

**University of Southern California
Sol Price School of Public Policy
USC State Capital Center
1800 I Street
Sacramento, California 95814-3004**

**546 – Capstone in Public Administration
Spring 2016 – Section Number – 51401**

CLASS MEETING DATES: February 12, 13 and 14, 2016
April 21, 22 and 23, 2016

CLASS MEETING TIMES: 0900-1700 hrs

CLASS MEETING LOCATION: USC's Capital Center

INSTRUCTOR: Dan M. Haverty, D.P.A.
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CONTEXT

Today's practice of Public Administration is present amongst both significant challenges and great possibilities. There is a remarkable experience of interconnectedness between local, regional, national and global organizations. One can hardly consider a meaningful policy, program or practice and not be compelled to also consider its spectrum of influence and impact on an array of elements, including individuals, society, other organizations and the environment. Not only has the scope of considerations greatly expanded, the rate of change is like no other time in our history. There is a revolution in the making driven by the transition from an industrial society to one where information is the primary economic driver. There is an abundance of opportunities – the glass is half full. There are major crises brewing – the glass is half empty. While we are certain it has been said in prior generations of public administrators, we believe now is a time of change and excitement in the practice of this field.

COURSE DESCRIPTION:

This capstone experience for the Master of Public Administration will engage you in the integration and application of skills you learned in the program through 1) a real-time, real-life organizational consultation project, 2) the development of a written framework for public administration, 3) creating a personal Management Advancement Plan, and 4) practicing contemporary skills in collaborative leadership, creative leadership, and personal leadership. The focus overall is on sharpening skills in the professional practice of public administration by putting into action the competencies developed in the core MPA courses. Through your work in the capstone project and other activities, you will demonstrate the abilities that are identified as universal competencies for all accredited schools of public affairs and administration:

To lead and manage in public governance;

To participate in and contribute to the policy process;

To analyze, synthesize, think critically, solve problems and make decisions;

To articulate and apply a public service perspective;

To communicate and interact productively with a diverse and changing workforce and citizenry.

As the capstone course for the MPA, this course assumes that students have completed most of their core courses and management competencies. Students ordinarily will be in or close to the final semester of their course work.

In an effort to bring an element of consistency to this course, I have drawn on recent Capstone courses developed and taught by Professor Robert Denhardt, Ph.D. and Adjunct Professor Dora Kingsley Vertenten, D.P.A.

LEARNING OBJECTIVES

1. To integrate and apply core knowledge, skills, and values you have acquired during the MPA Program in ways that will help you:
2. To learn to identify and enhance public value in communities and organizations.
3. To integrate MPA course materials in a real-life, real-time situation
4. To learn to address ethical issues; demonstrate fairness, honesty, integrity, and ethical and legal awareness; and inspire public trust and confidence in public administration.
5. To improve leadership skills; enhance your ability to speak, listen, write, analyze, think creatively and strategically, collaborate, take risks, make and implement decisions.
6. To enhance your ability to investigate, analyze, and address public policy and administration problems.
7. To begin to define your own professional identity and your personal strategic plan.

REQUIRED READINGS:

Course Readings: The books identified below can be found via commercial sites, or perhaps through the USC bookstore or library.

TEXTS

Bardach, Eugene. (October 31, 2008). *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. CQ Press; 3rd edition. ISBN: 0872899520

Richter, William L., and Frances Burke, eds., *Combating Corruption, Encouraging Ethics: A Practical Guide to Management Ethics*, 2nd ed. New York: Rowman & Littlefield Publishers, Inc., 2007. This book is published in cooperation with the American Society for Public Administration and can be purchased at: <http://www.aspanet.org/source/Orders/index.cfm?section=Orders>

ARTICLES

Bohn, Roger. (2000). Stop Fighting Fires. *Harvard Business Review*, July-August: 83-91.

Buchanan, Paul. *A Guide To Effective Problem Solving*. Leadership Resources, Inc. (undated) This article will be provided by Dan

Clayton, Ross. *Managerial Craftsmanship: Conceptual skills and public management*. USC (not published). This article will be provided by Dan

Hardy, Karen. (2009) *Managing Risk in Government: An introduction to enterprise risk management*, IBM Center for the Business of Government; www.businessofgovernment.org (Posted on Blackboard)

Kurkjian, Mary. (1984). *Bromides for Public Managers* by Gordon Chase. Kennedy School of Government, Harvard University. This article will be provided by Dan

Weick, Karl. (1996). Drop Your Tools: An allegory for organizational studies. *Administrative Science Quarterly* 41:301-313. *This article will be provided by Dan*

E-RESOURCES

McNamara, Carter. *Strategic Planning* http://managementhelp.org/plan_dec/str_plan/str_plan.htm

McNamara, Carter. *How to do planning*. <http://managementhelp.org/planning/index.htm#types>

Trelles-Duckett, Alicia. *All about project management*. <http://managementhelp.org/projectmanagement/index.htm>

Young, Richard D. *Perspectives on Strategic Planning in the Public Sector*
<http://www.ipspr.sc.edu/publication/Perspectives%20on%20Strategic%20Planning.pdf>

Zidle, Marcia. *How to advance your career (and manage relations with your boss)*
<http://managementhelp.org/careers/advancement.htm>

Zidle, Marcia. *How to plan your career*. <http://managementhelp.org/careers/planning.htm>

ASSIGNMENTS AND DUE DATES:

Assignment	Team or Individual	Weight (%)	Due
1. Quality of participation (Class & Project team)	Individual	5	All course
2. Discussion Board Postings	Team	15	All course
3. Management Advancement Plan	Individual	10	Apr. 17
4. Individual Research Memos	Individual	10	Feb.21 & Mar.20
5. Team Prospectus	Team	10	Feb. 17
6. Partial Draft	Team	10	Mar. 27
7. Project Presentation	Team	10	Apr. 21
8. Capstone Management Project	Team	20	May 1
9. Project Communication Briefer	Team	10	May 1

COURSE REQUIREMENTS:

PARTICIPATION - Due to the intensive format of the class, it is your responsibility to come fully prepared by completing the required readings prior to class meetings. Full participation in discussions, in-class assignments, group work assignments, and presentations will provide you the best opportunity for maximum learning potential. Full participation means actively engaging in discussions and activities, as well as actively listening to your colleague's ideas, experiences and perspectives.

DISCUSSION BOARD POSTINGS

During eight (8) weeks of our semester (see schedule) project teams are asked to respond (one response per team) to questions posted in Blackboard ("Discussion") by the instructor. It is expected that the project teams will be

meeting regularly to discuss the progress of the project and various deliverables. The discussion questions are intended to help advance your team discussions and stair-step progress on the team project.

MANAGEMENT ADVANCEMENT PLAN

The MAP is your personal strategic plan that helps you assess where you currently are in your professional competency, where you want to be in five years, and how you are going to get from here to there. The purpose of the MAP is to allow you to reflect on your career in public service and to begin thinking about the skills, strategies, and tactics you will need to advance in your chosen field. Your MAP should cover *at least* the following topics:

1. Background: What are you doing today and how did you get there? What special skills have you acquired along the way? What schools, degrees, jobs, and interests define who you are?
2. Five-Year Vision: What are your short-term professional goals? What do you want to be doing in five years, where do you want to be doing it, and why?
3. Vision Requirements: What knowledge, skills, and values are most important in your ability to achieve this vision? To help stimulate your thinking about what you need in order to achieve your vision, please review the SES competencies listed here:
<http://www.opm.gov/ses/recruitment/ecq.asp>
4. Think of these lists as you develop a series of steps that you can make to move toward your vision.
5. Skill Assessment: Based on the ICMA material, in which knowledge areas and management skills are you the strongest? In which areas are you the weakest? What do you still need to work on and/or learn in order to achieve your vision?
6. Learning Plan: What can you do to continue learning what you still need to know in order to achieve your vision?
7. The Management Advancement Plan should be in the range of 8-10 double-spaced pages.

INDIVIDUAL RESEARCH MEMOS - In addition to your participation and individual research contributions, you will be called upon on two occasions to prepare written assignments in response to the readings, the client packet and research developed to date. In particular individual memorandums play two functions: (1) they ask you to integrate some of the skills learned in the program in reflecting on core issues and frameworks in public administration and (2) they provide materials that the team can later repurpose in writing the larger report. These memorandums ask individuals in the team to prepare information and analysis necessary to produce robust team project reports.

CAPSTONE MANAGEMENT PROJECT “IN-PROGRESS” PRESENTATION - 20-minute professional presentation using, at a minimum, PowerPoint, Prezi or other available presentation mediums. You may also use overheads, video, charts and graphs, models or any other audio/visual aid, which will enhance your message and provide a more clear understanding of your work. Additional methods are encouraged. Following the presentation, the group will conduct a prepared question and answer forum with class participants. Project teams are strongly encouraged to invite your client to attend this presentation. We will select presentation dates and times during our first seminar. The presentations will occur during our second seminar in April.

CAPSTONE MANAGEMENT PROJECT – Capstone projects will require the following elements: team role formation, the application of social science research skills, time and project management, selection and use of problem/solution methodology, problem analysis, effective client communication, political acumen, and effective and focused writing skills. Students shall work on projects in teams of three or four students who take joint responsibility for the project. This project requires the student(s) to define the problem, understand the stakeholder intent, analyze the organizational environment, conduct research, draft possible solutions and develop a final report.

This project consists of six critical elements: Individual Research Memos, Team Prospectus, Partial Draft Report, Project Presentation, Final Draft Report and Project Communication Briefer. Please see Appendix A for a “guideline” on how your project paper *may* be assembled.

Digital copies of assignments are preferred and shall be provided to Dan on specified due date.

All papers and presentations should be professional in appearance, clearly written, well edited and reflect the competence and communication skills of a scholar of the University of Southern California. Papers should be typed, double-spaced, 10-12 point font, and follow an approved style.

There are 12 Discussion Board Assignments (15% total)

<i>Discussion Board Rubric</i>				
<i>Objective/ Criteria</i>	<i>1-Incomplete</i>	<i>2-Partially Proficient</i>	<i>3-Proficient</i>	<i>4-Superior</i>
Relevance, Application, Originality ___/4 points	Fails to address the question posed, non-serious or not contemplative response, lacks value added information, thought patterns difficult to follow (1)	Addresses the question, some relation to topic, inconsistencies in unity and / or coherence (2)	Addresses the question, uses ideas from project research, adds some content, usually has clear focus (3)	Addresses the question, uses ideas from project research, offers a unique perspective, clear focus, fluent, cohesive (4)
Insight, Observation, Analysis ___/3 points	No clear concept addressed, lacks clarity of ideas, minimal understanding of the assignment (1)	Posting addresses concepts already highlighted, rudimentary development of ideas, some understanding of the assignment (2)	Posting offers a concept worth thinking about, develops ideas, understanding of assignment (3)	Posting offers significant concept or idea worth thinking about, ideas developed in depth, clear understanding of the assignment (3)
Details/ Evidence ___/2 points	Details are random, inappropriate, or barely apparent (0)	Details lack elaboration or are repetitious (0)	Details are elaborated and pertinent to the course (1)	Details are effective, explicit, and pertinent to the course (2)
Grammar, usage, mechanics ___/1 point	Errors are frequent and severe (0)	Multiple errors and / or patterns of errors are evident (0)	Some errors are present (1)	Few, if any, errors are present (1)

Team Project Report Assignments

Four team assignments build toward the final deliverables to the client. These are:

- A team prospectus that substantiates the core issue facing the client, describes the data sources and methods that will be used to resolve the issue, and provides a work plan that identifies specific tasks required to produce the final products;
- A partial draft that consists of an elaborated issue statement, organizational context, and a methods summary;
- A communications document that provides an overview of the issue and findings in a brief and client-focused manner;
- A final report that revises and elaborates on the draft, and responds to instructor critique.

The rubrics for each of these assignments are summarized below:

Prospectus Rubric (10%)

Objective	Partially Proficient	Proficient	Superior	Insufficient
Issue statement ___/15 points	Vague issue statement lacking appropriate history and context. (6)	Clearly states the issue(s) of concern with attention to history and client objectives. (8)	States the issue(s) of concern, provides relevant evidence and identifies policy opportunities from the client's perspective. (10)	Submission does not meet minimal grading criteria. (0)
Identification of appropriate method ___/15 points	Method inadequately specified or has elements not appropriate to the problem at hand. (8)	Appropriate analytic method but unresolved issues related to scope or feasibility. (12)	Appropriate analytic methodology that is feasible and defensible. (15)	Submission does not meet minimal grading criteria. (0)
Specification of key constructs and data sources ___/5 points	Vague with respect to constructs (e.g., logic model or other analytic frameworks) and sources of data. (6)	Constructs and data sources identified but in mostly general terms or unrealistic goals for data collection (8)	Core concepts and sources of data are identified and linked explicitly. Data are feasible to collect in time frame of project. (10)	Submission does not meet minimal grading criteria. (0)
Work Plan ___/5 points	Work plan is poorly specified. (3)	Workplan lists all class deliverables and dates but does not reference interim milestones or responsibilities. (4)	Workplan lists all class deliverables and dates with interim milestones or delegated responsibilities. (5)	Submission does not meet minimal grading criteria. (0)
Writing ___/10 points	Contains errors in grammar or syntax. (6)	Grammar and style are clear and concise. (8)	Grammar and style are highly professional and well-polished. (10)	Submission does not meet minimal grading criteria. (0)

Partial Report Rubric (10%)

Issue Diagnosis	Partially Proficient	Proficient	Superior	Insufficient
Identification or “problem” ___/10 points	Identifies and describes issue of concern to client but could go further in conceptual framing and empirical validation. (6)	Provides well-structured evidence about “harm” or “opportunity.” (8)	Provides deeper consideration of theoretical or causal frameworks relevant to a full understanding of the “problem.” (10)	Submission does not meet minimal grading criteria. (0)
Political, organizational, fiscal context ___/10 points	Contextual material is presented but is poorly integrated or gratuitous. (6)	Some work integrating context in key areas of analysis. (8)	Context is integrated into problem definition, analytic criteria, choice of alternative set, etc. (10)	Submission does not meet minimal grading criteria. (0)

2.	3.	Needs work	Superior	Insufficient	Score
<u>SS</u>	<u>SS</u>	<u>SS</u>			
<u>UE</u>	<u>UE</u>	<u>UE</u>			
<u>DI</u>	<u>DI</u>	<u>DI</u>			
<u>AG</u>	<u>AG</u>	<u>AG</u>			
<u>NO</u>	<u>NO</u>	<u>NO</u>			
<u>SIS</u>	<u>SIS</u>	<u>SIS</u>			

Summary of method ___/5 points	Summary of method does not make clear the data sources and analytic methods. (3)	Methodology is complete but there is not a reflection regarding key methodological norms (e.g., validity, bias, generalizability) (4)	Methodology is valid and includes critique of strengths and weaknesses. (5)	Submission does not meet minimal grading criteria. (0)
Identification of criteria ___/5 points	Criteria are largely implicit. (3)	Criteria are defined and justified. (4)	Criteria display clear recognition of the array of public service values that characterize issue. (5)	Submission does not meet minimal grading criteria. (0)

6.	7.	8.	Needs work	Superior	Insufficient	Score
<u>SS</u>	<u>SS</u>	<u>SS</u>				
<u>UE</u>	<u>UE</u>	<u>UE</u>				
<u>DI</u>	<u>DI</u>	<u>DI</u>				
<u>AG</u>	<u>AG</u>	<u>AG</u>				
<u>NQ</u>	<u>NQ</u>	<u>NQ</u>				
<u>SIS</u>	<u>SIS</u>	<u>SIS</u>				
Sequencing and structure ___/10 points	Basic organization detracts from argument; lacks acceptable executive summary. (6)	A logically structured product with an acceptable executive summary. (8)	Organization of analysis emphasizes thematic argument responsive to client issues. (10)	Submission does not meet minimal grading criteria. (0)		
Grammar and style ___/10 points	Contains errors in grammar or syntax. (6)	Grammar and style are clear and concise. (8)	Grammar and style are highly professional and well-polished. (10)	Submission does not meet minimal grading criteria. (0)		

Final Report Rubric (20%)				
ISSUE DIAGNOSIS	Partially Proficient	Proficient	Superior	Insufficient
Identification or “problem” ___/10 points	Identifies and describes issue of concern to client but could go further in conceptual framing and empirical validation. (6)	Provides well- structured evidence about “harm” or “opportunity.” (8)	Provides deeper consideration of theoretical or causal frameworks relevant to a full understanding of the “problem.” (10)	Submission does not meet minimal grading criteria. (0)
Political, organizational, fiscal context ___/10 points	Contextual material is presented but is poorly integrated or gratuitous. (6)	Some work integrating context in key areas of analysis. (8)	Context is integrated into problem definition, analytic criteria, choice of alternative set, etc. (10)	Submission does not meet minimal grading criteria. (0)
METHODOLOGY AND CRITERIA	Partially Proficient	Proficient	Superior	Insufficient
Summary of method ___/5 points	Summary of method does not make clear the data sources and analytic methods. (3)	Methodology is complete but there is not a reflection regarding key methodological norms (e.g., validity, bias, generalizability) (4)	Methodology is valid and includes critique of strengths and weaknesses. (5)	Submission does not meet minimal grading criteria. (0)
Identification of criteria ___/5 points	Criteria are largely implicit. (3)	Criteria are defined and justified. (4)	Criteria display clear recognition of the array of public service values that characterize issue. (5)	Submission does not meet minimal grading criteria. (0)
ANALYSIS AND FINDINGS	Partially Proficient	Proficient	Superior	Insufficient
Application of research methods to address client needs ___/15 points	Research incomplete, or contains flaws or biases not acknowledged within the discussion. (10)	Research is essentially complete; data collected addresses primary research questions; analysis applied in a valid way given the inherent constraints discussed in methodology section. (12)	A particularly insightful argument and/or original findings supported by thorough data collection and analysis. (15)	Submission does not meet minimal grading criteria. (0)

Evaluative Integrity ___/10 points	Analysis is disconnected, has an ad hoc character, or is inadequately focused on client concerns. (6)	A solid analysis that dovetails with other sections. (8)	The findings/recommendations are based in a particularly sophisticated evaluative and empirical analysis. (10)	Submission does not meet minimal grading criteria. (0)
Findings and/or recommendations ___/15 points	Findings are general, ad hoc, or do not dovetail appropriately with the other sections. (10)	The findings and recommendations are supported by analysis and meet client needs. (12)	The findings and recommendations are particularly original, insightful and/or creative, or make a general contribution to public policy. (15)	Submission does not meet minimal grading criteria. (0)
ARGUMENTATION	Partially Proficient	Proficient	Superior	Insufficient
Sequencing and structure ___/10 points	Basic organization detracts from argument; lacks acceptable executive summary. (6)	A logically structured product with an acceptable executive summary. (8)	Organization of analysis emphasizes thematic argument responsive to client issues. (10)	Submission does not meet minimal grading criteria. (0)
Grammar and style ___/10 points	Contains errors in grammar or syntax. (6)	Grammar and style are clear and concise. (8)	Grammar and style are highly professional and well-polished. (10)	Submission does not meet minimal grading criteria. (0)
Visual elements ___/10 points	Uses only section headings and bullets to break up argument and direct reader through argument. (6)	Incorporates other visual elements such as charts, graphs, text charts, or other visual models to an adequate extent. (8)	Particularly attractive and innovative use of text/graphic elements to include display of data; flow charts; maps, etc. Graphic elements help drive argument. Visual elements properly titled and discussed in text. (10)	Submission does not meet minimal grading criteria. (0)

Communications Briefer (10%)				
<i>ISSUE DIAGNOSIS</i>	Partially proficient	Proficient	Superior	Insufficient
Identification of key issue or problem ___/10 points	Identifies and describes issue of concern but could be more effective in framing the issue to support argument. (6)	Provides well-structured issue statement that supports core argument. (8)	Concisely and effectively conveys the issue in a way that is valid and compelling to the target audience. (10)	Submission does not meet minimal grading criteria. (0)
<i>ANALYSIS AND FINDINGS</i>	Partially proficient	Proficient	Superior	Insufficient
Research and analytic integrity ___/15 points	Analysis makes poor use of evidence or is poorly connected. (10)	A solid analysis that dovetails with other sections. (12)	The findings/ recommendations are based in a particularly sophisticated analysis with good use of research. (15)	Submission does not meet minimal grading criteria. (0)
Findings and/or recommendations ___/10 points	Findings are general, ad hoc, or do not dovetail appropriately with the other sections. (6)	The findings and recommendations are solidly supported by analysis. (8)	The findings and recommendations are particularly original, insightful and/or creative. (10)	Submission does not meet minimal grading criteria. (0)
<i>ARGUMENTATION</i>	Partially proficient	Proficient	Superior	Insufficient
Writing mechanics ___/5 points	Contains errors in grammar or syntax; style may be too rhetorical or conversational. (3)	Few errors in grammar or syntax; style is generally professional. (4)	Grammar and style are highly professional, neutral in tone, and well-polished. (5)	Submission does not meet minimal grading criteria. (0)
Sequencing and structure ___/5 points	Basic organization detracts from argument; lacks acceptable executive	A logically structured product with an acceptable executive summary. (4)	Organization of analysis emphasizes thematic argument responsive to client issues. (5)	Submission does not meet minimal grading criteria. (0)

	summary. (3)			
Visual elements ___/5 points	Uses only basic visual elements to draw reader in and support the argument. (3)	Incorporates visual elements such as charts, graphs, text charts, or other visual models to an adequate extent. (4)	Particularly attractive and innovative use of text/graphic elements to include display of data; flow charts; maps, etc. Graphic elements help drive argument. Visual elements properly titled and discussed in text. (5)	Submission does not meet minimal grading criteria. (0)

Project Presentation (10%)

Delivery of the Capstone Project Final Report and Communications Briefing to your Client is a critical element in completing the process and commitment of this course. Participation in the delivery process may vary by Client but student participation in the delivery of the Final Report and Communications Briefing in academic settings is a standard commitment in which all team members must engage. Written and oral discussions and team engagements is a key part of our learning process including the process of delivering high quality findings or sub-optimal results. Project presentations enable students to think over the way in which you present yourself and your accomplishments to an audience, to consider ways in which feedback may be solicited in advance and incorporated fully in any final product and to engage your Client in meaningful dialogue around substantive issues and processes. Academic review of your project and presentation allows for the comparison of styles, levels of engagement, depth of analysis and variances of research methods which influence the achievements in each project. Planning and practicing your presentation in advance, learning both respectful and appropriate manners to help confirm you are communicating in a completely professional manner and judging your setting and audience to adjust your plans in real time for a live presentation format help students develop stronger analytic and communications skills.

Your project presentation grade will be based on:

- Project team members plan, scheduling, conducting and concluding delivery of the Final Report and Communications Briefing to the client including completion of written assignments that assess your contributions, activities, role leadership and finally, team cooperation and collaboration as well as completion of the project cycle. Evaluation may be collected from outside sources on the team's client delivery process to include client satisfaction and professional acumen.
- Faculty assessment of student project presentation during the wrap-up activities of the course including in person and telephonic team presentations; faculty will assess presentation skills across all components of the course including completed client project and research as well as client delivery process.

All students are required to attend, fully participate and come prepared with thoughtful contributions to any live meetings scheduled by the Client and/or Faculty including in person presentations to the Client.

Project Presentation Rubric (10%)

<i>Objective/ Criteria</i>	<i>1-Partially Proficient</i>	<i>2-Proficient</i>	<i>3-Superior</i>	<i>0-Insufficient</i>
Commitment to Project ___/3 points	Misses meetings or does not engage fully in project tasks and activities; does not meet all deadlines; reactive rather than proactive (1)	Reasonable level of activity and involvement in project tasks and activities; engages in team interactions and meetings; meets most deadlines (2)	High level of activity and proactive involvement in project tasks and activities; constructive engagement in team interactions and meetings; always meets deadlines (3)	Submission does not meet minimal grading criteria. (0)

Intellectual Contributions to the Project ___/3 points	Provides some contributions that advance the work of the team and address the goals of the client project. (1)	Regularly contributes research and ideas that advance the goals and tasks expressed in the work plan and advance the end objectives of the project. (2)	Provides particularly useful research and original ideas that make particularly insightful contributions to the work plan and to the objectives of the project (3)	Submission does not meet minimal grading criteria. (0)
Professional team work and relationships ___/4 points	Communications in team meetings; live time; and other interactions sometimes lack professionalism or do not help keep team cohesive and working on task. (1)	Communications and team interactions are mostly constructive and professional; listening skills are present; communications advance the team's cohesiveness and focus on task (2)	Displays leadership in keeping team cohesive and on task. Communications and interactions in meetings, live time, email and other interactions are consistently constructive and highly professional (4)	Submission does not meet minimal grading criteria. (0)

COURSE SCHEDULE

Please complete all readings for each module prior to the start of each module. The intensive class format is a seminar with extensive class discussion, small group exercises, mini-lectures, analyses of case materials, presentations by seminar participants and opportunities for clarifying questions and feedback to participants. These activities depend on each student's preparation and willingness to participate. As with any graduate course, course schedule adjustments will be made to satisfy the dynamics of the class.

SESSION ONE

Friday	Participant Introductions
	Course Outline, Assignments, Discussion Board, Evaluation
	Speaker (s)
Saturday	Project Management
	Critical Thinking and Problem Solving
	Practicum
	Project Team Work
Sunday	The "Eightfold Path"
	Project Team Work

Reading:

Bohn, Roger. (2000). Stop Fighting Fires. *Harvard Business Review*, July-August: 83-91.

Buchanan, Paul. *A Guide To Effective Problem Solving*. Leadership Resources, Inc. (undated) This article will be provided by Dan

McNamara, Carter. *How to do planning*. <http://managementhelp.org/planning/index.htm#types>

Trelles-Duckett, Alicia. *All about project management*.
<http://managementhelp.org/projectmanagement/index.htm>

Weick, Karl. (1996). Drop Your Tools: An allegory for organizational studies. *Administrative Science Quarterly* 41:301-313.

SESSION TWO

Thursday	Project Presentations
	Leadership and Management in Public Organizations

Readings

Clayton, Ross. *Managerial Craftsmanship: Conceptual skills and public management*. USC (not published). This article will be provided by Dan

Kurkjian, Mary. (1984). *Bromides for Public Managers by Gordon Chase*. Kennedy School of Government, Harvard University. This article will be provided by Dan

Friday Project Presentations

Ethical behavior in Public Service. Student team presentations of the assigned chapters.

Managing Risk

Reading:

Richter, William L. and Frances Burke, Ed. (2007). *Combating Corruption, Encouraging Ethics: A Practical Guide to Ethics*

Hardy, Karen. (2009) *Managing Risk in Government: An introduction to enterprise risk management*, IBM Center for the Business of Government; www.businessofgovernment.org (Posted on Blackboard)

Saturday Individual Management Advance Plan Presentations/Discussion

Brunch

Wrap-up

Reading:

Zidle, Marcia. *How to advance your career (and manage relations with your boss)*
<http://managementhelp.org/careers/advancement.htm>

Zidle, Marcia. *How to plan your career*. <http://managementhelp.org/careers/planning.htm>

OVERALL COURSE SCHEDULE (INCLUDING DISTANCE LEARNING SCHEDULE)

Semester Weeks	Course Themes	Student Engagement	Student Assignment / Activity
1: Jan 11 - 17	Introduction to course. Team project roles.	Review recorded AdobeConnect Session	Personality Test Individual response to discussion question.
2: Jan 18 - 24	Familiarization with the projects. Issue research and value reflection.		Team response to discussion question(s)
3: Jan 25 - 31	Smart practices research and methodologies.	Read Richter & Burke Chapter I & Assigned Chapter for Teaching	Team response to discussion question(s)
4: Feb 1- 7	Methods selection and work plan	Read Bardach Part II	Team response to discussion question(s)
5: Feb 8- 14	Class Meeting	See daily seminar schedule for reading assignments	
6: Feb 15- 21	Prospectus with issues and methodologies.		Prospectus Due Feb 17 Research Memo Due Feb 21
7: Feb 22 - 28	Interview, research and analyze.	Read Bardach Part III	Team response to discussion question(s)
8: Feb 29 - Mar 6	Analyze organizational context.		Team response to discussion question(s)
9: Mar 7 - 13	Partial draft report.	Read Bardach Appendices B & C	Team response to discussion question(s)
10: Mar 14 - 20	Spring Break		Research Memo Due Mar 20
11: Mar 21 - 27	Preliminary findings.		Partial Draft Due Mar 27 Team response to discussion question(s)
12: Mar 28 - Apr 3	Build upon draft to completion.	Read Bardach Appendix D	Team response to discussion question(s)
13: Apr 4 - 10	Rebounding from critique		Team response to discussion question(s)
14: Apr 11 - 17	Personal reflections of a researcher.		MAP Due Apr 17
15: Apr 18 - 24	Class Meeting	See daily seminar schedule for reading assignments	Be prepared to present chapters from Richter & Burke book on ethics
16: Apr 25 - May 1			Briefer and Final Report Due May 1

UNIVERSITY STATEMENTS ON ASSISTANCE AND BEHAVIORAL EXPECTATIONS

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP:

http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>. Information on intellectual property at USC is available at: <http://usc.edu/academe/acsen/issues/ipr/index.html>.

Code of Conduct

Students are expected to respect norms of civility in all interactions with faculty, fellow students, and with individuals with whom they may interact in working on their term project. They must refrain from disruptive behavior (see the Office of Student Judicial Affairs and Community Standards http://www.usc.edu/student-affairs/SJACS/pages/faculty/disruptive_behavior.html). (In addition, students are expected to follow university policies regarding appropriate use of computing resources, as described in Section 2 of SCAMPUS.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Please activate your course in Blackboard with access to the course syllabus. Whether or not you use Blackboard regularly, these preparations will be crucial in an emergency. USC's Blackboard learning management system and support information is available at blackboard.usc.edu.

Computing - Code of Behavior

In matters not controlled by law or institutional policy, the university urges members of its community to exhibit ethical conduct in the use of computing resources. Electronic communication can be ambiguous and is less personal in nature than other forms of interaction. While the university encourages the exchange and debate of values and ideas, individuals are expected to exercise good judgment to ensure that their electronic communications reflect the high ethical standards of the academic community and convey mutual respect and civility. While the university will not restrict access to electronically available information, individuals using public computer workstations are encouraged to maintain an appropriate level of common civility and courtesy in viewing information content that could be identified as offensive to a passer-by or casual observer.

Human Subjects Compliance and Review:

Students are expected to pursue their research ethically and in compliance with the university's codes

regarding human subject protections. The University Park Institutional Review Board is the review and compliance body formed to protect human subjects in biomedical and social science. It is empowered to review all research proposals, funded or not, which are conducted by the faculty, staff, graduate or undergraduate students which involve the use of human subjects. Human subject means a living individual about whom an investigator conducting research obtains (a) data through intervention or interaction with the individual; or (b) identifiable private information. See the full description of the IRB at <http://www.usc.edu/admin/provost/irb/>. The mission of the Office of Compliance is accessed at <http://www.usc.edu/admin/compliance/mission.html>.

FACULTY BIOGRAPHY

Dr. Dan M. Haverty is a 30-year Fire Service veteran, having recently served as the Interim Fire Chief for the cities of Lodi and Sacramento. He was the Fire Chief and Deputy Emergency Services Director for the City of Folsom, California from 2007 - 2010. Dan has mentored Public Safety executives to help develop effective leadership, overcome labor/management challenges, and improve organizational culture, trust and mission accomplishment.

In the Fire Service, he worked in both field and administrative roles, including assignments as Training Officer, Public Information Officer, Director of Community Services, Director of Emergency Medical Services and Director of Economic Planning and Development. He previously served as a loaned executive to the California Governors Office of Homeland Security as the Chief Assistant Deputy Director for Training and Exercise Division. He was a founding member of the USC Homeland Security Center of Excellence CREATE User Advisor Council. Dan has served on the boards of the Sacramento Regional Fire/EMS Communications Center, Sierra Donor Services, and the Sacramento Chapter of the American Society for Public Administration. He is a past President of the Sacramento County Fire Chiefs' Association, Charter President of the Rotary Club of Folsom Lake, and chaired the initial Folsom Lake College Fire Technology Advisory Council. Dan also serves on the Folsom Chamber of Commerce as Vice-Chair and Director of the Leadership Folsom Program. Dan enjoys his volunteer service with St. Vincent de Paul Society, the Knights of Columbus, the Equestrian Order of the Holy Sepulchre of Jerusalem and Mercy Folsom Hospital.

He consults for nonprofit and public organizations, providing services to include: budget alignment with operational performance, leadership, executive recruitment, strategic planning, mission accomplishment, curriculum development, governing board development and meeting facilitation. He has been teaching at USC Sol Price since 2003.

His education includes a B.S. in Fire Service Management and M.S. in Public Agency Communication from California State University, Sacramento and an M.P.A. and Doctorate in Public Administration from the University of Southern California.



As you embark on, or continue your professional engagement in public service, I encourage you to join the American Society for Public Administration (ASPA), if you have not already done so (www.aspanet.org) .

Appendix A

Capstone Management Project Outline

The Project shall include the following elements at a minimum:

- II. Executive Summary
- III. Issue Statement
- IV. Purpose and Methodology
- V. Findings
- VI. Framework
- VII. Environmental Scan (not all may apply)
 - A. Social Scan Analysis
 - B. Cultural Scan and Analysis
 - C. Historical Scan and Analysis
 - D. Economic/Financial Scan Analysis
 - E. Technology Scan and Analysis
 - F. Political Scan and Analysis
 - G. Place Scan and Analysis
- VIII. Smart Practices
- IX. Literature Review & Interview Data
- X. Recommendations
- XI. Conclusion
- XII. Appendices
- XIII. Reference

