“In these troubled, uncertain times, we don't need more command and control; we need better means to engage everyone's intelligence in solving challenges and crises as they arise.”

- Margaret Wheatley

In Person Meetings:
Humphrey School 35

Fri Sept 7 8:30 - 12:00
Sat Sept 8 8:30 - 12:00
Fri Sept 21 8:30 - 12:00
Fri Oct 5  8:30 - 12:00
Fri Oct 19 8:30 - 12:00
Fri Nov 2  8:30 - 12:00
Fri Nov 16 8:30 - 12:00
Fri Nov 30 8:30 - 12:00
Fri Dec 7   8:30 - 12:00

To lead in the 21st century, human services professionals must possess interdisciplinary skills and innovative thinking to help transform public/nonprofit service networks so that they deliver better services and results. This course is the gateway offering in the University of Minnesota’s Certificate in Human Services Leadership. It also may be of interest to others planning to lead and manage in health and human services in the years ahead.

The course focuses upon the significance of human-centered design to improve service provision and outcomes. It explores how public, nonprofit, and philanthropic structures create unique operational realities and cultures that must be navigated to lead change across institutional boundaries. It also investigates some social contributors to disparities in human services delivery – particularly race and ethnicity. The use of analytical frameworks such as design thinking, human services value curve, and an equity lens will help us on our exploration.

Human-centered design is defined by an acceptance of competing constraints – *feasibility* (what is functionally possible within the foreseeable future); *viability* (what is likely to become part of a sustainable model); and *desirability* (what makes sense to achieve publicly valuable outcomes). Application of this approach yields results that are both sustainable and adaptable to the changing needs within a particular context. In Human Services, family and community challenges are complex, long-term, and constantly evolving. Assistance is currently delivered through structures historically managed through command and control hierarchies and contracted out for specialized services. While it is important to understand the historical and institutional context that give rise to this regulatory approach, the challenge of a new era require leaders to question and think deeply about these institutions. It requires practices that produce novel ideas and the ability to make them tangible to others.

In this course, we are focused upon two core competencies of human services leadership:
- Design of integrated service delivery; and
- Systematic consultation of data and relevant research to inform decision-making
This course is a required for all enrolled in the new University of Minnesota’s Human Services Leadership Certificate; it complements the mid-career Master’s in Public Affairs degree as an elective offering. It will require you to listen intently, experiment, indulge in creativity, and challenge your own boundaries of knowing and doing. You will spend this semester learning the principles behind the practice, and applying these skills to your existing knowledge and know-how from public and non-profit agencies. Through project-based and case-based learning approach, you will gain experience using design to develop more innovative solutions. This course is a prerequisite for the PAS161 Public Service Redesign Workshop offered during the spring semester (second required course in the Human Services Leadership Certificate).

**Key Learning Outcomes & Pedagogy:**

At the end of this semester, you will:

- Analyze current trends and opportunities for service integration and system improvements.
- Understand how human-centered design serves as a complementary practice to science-based analytical problem solving. Apply both to current challenges.
- Use the human services value curve as a blueprint to help orient change activities and improve public value.
- Explore how racism and implicit biases influences the operations and outcomes of the human services system.
- Understand and practice user-perspective, iteration, prototyping, and feedback as core principles in the work you do.

We will draw upon various learning materials to achieve these outcomes: readings; multimedia cases; virtual lectures, panels of human services leaders, podcasts, and your application of it all to a potential Redesign Project. Each person will receive and use a **Change Journal** to enable them to make hand-written documentation, jottings, and catalog resources during the development of their Redesign Project.

This course structured in a ‘hybrid’ format that takes advantage of technology to maximize what we can learn together when we are face to face. Hybrid courses are suited to active, self-directed learning. The online delivery of parts of this course allows you the flexibility to complete activities at your own pace; and it means that we meet less often face-to-face. However, that flexibility demands that you also plan and manage their time efficiently. Students must take responsibility to actively use the online learning material and manage their time to complete assigned reading and online activities before deadlines.

Depending on your experience and skill level, the online course environment may be unfamiliar to you, and utilizing the online material may take longer than expected. Students must be willing to spend extra time initially to familiarize themselves with the online course environment. Information will be provided on-line at the beginning of the semester. Additionally, the Humphrey School’s Technology Enhanced Learning team has assembled a toolbox of online resources (see the big ‘red’ button on the left of the Moodle site). Current practice and research suggests students are successful in these types of technology-enriched classes when they are:

- Open minded about sharing work, life, and educational experiences as part of the learning process;
- Able to communicate through writing;
- Willing to communicate with instructors if problems arise;
- Accept critical thinking and decision making as part of the learning process;
● Able to think ideas through before responding;
● Self-motivated and self-disciplined;
● Able to establish and maintain boundaries with on-line media (and manage your own expectations of either your or the instructors as always being ‘wired’).

Each student will be assigned to a Study Group to help you thrive in the virtual parts of the course. There will be some assignments where you will interact with this smaller group and deepen your analysis of course materials.

Success in the course is dependent on you mastering course content while simultaneously dealing with all of life’s other responsibilities. You will need to keep yourself on track because our face-to-face times will focus on application of key concepts and tools rather than merely description of them. Although this is a course that leverages technology, this does not mean that communication with the teaching team should be more limited. If you have questions, concerns, recommendations, or emerging ideas about the course, let us know! The sooner, the better. We welcome face-to-face or virtual video conversations about the course.

For Technical Support:
● Contact the University’s IT department
  o email help@umn.edu
  o phone 612.301.4357 or text 612.548.1191
  o chat online at it.umn.edu/chat
● Contact Moodle Support via email to moodle@umn.edu
  o Include the URL of course Moodle site plus details about your concern
● Post a question to “Ask the Tech Support Lady” on course Moodle site

Course Prerequisites
Must be enrolled in the Human Services Leadership Certificate, Master’s in Public Affairs (MPA) degree or have instructor’s consent.

Required Materials and Location
All course materials will be accessed through the course Canvas site. You should check the website regularly to attain the necessary readings, assignments, announcements, and other information.

Course Schedule
This course design has face-to-face and virtual content throughout the semester. The virtual content between sessions will have you deepening your understanding of content introduced, as well as previewing ideas/frameworks/cases that will be further elaborated in the subsequent face-to-face sessions.

<table>
<thead>
<tr>
<th>Module</th>
<th>Materials to read/review before class meeting</th>
<th>What is Due</th>
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<tbody>
<tr>
<td>M1:Preparation</td>
<td>1. Review introductory video by professors</td>
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| Purpose: Orient students a new way of learning and working | Learning Objectives:  
- Build excitement  
- Welcome to relevance and rigor  
- Easy introduction to focus on race. | 2. Powerpoint on course structure and syllabus  
3. Review TED Radio Hour: Power of Design |
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<td><strong>M2: Introduction &amp; Definition of Scope</strong></td>
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| **Session 1 & 2**  
Friday September 7  
8:30 to noon |  |  |
| **Purpose:** Form the face-to-face course and introduction to design process  
**Objectives:**  
- Introduction to design process | 1. Reading(s): Bason (2017)  
*Leading Public Design* - Chapter 1 |  |
| **Saturday September 8**  
From 8.30 to noon |  | **Change Journal Submission #1** |
| **Purpose:** Begin to orient people to work through conceptual models and systems thinking  
**Objectives:**  
- Candid shared assessment of strengths and limits of current system, Begin to understand institutional history  
- Become familiar with the Value Curve  
- Talk candidly about racial bias and significance of race in operations of the system | 1. Hassett and Austin (1997)  
2. McIntosh (2009)  
| **After class Viewing on own:**  
[https://www.ted.com/talks/chipindan](https://www.ted.com/talks/chipindan) |  | **Critical Analysis Post #1** (Due 9/10) |
# M3: Understanding Context | Exploring the Problem Space

## Session 3
**Friday September 21**  
8.30am to 12.00 pm  
*Purpose:* Provide more historical context of institutional realities and show new possibilities.

**Objectives:**  
- Through reading and lecture help to orient themselves to the system and how we got here.  
- Share key concepts - target population, science and design

| 1. Meadows (2018) |  
| 2. Smith (2010) |  
| 5. Simon (1996), Chapter 6 |  
| 7. Bason (2017), Chapter 2 and 3 |  
| 8. E-case Preparation: Health & Human Services Value Curve [https://www.hubertproject.org/hubert-material/432/](https://www.hubertproject.org/hubert-material/432/) |  
| 9. Virtual Lecture: Short history of Organizational Management |  
| 10. Virtual Lecture: Another short History of Redesign & Reform |  

## Critical Analysis Post #2 (Due 9/19)

# M4: Starting to Design | Exploring the Problem Space

## Session 4
**Friday October 5**  
8:30 to 12:00 pm  
*Purpose:* Deepening understanding of our approach to Design which engages both science and art.

**Objectives:**  
- Experience creation of personas and user journey maps as tools to build empathy

| 3. Bason (2017), Chapter 5 |  
| 4. Tran & Treuhaf (2014) |  
| 6. Virtual Lecture: Identifying Social Science Literature - Skills |  

## Small assignment  
- Literature review (Due Oct 10)

## Session 5
**Friday October 19**  
8:30 to 12:00 pm  

| 1. *E-case preparation:* North Market |  

## Small assignment  
- Personas  
- User Journey map (Due October 24)
**Purpose:** Drill into empathy and the leadership that is required to make change

**Objectives:**
- Ground their emerging knowledge in themselves and larger ‘common good.’

| 1. | Zacka (2017) |
| 2. | Virtual Lecture: Constructing and Producing with target groups |
| 3. | Virtual Lecture: Creating public value |
| 4. | Review: Exploring the Problem Space Tool Kit (#1) |

**OPTIONAL WORKSHOP:** Visualization 1:00 to 4:00

**M5: Generating Alternative Scenarios**

**Session 6**  
Friday November 2  
8.30am to 12.00pm

**Purpose:** Inspire people to ‘be real’ in their scope, and the tension to remain in the ‘exploring the problem space’ dimension.

| 1. | *E-case preparation:* Do a high level review of three case. Then pick one for deeper preparation:  
   a. Olmsted Case. Building Equity and Addressing Structural Racism is Public Service Provision  
   b. OEO  
   c. Culture Change at Life’s WORC  

2. Bason (2017): Chapter 7  

**Critical Analysis Post #3 (Due 10/31)**

**Change Journal Submission #2:** what would they do in these cases?

**Session 7**  
Friday November 16  
8:30 to 12:00

**Purpose:** Explore full range of alternatives.

**Objectives:**
- Teach how leaders can create space for organizational change.  
- Continue to heighten

| 1. | Yang (2016) |
| 2. |  
| 4. | Complete: Racial Implicit Associations Test  
| 5. | Review: Generating Alternatives Tool Kit (#2). |

**Small assignment:**  
- Brainstorm alternatives Memo (Due 11/16)
### M7: Enacting New Practices

**Session 8**  
**Friday November 30**  
8:30 to 12:00

**Purpose:** Pivot into the “enacting new practices”

**Objective:** What it really takes to think politically and strategically about power and cultural / values. Use some implementation tools

| 1. Grant (2016) |  
| 2. Bason (2017): Chapter 7 |  
| 5. Meyerson (2001) |  
| 6. Virtual lecture: Creating Space for Innovation |  

**Small assignment:**  
- Prototype Memo (11/30)

**Session 9**  
**Friday December 7**  
8.30am to 12.00pm

**Purpose:**

**Objectives:**

| 1. Bason (2017), Chapter 8 & 9 |  
| 2. Crosby & Bryson (2005) |  
| 4. Enacting New Practices Tool Kit (#3) |  
| 5. Virtual Lecture: Mobilizing internal and External Resources. |  

**Change Journal #3 Submitted**  
**Small assignment**  
- Larger context memo due 12/7

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**Project Proposal or Leadership Narrative Due December 14**

Recommended to inform your final paper: Bason Chapter 10, 11 & 12

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### Bibliography of Course Materials in Order

**In addition, there are 9 virtual lectures.**

**Required Book:**


**Course Materials Available on Canvas**
http://www.npr.org/programs/ted-radio-hour/478560031/the-power-of-design?showDate=2016-05-20


Massachusetts.


https://www.hubertproject.org/hubert-material/432/

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story


Head Start,” Settlement Houses Under Siege: The Struggle to Sustain community Organizations in

Public Innovation through Collaboration and Design, edited by Christopher Answell and Jacob
Torfing. Routledge.


http://www.hubertproject.org/hubert-material/360/


Jennifer Tran and Sarah Treuhaft (2014). “Minnesota's Tomorrow: Equity is the Superior Growth Model,”
Policy Link Report.

Labor in the Human Service Organization,” Human Services as Complex Organizations, 2nd edition,


Spielberg & Grau: New York.


Trupti Sarode and Catherine McKay (2017). “Disproportionality Integration Group: Building Equity and
http://www.hubertproject.org/hubert-material/320/

https://hubertproject.org/hubert-material/321/  
[Focus upon Part 1, and either Part 2 or 3].


Materials referenced via the Toolkits:


https://dschool.stanford.edu/resources/design-thinking-bootleg


● Pew Trust (2015; last updated June 2018) “Results First Clearinghouse Database”. 

● Clear Impact. “Implementation Guide: Results Based Accountability”. 
http://raguide.org/index-of-questions/

http://frameworksinstitute.org/toolkits/humanservices/

eReserves
You can access course written materials on eReserves right on the course Canvas site. Alternately, you can log in to the Reserves Direct website with your internet ID and password. (This is the same information you would use to log in to your U of M email.) Or, choose the course from the Library Course Page and click on the Course Reserves tab.

Assignments
The assignments for this course focus on moving you toward achieving the learning outcomes, and assure you are applying the ideas to your own organizational context, in a method that is called “project based learning.” More information about each assignment is available on the course Canvas site and in handouts provided in our face-to-face sessions; all assignments are due at 11:00 pm on the date that is noted in the Course Schedule.

- To assure you focus sufficient attention on course material, there are required Critical Analysis posts about the readings, virtual lectures, and case materials. You will post and reply (at least once) to members or your assigned study groups. You will receive categorical grades – excellent, satisfactory, fair, or poor – from the instructors based upon the quality of your analysis or reply to your colleague.

- Throughout the semester, you will apply the ideas from the Human-Centered Design model through a series of small application assignments.
  - Exploring the Problem Space
    - Literature Review (10%)
    - Persona (5%)
    - Visual map of user-journey or program process (5%)
  - Generating Alternative Scenarios. You will pick one of three cases to focus your attention upon here and in the ‘Enacting New Practices’ assignment
    - Problem Space Articulation and Brainstorm Alternatives Memo (10%)
    - Prototype memo (10%)
  - Enacting New Practices
    - Strategic Action Memo. Within that Context, what needs to be addressed (funding, historical context, etc). Recommendations for action (15%).

- To conclude this semester’s work, students will be asked to decide which form of final paper best reflects what they have learned this semester. A ReDesign Proposal will lay out a proposed project to be conducted by a team of students in PA5162 Public Service Redesign Workshop. As the ‘project trailblazer,’ those who write out the proposal will consider how to apply the framework from this semester’s class to a critical issue needing redesign in their own organization. If there is no immediate project that seems appropriate at this time, students may also elect to write a Leadership Narrative for their final paper; this assignment reviews what has been learned in the course to-date and discusses a personal analysis of what addit.
To encourage ongoing application of course ideas to your project and encourage the development of a practice of reflection, we will be providing you a **Change Journal** and ask you to use it to both capture the emerging issues in your project and, sometimes, reflect yourself about particular issues. This will be submitted to the Instructors at multiple times during the course.

**Participation & Engagement** with the course is essential to your learning. It will be assessed through attendance (face-to-face meetings) and virtual engagement (posting and responding to your colleagues on line).

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**Policy for Attendance and Grading Late Work**

This course is interactive and has lots of hands-on activities. We expect students to attend all face-to-face sessions and engage virtually. If something inhibits you from doing so, please be in touch with the Instructors to learn what was missed and/or negotiate ways to successfully complete the course requirements. Assignments submitted after the due date will be penalized 5 points for each 24-hour period that they are late. Unless otherwise noted, the assignments will be due at 11 pm on the date noted below.

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**Canvas**

Some or all of our class readings, resources and assignments are available on the course Canvas site. Find the site at [canvas.umn.edu](http://canvas.umn.edu), or go to “Key Links” on [MyU.umn.edu](http://MyU.umn.edu) and scroll down to Canvas. For help with Canvas, go to [https://z.umn.edu/CanvasHelpandSetup](https://z.umn.edu/CanvasHelpandSetup) or click the “Canvas Help” link on our course Canvas site.

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**Set Your Canvas Notification Preferences**

This course depends upon your ability to receive communications from your instructor and/or about the class. It’s important that you set up your Canvas “notification preferences” to choose how and when you’d like to receive messages via text, email, or both. Find easy-to-follow instructions at “How do I set my Canvas notification preferences as a student?:” [https://community.canvaslms.com/docs/DOC-10624-4212710344](https://community.canvaslms.com/docs/DOC-10624-4212710344).

We strongly recommend that you opt to receive notification of Announcements, Conversation Messages, and Added to Conversation so that you don’t risk missing important class communication. For assistance, please contact help@umn.edu or your instructor.

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**Access to readings and materials after semester**

Student lose access to Canvas sites and course reserves at the end of the semester. If you’d like to download class material (depending on copyright) or your own work for personal use, please do so during the semester.

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For links to University of Minnesota and Humphrey School policies, please click the “U of M Policies” link on our course Canvas site, or see [https://z.umn.edu/PolicyStatements](https://z.umn.edu/PolicyStatements). Policies include information on student conduct, scholastic dishonesty, sexual harassment, equal opportunity, disability accommodations, and more.