## University of Southern California (USC)
## Sol Price School of Public Policy
**International Public Policy and Management (IPPAM) Graduate Program**

**PPD 555 – Public Policy Formulation and Implementation**
Course Syllabus – Spring 2017

## Faculty

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## Contents

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# Course Overview

## Instructors

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## Schedule

- **Class Sessions:** Thursdays, 2:00 pm to 5:20 pm, USC, Ralph and Goldy Lewis Hall (RGL), Room 103
- **Office Hours:** Immediately after class and by appointment. In-person appointments can be scheduled at 1:30 pm or 5:30 pm on day of class. Also available via email and by phone.

## Course Highlights

Formulating policies is easy. Formulating meaningful policies that can be readily implemented and have a lasting and positive impact on society is hard.

### *Course Modules*

PPD 555 is divided into seven inter-related, learning modules:

1. Policy issues identification and definition
2. Policy formulation
3. Stakeholder involvement
4. Policy implementation
5. Sustainability and monitoring of outcomes
6. Effective policy-related communications
7. Final Policy Paper

### *Course Objectives*

The course is aimed at policy researchers and future policy-makers and governmental leaders so they will have a broad understanding of public policy and the key processes. The policy formulation and implementation strategies may vary depending on the jurisdiction, country, cultural context, sociopolitical mores, political dynamics, and issues to be tackled. Therefore, it is important that students learn that a policy remedy that may work in one country may or may not translate to another setting.

Students will learn skills in the following areas:

**Policy-Making**

- Identify processes of policy formulation and implementation and consider challenges to effective policy-making in complex, diverse governance systems
- Learn how to identify the types of problems amenable to the policy process, including formulation of new policies or policy reform, by applying such tools as problem definition, policy design, cost-benefit analysis, policy assessment of options, and other techniques to analyze and compare policy alternatives
- Understand the complexities of the political environment of policy-making, including the diverse viewpoints of policy-makers, advocates, and other stakeholders who influence policy-making decision-making and often have conflicting needs and wants
- Plan the participatory process so that diverse stakeholder interests are represented and engaged fairly and effectively in policy formulation and implementation
- Frame issues to offer practical advice based on the best available evidence, and convince policy-makers on their best courses of action by sharpening your critical thinking, research, and communication skills to more effectively present policy briefs

**Institutional Capacity to Implement and Monitor Outcomes**

- Formulate recommendations supported by sufficient evidence and containing enough operational detail so that new policy initiatives can be acted upon
- Understand the importance of ensuring that governmental agencies have the institutional capacity to translate policies into programs and practices and can overcome the barriers to implementation
- Identify how the impact of new policies will be monitored and how outcomes (and ideally successes) will be measured (e.g., economic impact assessments, population outcomes, behavioral changes, or program evaluation)

**Student Skill Sets**

- Apply conceptual frameworks and tools for analyzing the political environment, formulating the policy strategy, and implementing the policy
- Articulate ethical considerations and the array of values that infuse professional engagement in policy analysis, advocacy, and political action
- Work independently and collaboratively with colleagues to produce professional and quality policy assessments as briefings and short reports, formatted as PowerPoint (or Prezi).

The course is aimed at graduate students in IPPAM.

*Teaching-Learning Approach*

The learning objectives of each session are to augment your ability to analyze, formulate, or implement some facet of political analysis or strategy. Therefore, some sessions will directly involve translating policy research into formulating or reforming policies, including the intersection of policy analysis and politics. Others sessions will focus more on policy implementation.

*Case Studies*

We will use case studies, social scientific readings, discussions, and lectures to achieve the course objectives. The "real world" case studies involve policy and programmatic issues and will be presented for group discussion. For some of the cases, the class will be divided into case study teams, focusing on different aspects of the case (e.g., policy or program evaluation, desired outcomes, challenges and barriers encountered or to be overcome, and assessments of what worked or did not work).

*Policy Paper*

Students will select policy problems at the beginning of the term that will be used as the basis for the final presentations and papers. Students will workshop their policy problems throughout the term and apply concepts being taught to their policy initiatives. At times, students will be asked to assume the role of policy-makers to provide useful feedback to their classmates regarding proposed policy options and implementation strategies.

## Course Materials

Some materials are available on the web. Class handouts and other materials will be posted on Blackboard. Other course materials are:

- PPD 555 course reader. Purchase at the IPPAM office. ***Required.***
- Kidder, Tracy. Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, A Man Who would Cure the World. Random House, Inc., 2003. ***Required***
- Bardach, E. A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving. Fourth Edition. Washington, D.C.: CQ Press, 2015 (5th edition, ISBN is 9781483359465)
- Weimer, D.L. and Vining, A.R. Policy Analysis: Concepts and Practice, 5th Edition, Upper Saddle River, NJ: Longman and Pearson Education, Inc., 2011.
- Hill, Michael and Hupe, Peter, Implementing Public Policy: An Introduction to the Study of Operational Governance, 2nd edition, Sage Publications, 2009. ISBN 1412947995, 9781412947992.

## Course Requirements

### Assigned Readings

Your assignment is to read the assigned readings thoughtfully and come to class prepared to discuss them. The Mid-Term Examination will have specific questions related to the information presented in the assigned textbook readings. Readings consist of:

- **Textbook Readings.** Each week, you will be assigned chapters in the textbooks to read that contribute to your Policy Paper and provide useful background information for the class discussions.

Because these assignments will help you prepare your Policy Paper, the weightings are included under the Policy Paper, Oral Briefing, and class participation.

- **Synopses of Reading Assignments.** For 10 of the research articles, you will prepare a one-page synopsis as though you are prepping a policy-maker who does not have time to read the full article. You are to select the article that is of greatest interest to you among those listed each week. A template for the synopsis is presented in Appendix C and is available on Blackboard as a MS Word document for your use. You will be sharing your insights about the article in class so come prepared to discuss them. Please: Bring one copy to class and upload your synopses to Blackboard.

  In terms of the Synopses, the professor will grant each student one "Free Pass," which allows you to skip a week and submit the Synopses late.

## Class Participation and Peer Support

Policy analysis and implementation cannot be done in a vacuum. Better policies are developed and implemented when collaboration exists. Collaboration can take many forms – providing constructive feedback, offering new insights, exploring the pros/cons of different options, and helping fellow classmates to build the strongest policy briefings possible. Therefore, peer reviews of classmates' class participation and support is another component of the class.

Constructive class participation involves:

- Come to class prepared (i.e., well read)
- Take the initiative in getting groups organized; do a full share of the work—or more—in group projects
- Volunteer to help others
- Provide many good ideas for development and new insights to problems; inspire others
- Clearly communicate ideas
- Be an attentive listener; remain focused on the topic being discussed
- Participate in discussions; ask good questions
- Meet deadlines; complete assigned work on time
- Help classmates to shape their thinking; routinely provide constructive, clear, and respectful feedback; and graciously accept feedback

## Policy Analysis Discussion: Current International Situation

Each student is expected to identify a current international situation, using the Worksheet template provided. The student will provide the needed background facts, assumptions, and problem definition. In class, the student will facilitate the discussions for completing the template (key stakeholders, policy options and criteria, objectives, and policy recommendation).

The student will then incorporate the class's input and complete the template for submission the next week.

## Policy Paper and Final Presentation

You are to conduct policy research on an issue and formulate a public policy with recommendations on how to implement it. The research will require you to:

- Understand a policy area, acquire and use primary documents

- Gather stakeholder input (e.g., interview researchers and policy-makers, conduct surveys, etc.) where feasible
- Careful advance planning so you should begin working on the policy problem as quickly as possible at the start of the term

IPPAM's emphasis is on international public policy and management. Therefore, the policy problems selected should preferably involve issues in other countries outside of the United States or international problems that require U.S. collaboration or involvement.

### *Policy Paper*

The faculty member has prepared a template for comprehensive Policy Paper, which is available on Blackboard as a MS Word document for your use. This template outlines what will typically be components of your Masters Project Thesis in PPD 569. PPD 555 is a good foundation for preparing for PPD 569.

For PPD 555, you will be preparing PowerPoints of your:

- Introduction
- Problem Statement
- Objectives
- Methodology
- Stakeholder Overview
- Policy Analysis
- Strategy Map (optional)
- Recommendations and Evaluation Plan

Your final paper will be briefer than what you will be writing in PPD 569. It should be a maximum of 10 pages single space (or 15 pages double space). It will be an executive summary for your target client of your research, presenting:

I. Cover page
II. Table of Contents
III. Introduction and Problem Statement
IV. Objectives
V. Current Situation
VI. Recommendations and Evaluation Plan
VII. Appendix A: Bibliography (8-12 references)
VIII. Appendix B: Methodology (what your research efforts entailed)
IX. Appendix C: PowerPoint slides from oral presentation (can reference them in the body of your executive summary

The paper submissions are divided into two parts and three appendices:

- **Part 1. Problem Statement Assignment:** You are to first complete Items I, II, III, IV, and V (4-5 pages, single space), which defines the policy problem that you want to tackle in this course. Please bring one copy to class and upload your Part 1 paper to Blackboard

- **Appendices:** Item VII/Appendix A (Bibliography), Item VIII/Appendix B (Methodology), and Item IX/Appendix C (PowerPoint slides) are works in progress. You will use your slides in Item IX/Appendix C for your Final Presentation.
- **Part 2. Final Paper.** You are to revise Part 1 based on your additional research and class feedback and finish Item VI through Item IX by the end of the term.

| Consideration | Guidelines for Final Paper |
|---|---|
| Length | Executive Summary: 10 pages maximum if single space; 15 pages maximum if double space (excluding cover page, table of contents, bibliography, exhibits and appendices) |
| Font Size | 12 point |
| Software | MS Word with PowerPoint or Excel inserts |
| Visuals | Insert graphs, maps, charts, images, etc. as in-text exhibits or appendices |

### *Final Presentation*

Throughout the course, the professor will ask you to be prepared to discuss aspects of your Policy Paper, which is a work-in-progress.

On April 27, 2017, you will present an oral presentation of your Policy Paper. You will defend your policy position and recommendations to the class as your final course project. The professor will provide guidance about how best to prepare the final briefing throughout the term. You will use your PowerPoints (or Prezi) for the presentation.

| Consideration | Guidelines for Oral Briefing |
|---|---|
| Length | 10 minutes (a 5-minute question and answer (Q&A) period will follow the presentation) |
| Graphics | Prepare your presentation, using PowerPoint, Prezi, or a similar visual tool. Keep the graphics simple and user friendly. |
| Font Size | 18 point for PPT |
| Handouts | Please submit your overhead slides two days before your presentation so that the professor can share the PPTs with the panelists beforehand and the IPPAM office can make copies of them for the panelists. |

## Take-Home Mid-Term Examination

The mid-term examination is a take-home and open-book examination so that:

- You have adequate time to reflect on the questions raised and mini-case studies that require policy analysis.
- You can demonstrate that you can research and analyze issues, using the Syllabus readings or other resources to help answer the questions.

You are expected to abide by USC's Statement of Academic Integrity," outlined in Appendix A in this Syllabus under "Academic Conduct."

No makeup exams will be given unless the professor is notified prior to the exam and the student has a valid university accepted excuse. For example, a serious illness with a doctor's note is an acceptable excuse, while conflicting work schedules, travel arrangements, and lack of sleep are not.

## Classes Sessions and Assignments

The professor will regularly assess progress and elicit student feedback regarding the course. If necessary, the professor will revise the syllabus to make it more suitable.

| MODULE/SESSION/DATE: TOPIC AND READINGS | |
|---|---|
| **MODULE 1: POLICY ISSUES IDENTIFICATION AND DEFINITION** | |
| **Session 1, Jan 12: Field of Policy-Making** | |
| Topics | ▪ Student introductions (elevator pitches)<br>▪ Career paths requiring policy expertise<br>▪ Policy formulation, policy reform, reinventing government movement<br>▪ Sustainability: Triple P and Tragedy of the Commons<br>▪ Case study: Impact of policy on changing behaviors (smoking in America)<br>▪ Policy Analysis Discussion: Current International Situation |
| Textbook Reading | Bardach, E. A Practical Guide for Policy Analysis, pp. 141-149. |
| Synopsis Reading | None are due for the first class. Professor will review what is involved in preparing a synopsis of the research readings. |
| **Session 2, Jan 19: Public Policy: Tackling Wicked Problems/Scoping Your Policy Projects** | |
| Topics | ▪ Overview of Tame-Mess-Wicked-Wicked Mess Model: Discussion of student projects and scoping of initiatives<br>▪ Defining problems<br>▪ Policy Analysis Discussion: Current International Situation |
| Textbook Reading | Bardach, E. A Practical Guide for Policy Analysis, pp. 1-47.<br><br>Weimer, D.L. and Vining, A.R. Policy Analysis:<br>▪ Part I, Chapter 2: "What is Policy Analysis?" pages 23-38.<br>▪ Part I, Chapter 3: "Toward Professional Ethics," pages 39-53.<br>▪ Part IV, Chapter 14: "Doing Policy Analysis," pages 326-333.<br><br>Hill, Michael and Hupe, Peter, Implementing Public Policy:<br>▪ Chapter 1: "Introduction"<br>▪ Chapter 2: "Positioning Implementation Studies" |
| Synopsis Reading | Submit 1 Synopsis from Module A: Defining Problems |

## MODULE/SESSION/DATE: TOPIC AND READINGS

## MODULE 2: POLICY FORMULATION

### Session 3, Jan 26: Policy Problem Definition

**Topics**

- Preparing case studies, developing benchmarks, and identifying best practices
- Case study
- Policy Analysis Discussion: Current International Situation

**Textbook Reading**

Bardach, E. A Practical Guide for Policy Analysis, pp. 47-78.

Weimer, D.L. and Vining, A.R. Policy Analysis, Part IV: Doing Policy Analysis, Chapter 15: "Landing on your Feet: Organizing Your Policy Analysis," pages 341-383.

Hill, Michael and Hupe, Peter, Implementing Public Policy, Chapter 3: "The Top-down/Bottom-up Debate."

**Synopsis Reading**

None this week; focus on the Policy Problem Statements due this week.

**Assignment Due**

Policy Problem Statements (2-4 pages); cover at a minimum the topics contained in the template posted on Blackboard (Part 1) and at the end of this Syllabus

- Background
- Assumptions
- Problem Definition
- Objectives
- Methodology, including Information/Data Needed

### Session 4, Feb 2: Identification of Policy Options and Criteria for Assessing Policies

**Topics**

- Discussion of policy options being considered for Policy Paper
- Case study
- Policy Analysis Discussion: Current International Situation

**Textbook Reading**

Bardach, E., A Practical Guide for Policy Analysis," pp. 79-107.

Hill, Michael and Hupe, Peter, Implementing Public Policy, Chapter 4: "Implementation Theory."

**Synopsis Readings**

Submit 1 other Synopsis from Module A: Defining Problems

**Assignment Due**

Bring a list of at least 3 policy options for your Policy Paper; be prepared to discuss them

## MODULE 3: STAKEHOLDER INVOLVEMENT

### Session 5, Feb 9: Stakeholder Influence on Policy

**Topics**

- Understanding of stakeholders' needs/wants, values, and perspectives on policy issues
- The class will explore how to make change last – beyond the dissemination of the results, including strategies for dealing with conflicting values, needs, and wants among supportive and resistant stakeholders.

| MODULE/SESSION/DATE: TOPIC AND READINGS | |
|---|---|
| | ▪ Case study<br>▪ Policy Analysis Discussion: Current International Situation |
| Synopsis Readings | Submit 1 Synopsis from Module B: Stakeholder Engagement |

**Session 6, Feb 16: Stakeholder Engagement**

| | |
|---|---|
| Topics | ▪ Strategies for tackling stakeholders' barriers to change<br>▪ Case study<br>▪ Policy Analysis Discussion: Current International Situation |
| Synopsis Readings | Submit 1 other Synopsis from Module B: Stakeholder Engagement |

**Session 7, Feb 23: Mid-Term Examination – No Class Meeting; Take Home and Open Book Examination** Accordance with USC's Academic Integrity Policy

**MODULE 4: POLICY DECISION-MAKING AND IMPLEMENTATION**

**Session 8, Mar 2: Policy Decision Analysis and Decision-Making**

| | |
|---|---|
| Topics | ▪ Leadership styles and decision-making<br>▪ Case study<br>▪ Be prepared to discuss for your Policy Paper what advice you would give your elected officials regarding:<br>o What the policy issue is?<br>o What constituents are affected by it?<br>o Why the elected official would want to support this policy initiative?<br>o What should the policy initiative or bill contain?<br>o Who else might the elected official involve to garner needed support?<br>▪ Policy Analysis Discussion: Current International Situation |
| Textbook Reading | Hill, Michael and Hupe, Peter, <u>Implementing Public Policy</u>:<br>▪ Chapter 5: "Implementation and Governance"<br>▪ Chapter 6: "Implementation Theory and the Study of Governance" |
| Synopsis Readings | Submit 1 Synopsis from Module C: Leadership Styles and Implementing Change |

**Session 9, Mar 9: Implementation: Building Infrastructure Capacity to Implement Change**

| | |
|---|---|
| Topics | ▪ Understanding governmental agency capacity to implement your proposed policy<br>o Governance structure<br>o Organizational assessment and management reviews<br>o Prevailing Practices, Smart Practices, Best Practices, and Next Practices<br>▪ Centralization versus decentralization: pros and cons<br>▪ Case study<br>▪ Policy Analysis Discussion: Current International Situation |
| Textbook Reading | Bardach, E., <u>A Practical Guide for Policy Analysis</u>," pp. 109-123. |

| MODULE/SESSION/DATE: TOPIC AND READINGS | |
|---|---|
| | Weimer, D.L. and Vining, A.R. Policy Analysis:<br>▪ Part III: Conceptual Foundations for Solution Analysis, Chapter 11: “Adoption,” pages 263-262<br>▪ Part IV: Doing Policy Analysis, Chapter 16: “Cost-Benefit Analysis: Assessing Efficiency,” pages 383-423.<br><br>Hill, Michael and Hupe, Peter, Implementing Public Policy, Chapter 7: “Researching Implementation.” |
| Synopsis Readings | Submit 1 other Synopsis from Module C: Leadership Styles and Implementing Change |
| **Mar 16: Spring Break – No Class** | |
| **Session 10, Mar 23: Implementation: Recommendations for Implementing Change** | |
| Topics | ▪ Development of recommendations for implementing policy<br>▪ Policy and program evaluation<br>▪ Case study<br>▪ Policy Analysis Discussion: Current International Situation |
| Textbook Reading | Bardach, E. A Practical Guide for Policy Analysis,” pp. 109-123.<br><br>Weimer, D.L. and Vining, A.R. Policy Analysis, Part III: Conceptual Foundations for Solution Analysis, Chapter 12: “Implementation,” pages 383-423.<br><br>Hill, Michael and Hupe, Peter, Implementing Public Policy, Chapter 8: “Implementation in Context.” |
| Synopsis Readings | Submit 1 other Synopsis from Module C: Leadership Styles and Implementing Change |
| **MODULE 5: SUSTAINABILITY AND MONITORING OF OUTCOMES** | |
| **Session 11, Mar 30: Accountability: Measuring Success** | |
| Topics | ▪ Application of Strategy Maps to individual policy projects<br>    o Application of Strategy Maps to individual policy projects<br>    o Use of performance metrics linked to your Strategy Map to build a Balanced Scorecard for your policy issue<br>▪ Case Study<br>▪ Policy Analysis Discussion: Current International Situation |
| Synopsis Readings | Submit 1 other Synopsis from Module D: Strategy Maps and Balanced Scorecards |
| Assignment | Using the policy problem you are evaluating for this course, outline 5 to 10 quantitative outcomes (metrics) you would like to achieve by 2020 as success indicators. Measurements could be in the areas of:<br><br>▪ Societal changes<br>▪ Environmental changes<br>▪ Services or program outcomes |

| MODULE/SESSION/DATE: TOPIC AND READINGS | |
|---|---|
| | ▪ Economic or financial performance<br>▪ Internal agency operations<br>▪ Stakeholder engagement<br>▪ Employees executing the initiative<br><br>A useful reference resource tool is: KPI Mega Library: 17,000 Key Performance Indicators, Rachad Baroudi, 2010, ISBN: 14515516665 or ISBN-13: 9781451551662 |
| **Session 12, Apr 6: Implementation: Evaluation Methods** | |
| Topics | ▪ Quantitative, quasi-experimental, cost-benefit analysis, and qualitative evaluation<br>▪ Case study<br>▪ Policy Analysis Discussion: Current International Situation |
| Textbook Reading | Weimer, D.L. and Vining, A.R. Policy Analysis, Part III: Conceptual Foundations for Solution Analysis, Chapter 13: "Government Supply: Drawing Organizational Boundaries," pages 308-324.<br><br>Hill, Michael and Hupe, Peter, Implementing Public Policy, Chapter 9: "The Future of Implementation Studies." |
| Synopsis Readings | Submit 1 Synopsis from Module E: Evaluation |
| **MODULE 6: EFFECTIVE POLICY-RELATED COMMUNICATIONS** | |
| **Session 13, Apr 13: Communications: Communicating Policy Analysis, Trends, and Recommendations** | |
| Topics | ▪ Visual presentations displays causal relationships<br>▪ Communication strategies for policy options, recommended policy, and policy evaluation results, including pros and cons of each dissemination tactic, by stakeholder group<br>▪ Policy Analysis Discussion: Current International Situation |
| Synopsis Readings | Submit 1 Synopsis from Module F: Communicating and Visualization |
| Assignment | Bring to class one "infographic" that you think is an innovative way to communicate information or present data. Under "Synopsis Readings" are links to some resources for infographic ideas.<br><br>Identify at least one way to better display the information in your Policy Paper, using Tufte principles and ideas found elsewhere. |
| **MODULE 7: FINAL POLICY PAPER AND BRIEFINGS** | |
| **Session 14, Apr 20: Preparation for Final Presentations/Briefings and Final Papers** | |
| Topics | Review class to discuss any outstanding issues that students may have regarding their upcoming presentations and final papers. Will review different techniques for effective public speaking and presentation of policy position papers. Bring to class the draft set of PowerPoint slides. |

| MODULE/SESSION/DATE: TOPIC AND READINGS | |
|---|---|
| Synopsis Reading | None this week; focus on the Final Presentations and Final Papers. |
| **Session 15, Apr 27: Final Presentations/Briefings** | |
| Presentations and Papers Due | All students will submit their Policy Papers, covering the topics contained in the template posted on Blackboard (Parts 1 and 2).<br><br>Submit your overhead slides two days before your presentation so that the professor can share the PPTs with the panelists beforehand and the IPPAM office can make copies of them for the panelists.<br><br>You incorporate the feedback from the Final Presentations into your final papers for submission on May 4, 2107. |
| **Session 16, May 4: Political Simulation Finale** | |
| Political Simulation Experience | Students will participate in a global simulation exercise where they represent different countries and negotiate on behalf of their countries, building on their hypothetical countries' assets and filling in their countries' gaps. |
| Final Papers | Submit 1 hard copy to the Professor. Post the file on Blackboard. |

Here is a link to USC's academic calendar: http://academics.usc.edu/calendar/

## Reading Synopses

Students will prepare 10 synopsis reading abstracts – one per module.

### Module A: Defining Problems

"Knowledge Mapping for Complex Social Messes," Presentation at the David and Lucile Packard Foundation, Robert E. Horn, Visiting Scholar, Stanford University, 2001.

Ritchey, T. "Wicked Problems: Modelling Social Messes with Morphological Analysis," Swedish Morphological Society, 2005, revised 2015.

"Tackling Wicked Problems: A Public Policy Perspective," Contemporary Government – Challenges, Australian Government – Australian Public Service Commission, 2007, pages 1-18: http://www.apsc.gov.au/__data/assets/pdf_file/0005/6386/wickedproblems.pdf

### Module B: Stakeholder Engagement

Bryson, J.M. "What to Do When Stakeholders Matter: A guide to Stakeholder Identification and Analysis Techniques," Public Management Review, 2004.

Bryson, J.M., Quick, K.S. Slotterback, C.S., Crosby, B.C., and Moynihan, D.P., Editor. "Designing Public Participation Processes: Theory to Practice," Public Administration Review (PAR), January/February 2015, Vol. 73, Number 1, pages 1-34.

Duncan, H. Daniels. "The Classic Duo: Accountability and Community Development Can Help Unlock an Abundance of Resources," Public Management, November 2012, pages 20-23.

Durning, D. "Participatory Policy Analysis in a Social Service Agency," Journal of Policy Analysis and Management, 1993, pp. 297-322: http://www.jstor.org/stable/3325237

Escobar, O. “Public Engagers and the Political Craft of Participatory Policy Making,” Public Administration Review (PAR), January/February 2015, Vol. 73, Number 1, pages 36-37.

Kretzmann, J.P. and McKnight, J.L. “Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community’s Assets,” Institute for Policy Research, Northwestern University, Evanston, IL, 1993.

Renn, O., Webler, T., Rakel, H., Dienel, P., & Johnson, B. (1993). Public participation in decision-making: A three-step procedure. Policy Sciences, 26(3), 189-214.

Schultz, S.M. “In Search of the Secret Public Participation Recipe,” Public Administration Review (PAR), January/February 2015, Vol. 73, Number 1, pages 34-35.

Stakeholder Engagement: A Good Practice Handbook for Companies Doing Business in Emerging Markets, International Financial Corporation (IFC), 2007.

The Stakeholder Engagement Manual: From Words to Action, Volume 2: The Practitioner’s Handbook on Stakeholder Engagement (201 pages (complimentary; 201 pages (complimentary; see link ) (skim read to find ideas to apply to your Policy Paper)

Kenny, C. “Good Riddance to the World Bank’s ‘Developing’ Nations,” NEXUS, June 2, 2016. http://www.zocalopublicsquare.org/2016/06/01/good-riddance-to-the-world-banks-developing-nations/ideas/nexus/?platform=hootsuite

## Module C: Leadership Styles and Implementing Change

Bardach E. “Report from the Trenches: The Life of the Apprentice Budget Analyst,” Journal of Policy Analysis and Management, 24(2):419-433 (2005).

Case studies:  “Innovation in Government: Indonesia and Colombia,” McKinsey Quarterly, February 2012.

Malastesta, D. and Carboni, J.L. “The Public-Private distinction: Insights for Public Administration from the State Action Doctrine,” Public Administration Review (PAR), Vol. 75, No. 1, January/February 2015, pages 63-74.

Nelson, K.L. and Svara, J.H. “The Roles of Local Government Managers in Theory and Practice: A Centennial Perspective,” Public Administration Review (PAR), Vol. 75, No. 1, January/February 2015, pages 49-61.

Raudla, R., Douglas, J.W.., Randma-Liiv, T., and Savi, Riin. “The Impact of Fiscal Crisis on Decision-making Processes in European Governments: Dynamics of a Centralization Cascade,” Public Administration Review (PAR), Vol. 75, No. 6, November/December 2015, pages 842-852.

“Russian Effective Governance Pilot Extended,” Siberian Civic Initiatives Support Center, Epstein & Fass: http://www.rtmteam.net/page.php?section=works_in_progress&pageID=12

Siegel J.E., Weinstein, M.C., Russell LB, Gold MR. "Recommendations for Reporting Cost-Effectiveness Analyses," Journal of the American Medical Association (JAMA), 276(16):1339-1341 (1996).

Stephen Linder & B. Guy Peters, "The Logic of Public Policy Design: Linking Policy Actors to Plausible Instruments," Knowledge and Policy (1991).

Walker, W.E. “Policy Analysis: A Systematic Approach to Supporting Policymaking in the Public Sector,” Journal of Multi-Criteria Decision Analysis, Vol. 9, 2000, pages 11-27. http://onlinelibrary.wiley.com/doi/10.1002/1099-1360(200001/05)9:1/3%3C11::AID-MCDA264%3E3.0.CO;2-3/pdf

## Module D: Strategy Maps and Balanced Scorecards

Kaplan, R.S. and Norton, D.P. “Having Trouble with your Strategy? Then Map It,” Harvard Business Review, September-October 2000, pages 167-176.

Kaplan, R.S. and Norton, D.P. “Mastering the Management System,” Harvard Business Review, January 2008, Reprint R0801D.

Jennings, Jr, E.T.. “Strategic Planning and Balanced Scorecards: Charting the course to Policy Destinations,” Part V: Have we Missed the Boat in Strategic Planning, Public Administration Review (PAR), December 2010, Special Issue, pages S224-S226.

Kaplan, R.S. and Norton, D.P. “Using the Balanced Scorecard as a Strategic Management System,” Harvard Business Review/Best of HBR, August 2007, pages 2-14.

## Module E: Evaluation

Doring, H., Downe, J., and Martin, S. “Regulating Public Services: How Public Managers Respond to eternal Performance Assessment,” Public Administration Review (PAR), Vol. 75, No. 6, November/December 2015, pages 867-877.

Khagram, S. and Thomas, C.W. “Toward a Platinum Standard for Evidence-Based Assessment by 2020,” Part I: 2020: The Good, the Bad, and the Ugly, Public Administration Review (PAR), December 2010, Special Issue, pages S100-S106.

“When will we ever learn? Improving Lives through Impact Evaluation,” Report of the Evaluation Working Group, Chairs W.D. Savedoff, R. Levine, and N. Birdsall, Center for Global Development (CGD), pages 1-43 http://www.cgdev.org/files/7973_file_WillWeEverLearn.pdf

William Blanchard, "Evaluating Social Equity: What Does Fairness Mean and Can We Measure It?" Policy Studies Journal (1986); pp. 29-54.

## Module F: Communicating and Visualization

Bertelli, A.M. and Sinclair, J.A., “Mass Administrative Reorganization, Media Attention, and the Paradox of Information” in the United Kingdom, Public Administration Review (PAR), Vol. 75, No. 6, November/December 2015, pages 855-866.

2010 Mecklenburg County, NC: Performance Report.

Musso, J., Biller, R., and Myrtle, R., “Tradecraft: Professional Writing as Problem Solving,” Journal of Policy Analysis and Management, Vol. 19, No.4. (2000), pp. 635-646

pLAn: Transforming Los Angeles – Environment, Economy, Equity. City of Los Angeles, 2015.

Tufte, Edward R., Visual Explanations: Images and Quantities, Evidence and Narrative, “Chapter 2: Visual and Statistical Thinking: Displays of Evidence for Making Decisions,” Graphic Press, Cheshire CT, 1997, pages 27-54.

Tufte, Edward R., Visual Explanations: Images and Quantities, Evidence and Narrative, “Chapter 5: Parallelism: Repetition and Change, Comparison, and Surprise,” Graphic Press, Cheshire CT, 1997, pages 27-54.

Tufte, Edward R. All four ET books, paperback, $100 postpaid, free US shipping to one address: http://www.edwardtufte.com/tufte/books_be

1. The Visual Display of Quantitative Information
2. Envisioning Information
3. Visual Explanations: Images and Quantities, Evidence and Narrative
4. Beautiful Evidence

Tufte, Edward R. e-books; immediate download to any computer connected to internet, $2 each: http://www.edwardtufte.com/tufte/ebooks

1. Visual and Statistical Thinking
2. The Cognitive Style of PowerPoint
3. Seeing Around + Feynman Diagrams
4. Data Analysis for Politics and Policy

Links to some resources for infographic ideas.

http://search.aol.com/aol/image?q=infographic+templates&v_t=na

http://www.pinterest.com/search/pins/?q=infographics

http://www.coolinfographics.com/cool-posters/

http://search.aol.com/aol/imageDetails?s_it=imageDetails&q=infographics&v_t=na&b=image%3F%26q%3Dinfographics%26tb_oid%3D20-11-2015%26s_it%3D%26tb_mrud%3D20-11-2015%26tb_uuid%3DD183AA5F1B684959BD5D5D004FCEF6ED%26oreq%3D8862a4cbee4f4b3cb05c402e3d6bba57&img=http%3A%2F%2Fi.imgur.com%2FDNxvj.png&host=http%3A%2F%2Fivancash.com%2FInfographic-of-Infographics&width=116&height=75&thumbUrl=http%3A%2F%2Ft1.gstatic.com%2Fimages%3Fq%3Dtbn%3AANd9GcT1KxHpPx1Z3n_i1kiGV9pt7hwQFfGdgDUe4pNWlCq0pRXN_9pC9CEolQ&imgWidth=1500&imgHeight=971&imgSize=114749&imgTitle=infographics

http://prezi.com/prezi-for-business-2/?gclid=COy_o-fvursCFTDhQgodFl0AmQ

http://offers.hubspot.com/how-to-easily-create-five-fabulous-infographics-in-powerpoint?source=hspd-ppc-bestoffers-infographic-templates-112213

## University of Southern California (USC), Sol Price School of Public Policy

**International Public Policy and Management (IPPAM) Graduate Program**

**PPD 555 – Public Policy Formulation and Implementation**

Reading Assignment Synopsis

Due: 10 Abstracts to be Completed

| | |
|---|---|
| **Student Name:** | |
| **Date:** | |
| **Professor:** | Gayla Kraetsch Hartsough, Ph.D. |

| PPD 555 Class Reading | Synopsis for Policy Maker |
|---|---|
| **Article Title** | |
| **In 25 words or less, what was the article about** | |
| **Article Conclusions** | |
| **Article Audience** | |
| **Provide 1 to 3 insights the article provided** | 1. |
| | 2. |
| | 3. |
| **Insight(s) from the article that might apply to the policy issue you are researching** | |

## International Policy Analysis Discussion

The Student Lead for the week:

- Selects a current international Situation
- Provides the "Known Facts," Initial Assumptions, and Problem Definition on the Worksheet, using the template on the next page, and brings copies to class
- Presents the current international Situation to the class
- Works with classmates as they define the Stakeholders, Policy Options and Criteria, Objectives, and Recommendation
- Submits the finalized Worksheet with all of the fields completed the following week

| 2017 Week | Assigned Student Leads |
|---|---|
| January 12 | **Gayla Presents an Example** |
| January 19 | |
| January 26 | |
| February 3 | |
| February 9 | |
| February 16 | |
| February 23 | **Mid-Term Examination** |
| March 2 | |
| March 9 | |
| March 16 | |
| March 23 | |
| March 30 | |
| April 6 | |

**University of Southern California (USC), Sol Price School of Public Policy**
**International Public Policy and Management (IPPAM) Graduate Program**

**PPD 555 – Public Policy Formulation and Implementation**
**Policy Analysis Discussion: Current International Situation**

| | |
|---|---|
| Student Name: | |
| Date: | |
| Topic: | |
| Professor: | Gayla Kraetsch Hartsough, Ph.D. |

| **Background – Known Facts** | **Assumptions** | | | |
|---|---|---|---|---|
| | | | | |
| **Problem Definition** | **Key Stakeholders** | | | |
| | Who | | What They Want/Need | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| **Policy Options** (Scale: 5=High, 1=Low) | Criteria 1: | Criteria 2: | Criteria 3: | **Overall** |
| Status Quo | | | | |
| Option 1: | | | | |
| Option 2: | | | | |
| Option 3: | | | | |
| **Objectives** | **Policy Recommendation** | | | |
| | | | | |

## Case Studies

During the class, the students will discuss case studies; highlights of some of the case studies are on the following pages for reference purposes. Other case studies may involve a variety of topics, such as:

- Impact of policy on changing behaviors (smoking in America)
- Ending homelessness in urban areas
- Strategic models for unincorporated areas
- Environmental initiatives
- Performance measurements initiatives
- Educational initiatives to increase graduation rates and high school-to college-to career pathways

## Case Study: Visual Landscape – Digital Billboard Policy

### *Conflicting Perspectives and Concerns*

The widespread use of digital signage has created a convergence of competing interests in recent years. As businesses and billboard companies seek expanded rights to use digital signs, opposition from environmental groups and traffic and safety organizations has emerged.

Digital sign legal issues depend on whether the sign is onsite or offsite or on private or public property. Digitals on public land raise questions about rent stream possibilities, advertising content restrictions, emergency message requirements, and other constitutional issues. There are also serious concerns about traffic safety and environmental impact.

Outdated zoning codes provide little or no guidance applicable to today's rapidly advancing signage technologies, and raise important questions for government agencies including the distraction potential for signs that interact with drivers in real time.

Policy analysts to local governments, businesses, and traffic safety and environmental organizations must not only be aware of the evolving trends in digital sign issues, but must also have effective strategies for confronting and addressing the issues accompanying them.

### *Policy Considerations*

1. Regulatory framework for regulating signs and billboards
2. Contemporary signage technology and policy considerations
3. Policymaking considerations for regulating digital signs and electronic billboards
    a. On private property
    b. On public property
    c. Revenue sharing opportunities
    d. Environmental concerns
4. Best practices for regulating dynamic signs and billboards
    a. Complete ban
    b. Limits on text size, brightness, motion; duration rules (limiting the time of display)
    c. Placement of signs; different regulations depending on zoning district

### *Key Questions*

- What are the issues local governments must consider in developing policies and ordinances regulating digital billboards and signs?
- What types of restrictions can and should local governments impose on digital and electronic signs and billboards?
- What are some best practices in governing electronic signs and billboards in the United States or in other countries?
- How can local governments leverage the opportunities and benefits of digital signs?

## Case Study: Curbing Gang Violence Program through Court Injunctions

*Background*

A city decided to tackle gang warfare in communities by instituting court-ordered injunctions against gangs, called civil gang injunctions. When a court issues a gang injunction, the injunction lists the names of specific gang members who are covered in the injunction and what city blocks that are part of the injunction. Injunctions can contain orders for the identified gang members to refrain from a wide range of prohibited behaviors, including:

- Violating curfews
- Associating in public with other gang members
- Gathering in certain areas, including common areas of specified housing complexes
- Blocking sidewalks
- Riding together in automobiles, both in the area of the injunction and in rival gang territories
- Wearing pagers or other paraphernalia known to indicate participation in drug sales

The joint-effort involves the city attorney's office and police department because of the need to abide by due process and civil procedures. To obtain a gang injunction, prosecutors present information to the courts about gang activities and gang members who constitute a public nuisance.

*Stakeholder Viewpoints*

When the courts grant gang injunctions, police have an additional tool to use to intervene in gang activity in an afflicted neighborhood. They can address gang violations reported by residents without forcing them to step forward as witnesses or complainants. Law enforcement officers and prosecutors regard the gang injunctions as effective, especially in combination with other initiatives, but most of their evidence is anecdotal.

Some community leaders and researchers have expressed reservations about the effectiveness of gang injunctions. The effort requires obtaining a gang injunction is substantial and costs taxpayers between $1 million and $2 million per community to put in place.

*Program Evaluation Questions*

- Do gang injunctions reduce crime in the community where they are implemented?
- Do gang members migrate to other neighborhoods to avoid gang injunction restrictions and commit crimes elsewhere?
- Are there more effective initiatives that the police department should be pursuing?

*Group Exercise*

1. Define the objectives of the program evaluation
2. Identify the stakeholders and how best to involve them
3. Design a methodology
4. Identify desired program outcomes

*Report*

Case Study – Gang Injunctions:
http://grandjury.co.la.ca.us/gjury03-04/LACGJFR_03-04.pdf (see page 177 of the PDF document)

## Case Study: Children in Group Homes

### *Background*

The county received complaints about the use of group homes for children. The group homes vary in type of facility, quality of facility and staff, staffing levels, severity of problems of children placed, prior placements of children, services rendered, and other variables. There are two types of children placed in group homes:

- Children in the juvenile justice system have committed crimes and are called wards assigned to the Probation department; they can be placed in lock-up (e.g., camps or juvenile halls) or group homes. Only a few are assigned to live at home or with relatives.
- Children in the child welfare system have been removed from their families for a variety of reasons (e.g., orphans, child abuse) and are called dependents, under the supervision of the Children Services department. Dependents are generally placed at home, with relatives, with foster families, or at group homes.

Wards and dependents are frequently placed in the same group homes:

- Probation and Children Services are currently using 238 licensed group homes.
- The homes range in size from 5 to 143 beds.
- The license determines the monthly fees paid based on the level and type of services provided. The fees range from $2,589 to $6,371 per child per month.
- Probation and child services have approximately 1,300 wards 1,500 dependents respectively placed in group homes, representing 23% of the 5,700 wards and 4% of the 38,000 dependents.

### *Stakeholder Viewpoints*

Probation views group homes as less restrictive and a preferred option compared to the two lock-up options for their wards. They would like to use the lock-up options only for their most serious juvenile offenders. Children Services view group homes as the least preferred option for placement of their dependents and argue that mixing them with wards is detrimental to them. It exposes dependents to the juvenile offenders and makes "a good kid go bad".

### *Program Evaluation Questions*

- What are the negative effects in the mixing of children from the juvenile system and the child welfare system in the same group home?
- Are there any positive effects? Benefits in using the same group homes?
- Should the county continue mixing wards and dependents in the same group homes?

### *Group Exercise*

1. Define the objectives of the program evaluation
2. Identify the stakeholders and how best to involve them
3. Design a methodology
4. Identify desired program outcomes

### *Report*

Case Study – Quality of Care in Juvenile Group Homes http://grandjury.co.la.ca.us/gjury06-07/2006-07FinalReport.pdf (see page 160 of the PDF document; note statistics in the appendix).

## Case Study: Domestic Violence

### *Background*

The media has been running a series of articles on domestic violence, covering brutal events in communities with high and low socio-economic factors. The stories cover victims of color, victims with disabilities, victims who are immigrants, victims of other sexual orientations, and, saddest of all, victims who are children.

The county funds 8 shelters, including 7 for women and 1 for men who are victims of domestic violence. Their locations are not publicized to protect the victims and their children.

### *Stakeholder Viewpoints*

County agencies – law enforcement, community services, children and family services, public health, mental health, and others – know that the risk factors include income, age, educational level, childhood victimization, alcohol or drug abuse, and presence of firearms in the home.

The shelters receive insufficient county funding and must fund-raise to subsidize their costs. They argue that more shelters are needed to meet current demand levels.

When children are involved (typically their mother is abused and the mother brings the children with her when she seeks shelter), their lives and schooling are further disrupted.

### *Program Evaluation Questions*

In response, there's a public outcry and the elected officials want you to:

- Analyze the problem
- Identify and evaluate the current programs to mitigate domestic violence
- Evaluate current intervention tactics when domestic violence occurs
- Identify best practices
- Develop recommendations to address identified programmatic shortfalls

### *Group Exercise*

1. Define the objectives of the program evaluation
2. Identify the stakeholders and how best to involve them
3. Design a methodology
4. Identify desired program outcomes

### *Report*

Case Study – Domestic Violence:

http://grandjury.co.la.ca.us/gjury03-04/LACGJFR_03-04.pdf (see page 74 of the PDF)

## Case Study: International Airport

*Background*

The city is a major international city that lacks a “world class” airport. Foreign and domestic travelers pass through the antiquated airport, which is unwelcoming and conveys the appearance of an undeveloped country. For 15 years, airport planners have designed master plans, but the airport leadership has not been able to garner the necessary political support to make them a reality.

Moreover, the airport works in isolation and doesn’t collaborate with other airports, transportation networks, and other agencies. For example, the airport lacks easy access to/from via public transportation. Despite its appearance, the airport is a major international hub and economic engine for the region.

*Stakeholder Viewpoints*

Airlines want expanded operations, modernized facilities, and new gates to accommodate larger aircraft. The neighboring communities are vehement that they do not want any more air traffic, ground traffic, noise and air pollution, or airport expansion, referred to as NIMBY-ism (“Not In My Back Yard”). Local small businesses want to do business with the airport but the airport has not been as inclusive, preferring to work with mega-corporations.

The 3,800 airport employees are unionized and many feel management has ignored them with few training or career advancement opportunities. Moreover, they lack pride because of the rundown facilities that are hard to maintain.

*Program Evaluation Questions*

How will you evaluate the programs the airport has in place to balance conflicting priorities?

- Modernizing its facilities, concessions, and runways for a better guest experience
- Environmentally responsible and being a good neighbor
- Continuing as a major economic engine for the region

*Group Exercise*

1. Define the objectives of the program evaluation
2. Identify the stakeholders and how best to involve them
3. Design a methodology
4. Identify desired program outcomes

*Report*

Here are the report highlights:
http://www.lacontroller.org/lawa

Here is the entire report:
https://d3n8a8pro7vhmx.cloudfront.net/controllergalperin/pages/332/attachments/original/1457807074/KHLAWAIEA2016.pdf?1457807074

Here is the interactive dashboard of metrics:

http://airports.controlpanel.la/

## Case Study: Parking Operations

*Background*

The city's traffic officers handle both traffic control and the issuance of parking tickets. Parking operations is an important revenue source for the city – almost $30 million per year in parking meter coin revenue alone.

- The department has introduced advanced technology parking systems, including "park & pay" and "smart," solar-powered parking meters that accept both cash and credit cards.
- A promising pilot program allows users with smart phones to find vacant parking spaces while allowing variable pricing to match rates with demand and encouraging turnover.

Despite these innovations, the department has had a series of negative media stories. The media did an exposé of on-duty traffic officers who visited a strip club and let the strippers pose for photos in their city-owned vehicles. The media also identified that "favored" citizens had access to a "gold desk" where they could have parking tickets reviewed and allegedly excused.

The city auditor completed some audits identifying shortcomings in parking ticket citation processing of meter collections, and the coin-counting room. Moreover, overtime levels of traffic officers appear excessive. Finally, the department has suffered from a lack of leadership continuity. Within the last 10 years, the department had had 8 different department heads.

*Stakeholder Viewpoints*

- The public is outraged about the "gold desk," saying the department offers special favors for the wealthy and politically well-connected.
- Most traffic officers are embarrassed to be part of this operation because they are honest and hard-working.
- The mayor doesn't want the city's reputation to be tarnished by such bad practices and poor judgment.

*Program Evaluation Questions*

The mayor wants you and your team to delve into what is going on, evaluate the current programs, and develop recommendations for "cleaning up" up parking operations.

- Are the formal management systems, policies, procedures, and practices appropriate? Are they being implemented correctly?
- What changes are needed to avoid these problems in the future?

*Group Exercise*

1. Define the objectives of the program evaluation
2. Identify the stakeholders and how best to involve them
3. Design a methodology
4. Identify desired program outcomes
5. Identify presenters for sharing your program evaluation plan to the class

*Report*

http://controller.lacity.org/stellent/groups/electedofficials/@ctr_contributor/documents/contributor_web_content/lacityp_020305.pdf

## Case Study: Urban Land Development

### *Background*

The city's land development processes are complex and time-consuming. The city is comprised of 35 community plan areas with populations ranging from 30,000 to 300,000 residents, with similar geographic diversity. The community plans provide guidelines for how a community can be developed and vary – some communities are urban centers, transit-oriented districts, or suburbia, or "ex-urbs". Most of the community plans are out-of-date.

Moreover, the zoning codes that underlie the community plans have been revised over the years and are now a compendium of 800 pages of amendments, special exceptions, and new codes. The last time the city went through a comprehensive review of its zoning codes was in 1946. Few have been willing to tackle it because of how combative the communities can be with change.

Up to 12 departments can be involved in reviewing a proposed development project (i.e., building and safety, engineering, planning, transportation, city attorney, municipal utility (water and power), or fire). Each department uses its own computer software with unique case numbers, making it difficult to track projects through the various departments. Moreover, the departments have no formal structures that force them to work together. Because of their heavy workloads, the departments focus on their own operations. At times, departments impose their own conditions on a project, which conflicts with conditions that another department cited; these conflicting conditions typically go unresolved, causing further construction delays. The departments believe if they had one information technology system, this problem would be solved but the city has a budget crunch, making the funding for such a system difficult.

Since 1995, three mayors have formed blue ribbon panels, hired consultants, and launched initiatives to try to streamline the land development process but little has changed.

### *Stakeholder Viewpoints*

For all involved, the process is lengthy, filled with uncertainty, and full of bureaucratic hazards that can either derail a sound development proposal or drag out the decision to reject a project that is not tenable.

- Developers complain because they must go through an onerous and unpredictable process that often requires the help of consultants and attorneys. Moreover, they have to deal with contentious neighborhood groups who fight most development plans.
- The communities are skeptical because they don't trust city officials and fear new developments could have an adverse effect on the quality and unique characteristics of their neighborhoods.
- Environmentalists worry that the city's infrastructure – water, energy, and traffic management – cannot handle growth and will create worse pollution.

New building projects are down and are typically a major revenue stream for the city. The current mayor is committed to improving this situation. He is well aware that the current system slows the flow of investment into the city, stifles job creation, and puts the city at a competitive disadvantage against other cities in the region and across the nation.

*Program Evaluation Questions*

- Where do you start tackling the problem?
- How can the city reconcile the differences among the "no growth/no change" community activists, the desire of developers to build, and the internal bureaucratic inefficiencies?

*Group Exercise*

1. Define the objectives of the program evaluation
2. Identify the stakeholders and how best to involve them
3. Design a methodology
4. Identify desired program outcomes
5. Identify presenters for sharing your program evaluation plan to the class

*Report*

Case Study – Urban Land Development:

http://www.losangelesworks.org/resources/uploads/Dev_Reform_Strategic_Plan_Vol_1.pdf

# Appendix A – USC Policies

## Academic Conduct

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

## Discrimination, Sexual Assault, and Harassment

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

## Support Systems

### *Academic Support*

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students.

### *Accommodations 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 the CA) as early in the semester as possible. More information on DSP is available at: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html

The Office of Disability Services and Programs is located at:

3601 Watt Way, Grace Ford Salvatori Hall, Room 120
213.740.0776 (phone); 213.814.4618 (video phone); 213.740.8216 (FAX)
ability@usc.edu (email)

### *Campus Emergencies*

If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* *http://emergency.usc.edu/*will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

## Appendix B – PPD 569 Grading Policy

### Evaluation and Grading Policy

Satisfactory performance in this class requires that you:

- Attend all in-class sessions
- Meet with and email the Faculty member as needed
- Maintain a notebook to document your research progress
- Effectively participate in discussions and class activities with sufficient preparation to engage in critical thought and discussion
- Submit thoughtful and completed work for each required draft; spell check and proofread all written assignments before turning them in

### Class Assignment Grading and Weightings

Assignments should be submitted to the professor in class or by email (gayla@khcg.com) unless otherwise indicated via Blackboard announcements.

| Course Component | Weight | Description | Due |
|---|---|---|---|
| Synopses of Research Reading Assignments | 20% | 10 research articles (2 points per article) | Weekly unless otherwise specified |
| Policy Option Brainstorming Worksheet and Discussions | 10% | Analysis of a current international Situation, using the Worksheet template provided | Each student will prepare and discuss one of these worksheets during the semester (sign-up list at the end of the syllabus) |
| Policy Problem Assignment (Part 1) | 10% | 4-5 pages (single space) that defines the policy problem that you want to tackle | January 26, 2017 |
| Mid-Term Examination | 20% | Take-home examination | February 23, 2017 |
| Class Presentation | 10% | Oral Briefing | April 27, 2017 |
| Policy Paper and Final Briefing (Part 1 and Part 2) | 25% | Final Policy Paper | May 4, 2017 |
| Participation | 5% | Active class participation | Throughout semester |

*Grading Percentages*

Note: An individual assignment may earn a grade of “A+” but USC’s policy only allows the highest course grade showing on a transcript as an “A”.

| | | | | | |
|---|---|---|---|---|---|
| A+ | 100%-97% | B+ | 88%-86% | C+ | 78%-76% |
| A | 96%-93% | B | 85%-83% | C | 75%-73% |
| A- | 92%-89% | B- | 82%-79% | C- | 72%-69% |

### *Rounding*

The Faculty member will round up when the percentages earned are .05 to provide the benefit of doubt for the student.

### *Late Papers and Extensions*

Assignments should be submitted to the professor in class or by email (gayla@khcg.com) unless otherwise indicated via Blackboard announcements or in class.

Submission extensions will be granted only in the case of emergencies. This restriction is out of respect to those students who abide by the submission deadlines, despite equally hectic schedules. Assignments handed in late without authorized extensions will be penalized, following these guidelines:

| Maximum Points Possible if on Time | Late 1 Day | Late 2 Days | Late 3 Days | Late 4 or More Days |
|---|---|---|---|---|
| 5 | -1 | -2 | -3 | -4 |
| 10 | -2 | -4 | -6 | -8 |
| 20 | -4 | -8 | -10 | -12 |
| 25 | -5 | -10 | -12 | To be determined |

### *Appeal Process*

In the event that students believe the penalty is too harsh, they can appeal the professor's decision. There will be two levels of appeal:

- **Level 1:** Within 1 week of the professor's decision, a student can request to appeal the decision. The student would present his/her case at the next class to their students (their peers). The professor will accept the student peer review process and the students' recommendation.
- **Level 2:** Within 1 week of the student peer review and if a student is dissatisfied with the student peer review's decision, the student may appeal to Dr. Joyce Mann, Director, IPPAM. If Dr. Mann is unavailable, Dr. Joanna Yu will hear the appeal. In either situation, the professor will accept Dr. Mann's or Dr. Yu's recommendation.

## Students with Disabilities

As discussed in Appendix A in the Syllabus under "Support Systems, "the *Office of Disability Services and Programs*[1] provides certification for students with disabilities and helps arrange the relevant accommodations if needed (e.g., additional time).

[1] http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html

# Appendix C – Faculty Biographies

## Gayla Kraetsch Hartsough, Ph.D.

Gayla Kraetsch Hartsough, Ph.D., has been the President of KH Consulting Group (KH) since 1986. KH offers management consultant services in strategic planning, organizational structures, business process reengineering, human resources, performance and management audits (including ethics and social responsibility), and accountability and performance measurements. KH has served more than 200 clients in 25 states and 7 foreign countries.

Approximately 50% of KH's clients are in the public sector, higher education, or and non-profit organizations. Another 20% are quasi-governmental entities that must generate revenues but require the public trust and thus are highly regulated (e.g., ports, airports, utilities). The remaining 30% includes private sector companies.

She has personally worked on more than 300 projects during her consulting career in Australia, Europe, Asia, Canada, and Southeast Asia. Among her clients are:

- Governments (City of Los Angeles, County of Los Angeles, County of Orange (CA), County of Los Angeles Civil Grand Jury, City and County of Denver, Federal Home Loan Bank of Boston, Federal Housing Finance Board and the 12 Federal Home Loan Banks, U.S. Department of Health and Human Services, U.S. Department of Labor, U.S. Veterans Administration, National Civil Service Institute (Taiwan), and South Australia Department for Transport, Energy and Infrastructure
- Universities, colleges, and K-12 (University of Southern California, Northwestern University, University of California at Los Angeles (UCLA), University of Nevada Las Vegas (UNLV), University of the Pacific, San Francisco City College, Los Angeles Community College District, Glendale Community College, Los Angeles Unified School District, and Glendale (CA) Unified School District among others)
- Transportation (QANTAS, Los Angeles World Airports/LAX, Port of Long Beach, Port of Los Angeles, South Australia Department of Marines & Harbours, Metrolink, and Port Authority of New York-New Jersey)
- Utilities (Metropolitan Water District, Illinois Power Company, Telstra (Australia), Public Service Company of Colorado, Arizona Nuclear Power Project (ANPP) of Arizona Power Company, Southern California Edison, and Los Angeles Department of Water & Power)
- Nonprofit organizations (Special Olympics Southern California, First 5 LA (Los Angeles County Proposition 10 Commission), LA*Vets, National Medical Fellowship (NMF), National Mental Health Association of Greater Los Angeles (NMHA), Pasadena Senior Center, Public Health Foundation Enterprises, Inc., The Getty Conservation Institute, Tierra del Sol, W. M. Keck Foundation, and World Vision International)
- Private sector entities (BHP (Australia), Chrysler (Canada), Bernard Krief (France), Saudi Arabian Marketing and Refining Company (SAMAREC) (Jeddah, Saudi Arabia), CBS, Jim Hensen Productions, Travelers Insurance, Transamerica, Bank of America, Childrens Hospital Los Angeles, St. Johns Hospital (Oxnard CA), and Rose Medical Center (Denver), Fox Studios, among others)

Prior to KH, she was a Managing Consultant at Towers Perrin (now Towers Watson) and a Senior Program Officer with a non-profit, policy firm in Washington, D.C. She also taught at Marymount University, University of Virginia, Fairfax County (VA) Public Schools (learning disabilities resource teacher and supervisor, Staff Development Institute) and Perkins School for the Blind. After college, she was a VISTA volunteer in Appalachia in eastern Tennessee, where she worked as a community organizer.

She is currently an Adjunct Faculty member at the University of Southern California (USC), Sol Price School of Public Policy, International Public Policy and Management (IPPAM) Graduate Program. She has been a Guest Lecturer at USC with multiple delegations to USC from Shenzhen, China, and Indonesia and at UCLA with multiple delegations from Saudi Arabia and Jiangsu, China.

She holds multiple degrees in:

- B.S., Northwestern University, School of Communications, Major: Communications Studies
- Ed.M., Tufts University, Major: Elementary Education and Learning Disabilities
- M.Ed., University of Virginia, Major: Research Methodology and Statistics
- Ph.D., University of Virginia, Major: Emotional Disturbance and Public Education Administration
- Post-doctorate, Woodrow Wilson National Fellowship, Princeton, NJ, Specialty: Higher Education Administration

She has served as a member of and on the boards of various organizations, including National Association of Women Business Owners Los Angeles (NAWBO-LA) (Board Member 2008-2011); Organization of Women Executives (Member and former President/Board Member); BTW (former Board Member); Northwestern University's Council of One Hundred; Earth Protect (Advisory Council Member); and Northwestern University Entertainment Alliance (NUEA-West) (former Board Member).

For more information on KH: www.KHConsultingGroup.com

## Robert C. Schilling, MPA, KH Vice President

Robert Schilling is an experienced consultant, project manager, and coach. He has been a contributor to major change initiatives in government and private enterprise. His career as an executive and manager allows him to offer practical solutions to organizational assessment and performance issues. He is comfortable in the boardroom and on the factory floor.

Mr. Schilling has an excellent track record in earning the trust of his clients and in drawing out candid, accurate insights into the challenges that confront them. He is also well known for his honest, forthright analyses, his strong, visionary recommendations for change, and his relentless energy in implementing necessary changes.

Among his government clients are:

- County of Los Angeles (Public Health Services, Department of Public Works, Department of Regional Planning, Chief Administrative Office, Internal Services Department, and County of Los Angeles Civil Grand Jury)
- City of Los Angeles (Department of Transportation (LADOT), Los Angeles World Airports (LAWA), Office of the Mayor, Department of Building & Safety, and Department of General Services)

In addition to his work with KH, Mr. Schilling is the founding Director of Human Capital Development (HCD), a rapidly growing executive training and development firm based in Singapore. Prior to KH, he worked for:

- Port Authority of New York and New Jersey, Supervisor, Rail Programs; Supervisor, Ground Transportation, JFKIA; and Management Analyst
- Saudi Public Transport System, Director, Operations Staff Services, Riyadh, Saudi Arabia
- New York City Trans.it Authority, Manager, Truck Administration and Chief, Maintenance Analysis
- MTA Bridges & Tunnels (New York City), Director, Administration

He holds the following degrees and certifications:

- B.A. degree, History and Political Science, Whittier College
- Master of Public Administration (MPA), University of Southern California (USC)
- Certified Professional Coach, New Ventures West
- Certified Trainer, "Coaching to Excellence" Coach Training Workshop, New Ventures West
- High-Rise Building Security Director Training, New York University; Fire Safety Director's Training, New York University

## Charlotte Maure, MPA, KH Vice President

Charlotte Maure's consulting experience applies a combination of executive coaching, metric development, strategic assessment, and executive experience to help leaders and their teams exert focused, cohesive, results-oriented change in bureaucratic and politically charged environments. She has produced strategic and operational plans, developed leaders and teams, and designed effective organizational performance measurement systems, including Balanced Scorecards.

Charlotte brings more than 20 years executive experience to her consulting and coaching practice, and has used coaching, strategic planning, change management and team development for her entire career. As an executive, she managed multi-million dollar organizations.

- For the County of Los Angeles, she has worked with Department of Public Social Services (DPSS), Department of Beaches and Harbors (DBH), Treasurer & Tax Collector, Department of Regional Planning, Office of Unincorporated Area Services, Internal Services Department, Department of Public Health, Department of Human Resources, Office of Small Business, and Department of Public Works, among others.
- For the City of Los Angeles, she has consulted with the Office of the Controller, Department of Transportation (LADOT), Los Angeles World Airports (LAWA/LAX), General Services Department, and Department of Water and Power (LADWP).
- Other governmental clients include City of Beverly Hills, Los Angeles County Civil Grand Jury, Iowa Board of Regents, and community colleges.

Charlotte has coached and consulted internationally, including:

- Leading international teams in Fortune 100 organizations, coordinating HR projects with representatives from Asia/Pacific, Europe and the Middle East.
- Supporting change management in an Australian telecommunications firm
- Coaching executives and supervising coaching efforts in Singapore, Tokyo, Manila and Kuala Lumpur
- Facilitating strategic team building for a large food production firm centered in Manila
- Designing assessment and development centers for a large Philippine fast food firm
- Teaching coaching in Hong Kong and Singapore

Prior to working with KH, she was the Deputy Director/Chief Operating Officer, for the General Services Department of the Port Authority of New York and New Jersey (PANY&NJ). As an executive at the Port Authority of NY and NJ, she pioneered "Cost of Doing Business" studies, in which she compared internal costs of performing the support services in her Division and Department provided to the Authority with costs for contracting out the same services. She factored in all divisional and departmental overheads, contract administration costs, labor and materials for the services. Annual analyses were performed for standard, "contract-able" services such as duplicating, graphic design, stockroom/materials management functions, records storage, fleet management and photography. For services that were not possible to effectively contract out such as purchasing, Charlotte developed unit cost levels to compare to industry standards.

She holds the following degrees and certifications:

- B.A., cum laude, History, Vassar College
- Master of Public Administration (MPA), Intergovernmental Management, University of Southern California (USC)
- Certified Integral Coach, New Ventures West
- Certified Trainer, Affirmative Action/EEO, Interaction Management, and Meeting Planning
- Certified Trainer, "Coaching to Excellence," New Ventures West