“To have faith means to dare, to think the unthinkable, yet to act within the limits of what is realistically possible… This hope is not passive and it is not patient; on the contrary, it is impatient and active, looking for every possibility of action within the real of real possibilities.” (emphasis added) - Erich Fromm

As Nobel Laureate Herbert Simon noted, the key function of the professions is to design things, changing existing situations into desired ones. This course directly takes on this charge by supporting professionals working in the health and human services sectors in altering organizational conditions so that day-to-day operations yield better outcomes for the people who receive services and for society as a whole. This is the work of strategic leadership and, in this course, students get many opportunities to practice different dimensions of it.

In this workshop, we are actively conducting public service redesign in health and human services. In Minnesota, there are significant disparities in health and human services outcomes between racial and ethnic groups. People of color also are disproportionately found in punitive parts of the system such as juvenile justice, child protection, temporary financial assistance, and remedial employment training. This course is focused on trying to uncover the sources of some of these disparities and enable leaders to experiment with introducing solutions that narrow the disparities in public service experiences. This course is the second core course required as part of the University of Minnesota’s Certificate in Human Services Leadership; it can also ‘count’ toward a capstone workshop required by a number of master’s degrees. All student must have completed the prerequisite course, PA 5161 Human-Centered Service Redesign.

Key Learning Outcomes:

At the end of this semester, you will:

- Authentically engage diverse stakeholders to further enhance design of an innovative idea in publicly funded human services system;
- Collect and analyze information from a variety of sources to deepen understanding of the problem space, consider options, and test them in a setting;
- Begin implementing innovation in a public or nonprofit organization or network with a diverse team of colleagues in real time, adjusting strategies and actions appropriately to improve public value;
- Further refine your ability to communicate professionally using a variety of methods and tools.
We will draw upon various learning materials to achieve these outcomes: readings; multimedia cases; virtual lectures, systems change practitioners’ tools and methods, and your application of it all in your Redesign Project.

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.

**Your Instructors:**

**Jodi Sandfort**  
[sandf002@umn.edu](mailto:sandf002@umn.edu)  

Jodi Sandfort is a Professor at the University of Minnesota Humphrey School of Public Affairs, and chairs the Management and Leadership Area. She is also the Academic Director of the Future Services Institute. Jodi's research, teaching, and practice all focus on improving the implementation of social policy, particularly those policies designed to support low-income children and their families. She received a Ph.D. in political science and social work (1997) and a Master's in Social Work (1994) from the University of Michigan. She is a Fellow in the National Academy of Public Administration. Jodi has spent her career moving back and forth between professional practice and academic posts. She was a Senior Fellow at the Minnesota Council of Nonprofits and directed the Human Service Program at the McKnight Foundation where she managed a portfolio of $20 million in annual giving directed to the human service system in Minnesota.

Originally from Menomonie, Wisconsin, Sandfort lives with her husband, Steve Marchese, and two sons in St. Paul, Minnesota.

**Sook Jin Ong**  
[ongxx068@umn.edu](mailto:ongxx068@umn.edu)  

Sook Jin Ong is the director of the Future Services Institute, an initiative of the Public and Nonprofit Leadership Center. In this role, she brings her interest and practice in blending human-centered design and participatory leadership principles to be of service to those in human services. She teaches participatory practices and human-centered design in the public and nonprofit sector. Prior to this, she managed the partnership between the Humphrey School of Public Affairs and the Minnesota Department of Human Services on improving service delivery in the Minnesota Family Investment Program (MFIP). She spent several years in the corporate sector as a consultant. Sook Jin earned her bachelor’s degree in management and economics from the University of Sydney, Australia and graduated with a master’s degree in public policy from the Humphrey School.

Sook Jin comes from the multicultural cosmopolitan city of Kuala Lumpur, Malaysia. She posits that you can take her out of Malaysia, but not the Malaysian out of her.
Course Structure & Pedagogy:

This course is 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.

Because many students enrolled in this course are also working full-time, we have structured most face-to-face sessions to meet every other week. Each will include two hours of instructional time, another two hours for teamwork time to enable you to plan, reflect and adjust your work in bringing about the change. Like for the first semester course, PA 5161, students will maintain a handwritten “change journal” that documents their activities, challenges and successes, in introducing the innovation in their targeted organization or network. Thus, we are using the best virtual, face-to-face, and reflective technologies to support the project-based learning that is the cornerstone of this class.

For Technical Support:

- Contact the University’s IT department
  - email help@umn.edu
  - phone 612.301.4357
  - chat online at it.umn.edu/chat
- Contact Moodle Support via email to moodle@umn.edu
  - 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

Students must have taken PA5161 Human-Centered Service Redesign, be enrolled in the Human Services Leadership Certificate or Master’s in Public Affairs degree, or by instructor consent.

Required Materials and Location

All course materials will be accessed through the course Moodle site. You should check the website regularly to attain the necessary readings, assignments, announcements, and other information. If you are not familiar with Moodle, a good way to get started is to watch the “student orientation resources” at http://it.umn.edu/course-management-system-moodle-related/students.

Moodle sites can be accessed on any computer that has an internet connection and a web browser. The UMN Moodle support team recommends using Chrome or Mozilla Firefox, which you can download free at www.google.com/chrome or http://firefox.com. To access the Moodle course website, go to https://moodle.umn.edu and sign in with your internet ID and password. For questions, you may contact moodle@umn.edu or the course instructor.
Course Learning Materials in Order

**Additionally, there are approximately 5 virtual lectures, and potential readings will added later in the semester depending upon the projects unfold.**


Hubert Project: North Market e-case (2016)


# Course Schedule

The semester will be broken down into modules - your Moodle site will be structured similarly. At the beginning of the term, you will notice that the modules later in the course to be less structured than its earlier counterparts. This allows us to be responsive to what emerges along the way and to support you to the best we can in a genuine workshop way of problem-solving.

## Module 1

*before first class meeting*

**Objective:**
- Set expectations for this course
- Teams to meet informally and get to know the context for the projects

**Materials to review**
- Introductory video to PA5162
- Project proposal from PA5161 written by project trailblazer (sent to you via email)
- *How Change Happens* - chapters 1 to 3

**Group to do**
- Project team to meet informally to get to know each other before 1/19
- Team to schedule a meeting with the project sponsor to be completed by 1/29

## Module 2

*Friday, January 19*

**Objective:**
- Introduce organizational change theories and concepts underpinning this course
- Make explicit the engage-restructure pattern that this course is built upon

**Materials to review after Jan 19 class**
- Kania & Kramer (2013)
- Hubert Video brief: Backwards mapping

**Group to do**
- Begin scoping project
- Meet with the project sponsor (Due 1/29)

**Individual to do**
- Change journal entry (Due 1/29)
### Module 3
**Monday, January 29**

**Objective:**
- Introduce the principles of making change happen
- Be clear about the paradoxes of having clear policies and funding vs. human-centered approaches

**Materials to review after Jan 29 class**
- Hubert e-Case: North Market
- Toolkit 4: Engaging Others
- Review Toolkits 1 - 3 from PA5161

**Group to do**
- Scope of project (Due 1/31)
- Begin assembling your toolbox

**Materials to review after Feb 12 class**
- Video lecture: Adaptive Leadership

**Group to do**
- Engagement work
- Documentation of process and learnings

**Individual to do**
- Change journal entry (Due 2/23)

### Module 4
**Monday, February 12**

**Objective:**
- Learn methods of engagement and the use of boundary objects in engaging others
- Learn how to match tools to context using the IAP2 spectrum
- Start to engage

**Group to do**
- Engagement work
- Documentation of process and learnings

**Individual to do**
- Change journal entry (Due 2/23)

### Module 5
**Friday, February 23**

**Objective:**
- Sense-making and resetting direction depending on what’s learned in previous weeks

**Materials to review after Feb 23 class**

**Group to do**
- Engagement work
- Documentation of process and learnings
- Memo for sponsor (Due 2/26)
# Module 6  
*Friday, March 9*

**Objective:**
- Assess progress, key milestones achieved and yet to come via meaningful coaching as ways forward in all projects.
- Revisit concepts from PA5161 that can help us get unstuck in our projects – go to the balcony!

**Materials to review after March 9 class**

**Group to do**
- Engagement work
- Documentation of process and learnings

**Individual to do**
- Change journal entry (Due 3/23)

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# Module 7  
*Friday, March 23*

**Objective:**
- Sense-making and resetting direction depending on what’s learned in previous weeks

**Materials to review after Mar 23 class**

**Group to do**
- Engagement work
- Documentation of process and learnings
- Status Memo #2 (Due 3/26)

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# Module 8  
*Monday, April 9*

**Objective:**
- Continue refining engagements relevant to each project

**Materials to review after Apr 9 class**
- To be decided

**Group to do**
- Engagement work
- Documentation of process and learnings

**Individual to do**
- Change journal entry (Due 4/20)
### Module 9

**Friday, April 20**

**Objective:**
- Sense-making and resetting direction depending on what’s learned in previous weeks

**Materials to review after Apr 20 class**
- Tool Kit #3: Communicating Values (Module 3)
- Virtual Lecture from First Semester: Communicating Value

**Group to do**
- Engagement work
- Documentation of process and learnings
- Preparing of Final workshop report and presentation for 5/4

**Group to do**
- Engagement work
- Documentation of process and learnings
- Preparing of Final workshop report and presentation for 5/4

### Module 10

**Friday, May 4**

**Objective:**
- Learning from each others’ projects

**Materials to review after May 4 class**
- Bason, Chapter 14

**Group to do**
- Workshop report and presentation due 5/4

**Individual to do**
- Personal leadership narrative (Due 5/10)

### Assignments

The assignments for this course focus on moving your project towards completion, with each group assignment building towards the final report as you apply what you learn in real-time engagement. More information about each assignment will be available on the course Moodle site.

- To encourage ongoing reflection on your growth as leaders, you will continue to use your **Change Journal** (from PA5161; if you need more, let us know) as a constant companion to your practice of doing innovation work. It will be handed in four times to the instructors for their review. Due 1/29, 2/23, 3/23, & 4/20.

- Towards the end of the course, we want you to reflect on your entire year-long leadership journey in a **leadership narrative**. The entries made in the Change Journal will be some of the ‘data’ you will use in this assignment.
• Redesign Project. As noted earlier, your work this semester will focus upon implementing a redesign initiative. There will be assignments that build upon each other:

As a group, you will pull together a scope of work to depict the work you will be doing (Due 1/31)  
You will write status memos to share updates about the work to date. They will be shared with the instructors and your project’s sponsor (Due 2/25, 3/26)

During the last class, your team will do a presentation and hand your final report to your client.

• Participation and engagement with the course is essential to your learning. It will be assessed through attendance (face-to-face meetings) and your team’s work through a peer evaluation completed by your teammates at the end of the semester.

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.

University of Minnesota Policy Statements

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/regents.umn.edu/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Scholastic Dishonesty
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.


If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: [http://policy.umn.edu/education/instructorresp](http://policy.umn.edu/education/instructorresp).

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: [http://www1.umn.edu/oscai/integrity/student/index.html](http://www1.umn.edu/oscai/integrity/student/index.html). If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class—e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf)

**Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, [https://diversity.umn.edu/disability/](https://diversity.umn.edu/disability/).

**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.

For other University policies go to: http://policy.umn.edu/education/syllabusrequirements-appa