression. Topics range from simple descriptive statistics to focus groups, research design and program evaluation. We will also discuss ethical issues in data collection, interpretation, analysis, and use. In each semester, you will complete one individual research project. However, you will share your ideas, plans, struggles, and experiences in a small Research Working Group.

- **Core Readings:** We are using four technical text books: *A Practical Guide for Policy Analysis* by Bardach; *Qualitative Research Methods* by Hennink, Hutter and Bailey; *Statistics for People Who (Think They) Hate Statistics* by Salkind; and *The Data Game* by Maier and Imazeki; and other supplemental chapters about program evaluation and implementation analysis. Another textbook is focused on grounding our learning in individual discernment (*Let your Life Speak* by Palmer). In addition, each month, you will read another book(s) discussing the theory and practice of leadership and community engagement, which cut across the core course themes..

These learning elements will be woven through our face-to-face sessions and online interactions. Assignments align to help us all understand the progress you are making on learning and applying lessons from these experiences.

**Due dates for each assignment can be found on the course website.**

**BREAKDOWN OF GRADE WEIGHTS BY COURSE AND SEMESTER**

**Fall 2015**

| PA 5051 (Leadership) | % of Grade | PA 5053 (Policy Analysis) | % of Grade | PA 5055 (Analytics) | % of Grade |
|---|---|---|---|---|---|
| Action Learning Project (ALP) Articulation | 5 | Memo #1 | 10 | Research Plan | 10 |
| Core Reading Analysis | 30 | Individual Policy Memo #2 | 30 | Literature Review | 20 |
| ALP Interim Report | 35 | Group Policy Memo #1 | 35 | Interview Questions | 15 |
| Written Reflection | 30 | Group Presentation | 20 | Qualitative Research Paper/ Poster | 50 |
| | | Participation | 5 | Participation | 5 |
| **Total by Course** | **100%** | | **100%** | | **100%** |

**Spring 2016**

| PA 5052 (Leadership) | % of Grade | PA 5054 (Policy Analysis) | % of Grade | PA 5056 (Analytics) | % of Grade |
|---|---|---|---|---|---|
| Action Learning Project (ALP) Final Presentation | 15 | Individual Memo #3: Program Evaluation | 15 | Research Question | 10 |
| ALP Final Report | 35 | Individual Memo #4: Systematic Review | 15 | Literature Review | 20 |
| Written Reflection | 25 | Group Memo #2: Policy Field Visual Map & Description | 15 | Data and Methods | 15 |
| Core Reading Analysis | 25 | Group Memo #3: Policy Field Implementation Analysis | 20 | Quantitative Research Poster/Paper | 50 |
| | | Policy Analysis & Change Report | 30 | Participation | 5 |
| | | Participation | 5 | | |
| **Total by Course** | **100%** | | **100%** | | **100%** |

**COURSE MEETINGS THAT OCCUR OUTSIDE OF REGULARLY SCHEDULED CLASS TIME**
Some work for the Cohort will be done in groups. As a result, you may need to coordinate or participate in online or in-person meetings with members of your various working groups. However, the entire body of students and faculty will not meet outside of regularly scheduled class time unless announced well in advance (e.g. the evening social event on Tuesday, August 25th).

**ATTENDANCE REQUIREMENTS AND PENALTIES**
All students are required to attend all on-campus sessions of class, and all absences must be excused in advance by at least one faculty member (excepting for sudden illness or emergency). Unauthorized absences will be reflected in your final grade, and repeated violations may result in removal from the course.

**FINAL EXAMS**
There is no formal final exam for PA 5051/5052 or PA 5053/5054 or PA 5055/5056.

**OTHER ACADEMIC ASSISTANCE**
Some students experience particular challenges when returning to an academic setting after many years away. This year's Cohort teaching assistant, Gregg Colburn, is available to support your individualized learning. Additionally, the University's Center for Writing (http://writing.umn.edu/) offers individualized, free writing instruction, both face-to-face and online.

**UNIVERSITY OF MINNESOTA ACADEMIC POLICIES**

**Student Conduct Code:**
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:
http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

**Disability Accommodations:**
The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services:  http://ds.umn.edu/student-services.html.

**Mental Health and Stress Management:**
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health
Website:  http://www.mentalhealth.umn.edu.