Introduction

This course develops leadership skills for achieving strategic objectives in policy-making processes. Learning will come through case studies of how people have addressed challenges in past situations, and through readings that provide analytic frameworks for interpreting the cases and for guiding the future decisions you will make in your career. Throughout the course, you should envision yourself as a leader, not a passive follower. Leading does not mean that you necessarily run organizations or programs. It means that you are a change agent, someone who develops and implements strategies for policy reform.

The readings are very diverse because no single analytic framework is sufficient for analyzing past situations or guiding future strategies. Therefore, we will study a variety of analytic frameworks for assessing specific types of challenges. These frameworks will provide diagnostic tools to map organizational settings and build a repertoire of tools for action. As you apply these frameworks, the terrain and nature of problems should become clearer, enabling you to make better judgments about strategy and action in specific circumstances.

Like all courses in the Evans School, this course provides you with tools to sharpen and deepen your capacity to make judgments in practical situations. These skills include the ability to:

- situate yourself within an organization and the organization’s policy environment;
- recognize diverse public values and incorporate them into organizational vision, mission, and strategy;
- apply strategic management techniques, such as stakeholder mapping, public participation and consensus building; and,
- communicate effectively through writing and speaking.

Required Readings

Book: None

Reader: Some of the assigned readings (indicated below under weekly readings) must be purchased in a reader (available at the University Book Store).
**Course Website:** All other assigned readings will be available on the course website.

**Assignments and Grades**

Your course grade will be based on the following:

- Strategy memo 1 – 15% (due October 16)
- Strategy memo 2 – 25% (due November 6)
- Group project – 35% (due December 11)
- Class participation – 25% (due weekly)

**Strategy memos:** You will write two strategy memos to key individuals in the case studies. Grading guidelines will be discussed in class and posted on the course website.

**Group project:** This assignment will be posted after the second memo is submitted. Groups will be randomly assigned.

**Late assignments:** All late assignments will receive a grade penalty, unless you receive a written extension in advance. The penalty will be .3/day (which means an assignment that receives a 4.0 (A) on merit will be recorded as a 3.7 (A-) if one day late, and a 3.4 (B+) if two days late).

**Class participation:** Class meetings will involve full-class and small-group discussions of the assigned case studies and readings. The quality of our discussions will depend on collective and individual participation, so your attendance, careful preparation, and active involvement in class are essential to the success of the course. We expect you to take the time and consideration to read what is assigned, prepare for class, contribute to discussions, and work constructively with your colleagues to support classroom learning. To support this objective, we will distribute a short list of study questions to help you prepare for class discussions in advance of each weekly meeting. The study questions will focus your attention on important themes, but you should also come with your own questions and be prepared for wide ranging discussions. The study questions are not meant to limit how or what you think about the readings. You must submit short answers to each of the weekly set of discussion questions on the course website no later than 5:30 pm the day of class. One page, single-spaced (in 12-point font) for all of the questions (not each question) is sufficient, but you can write more for your own purposes. There is no page limitation. We will not grade them, provided you answer each question. Failure to submit answers to the discussion questions on time will lead to a .2 deduction in your final participation grade.

**Class absence:** If you miss a class for any reason, your participation grade will be lowered by .4 (which is 1/10th of a 4.0 grade for a ten-week course). To avoid having your participation grade lowered, you must submit long answers to the discussion questions directly to the TA (not through the drop box). These answers must be substantially longer and more thoughtful than what you would normally submit to the drop box each week. They must demonstrate that you have thoroughly read the assigned readings and thought carefully about them.
**Discussion sections:** The sections are designed to reinforce understanding of the readings and to assist you with the assignments. Attendance is not required, but we encourage you to attend sections to improve your performance in other parts of the course.

**Course Website and Class Email List**

The website is the primary vehicle for posting readings, discussion questions, assignments, and other materials. We will use the email list only for time-sensitive announcements. The email list is not for student use. The email list uses your UW email account. We cannot change it to another email address because the course lists are generated by the University.

**Academic Integrity**

As a student in this course, you acknowledge that you are a member of a learning community in the Evans School of Public Affairs that is committed to the highest academic standards. As a member of this community, you agree to uphold the fundamental standards of honesty, respect and integrity, and you accept the responsibility to encourage others to adhere to these standards. If you are uncertain about whether a particular action constitutes academic misconduct, please ask me or the teaching assistant for guidance before an assignment is due, or review the Evans School Student Handbook (pages 28-30) regarding what constitutes academic misconduct. You must write your own memos and answers to the weekly discussion questions, not copy or paraphrase what other students have written. Plagiarized memos and group projects will receive a grade of 0.0 and will be reported to Evans School administrators. Plagiarized answers to the weekly discussion questions will lead to a .4 penalty in your final participation grade and will also be reported to Evans School administrators. Claiming not to know something is dishonest is not an excuse. There will be no second chances. I encourage you to work together in discussing the readings, but you must submit your own answers to the discussion questions. You may provide feedback to other students on their memos before they are due, but do not plagiarize ideas or text from others’ memos.

**Changes to the Syllabus**

The professor reserves the right to make changes to the syllabus during the quarter. The professor will notify students immediately by email and in class if any changes are made.

**Developing Discussion Skills**

Effective leaders, managers, and policy analysts in all organizations have to participate in groups, where they must listen effectively and provide useful input after integrating information from their own preparation and from the progress of the group. Our classroom environment provides a forum for practicing these skills. Timeliness, preparedness, respect, and attentiveness are great virtues in professional life. These professional courtesies are developed through habit. They are also easy to observe (and grade), because it is usually obvious when students (and employees) are late, unprepared, disrespectful of peers, or inattentive. Improving the intellectual content of one’s discussion skills, however, is usually more challenging than improving one’s habits. Therefore, we will help you understand and apply the course content throughout the course (particularly in small-group discussions), and will look for improvement when assessing your participation grade.
General Participation Tips

• Prepare thoroughly for each class by (a) reading the assigned literature and cases, preparing answers to the discussion questions, (b) developing your own questions, (c) preparing outlines of the analytic frameworks in the readings and how the cases might be interpreted in light of these frameworks, and (d) striving to integrate the assigned readings cumulatively throughout the course. (Note that each task above is progressively more challenging as it builds on prior tasks, and requires greater preparation. The more you prepare, the more you will learn and the easier participation will be.)

• Put your hand up and speak when you think you have something to add. You’ll be surprised how often someone else will contribute something that you were considering, but did not say. If you are prepared, why hesitate?

• No one is expected to have a comprehensive answer that distills a theoretical framework to its kernel of “truth” or that “cracks” a case. We are trying to build the cumulative effect of well-considered thoughts. You need only play a part.

• Show respect for your colleagues when you disagree with what they say. Always be very civil and polite. Your body language is more obvious than you may be aware. It is the ideas we must discuss, not the merits of the persons offering the ideas.

• Please feel free to disagree with the ideas I express, the authors express, and your classmates express. Respectful disagreement is a great thing because it builds knowledge by pushing discussions in creative directions. This video will show you why expressing friendly disagreement is so important. Therefore, consider asking questions that clarify or “push back” on a particular reading or comment in class (including the instructor’s comments). Such questioning usually leads to richer and deeper discussion that generates insight and learning. But never simply counterpunch – the best responses clarify understanding, add nuance, and move a discussion forward. Strive to build group knowledge, rather than tear down the arguments of others. This is not a debate class. We learn collectively; we do not win individually. If you strive to win, the class loses.

• Don’t be tempted to save something clever or insightful and simply say it when you can get in. Rather, be aware of the topic, pace, and focus of the discussion, and address points that are relevant at that time. If you wish to suggest that a different topic would be important to discuss and want us to move to that, be sure to identify that is what you are doing and why.

• If you have trouble figuring out how to participate, you might consider some of the following ways to get started: quickly respond to the assigned discussion questions before others do; take advantage of the more general questions that often come up at the beginning of case discussions; or volunteer for specific tasks like “reporting back” for your group after small-group discussions. The more practice you have, the easier participation becomes.
Note that there are many other ways to contribute to the learning of others – for example, by participating in study groups, by providing feedback on drafts of memos before they are turned in, and by other comments and encouragement you provide outside of class. All of these activities are important to learning. If you find participation difficult or troublesome, please contact us so we can discuss ways to help you get the most out of the class.

Community Conversation Norms

As you participate in class, please keep in mind these Evans School norms. As a professional school, we have a responsibility to communicate with each other – inside and outside of the classroom – in a manner consistent with conduct in today’s increasingly diverse places of work. We hold ourselves individually and collectively responsible for our communication by:

- listening carefully and respectfully;
- sharing and teaching each other generously;
- clarifying the intent and impact of our comments;
- giving and receiving feedback in a relationship-building manner; and
- working together to expand our knowledge by using high standards for evidence and analysis.

Course Outline

The required readings listed below can be found in the course texts, course pack, and course web site. Please come to class prepared to discuss all of the assigned readings for that week.

**PART I: LEADING CHANGE**

Week 1 (Sept 30): Frames, Frameworks, and Leadership

SKILLS:
- Learn how to succeed in this course.
- Gain familiarity with case teaching and application of analytic frameworks.
- Expand your understanding of leadership.

READINGS:
- **Case:** “The Education of David Hoffman” Part A (KSG Case C16-89-907.0) [course pack].
DISCUSSION SECTIONS: Understanding and applying analytic frameworks

Week 2 (Oct 7): Vision, Mission, and Strategy

SKILLS:
• Understand the relationship between vision, mission, and strategy.
• Understand how these things differ across the public, private and nonprofit sectors.
• Learn what motivates workers in the public and nonprofit sectors.

READINGS:

VIDEOS:
• Heath, “How to Write a Mission Statement that Doesn’t Suck” [video].
• Pink, “Drive” [video].

DISCUSSION SECTIONS: Memo writing guidance

Week 3 (Oct 14): Government and Governance

SKILLS:
• Understand the shift from public administration to public management and public service.
• Understand collaborative and coalitional dynamics.
• Learn about effective writing style.

READINGS:
• Case: “Reverend Jeffrey Brown: Cops, Kids and Ministers” (HBS 9-801-284) [course pack].

OPTIONAL WRITING GUIDANCE:
• Dobel and Elmore, “Memo Writing,” Electronic Hallway [web site].
- NYC Mayor’s Office, “Easy-to-Read NYC: Guidelines for Clear and Effective Communication” [web site].
- Humphrey School memo writing video: [https://www.youtube.com/embed/pLiNedh0cWA](https://www.youtube.com/embed/pLiNedh0cWA).

**DISCUSSION SECTIONS: TBA**

**PART II: THE POLICY PROCESS**

**Week 4 (Oct 21): Framing Agendas and Selecting Alternatives**

**SKILLS:**
- Define problems, set agendas, and identify alternatives.
- See problems as opportunities.
- Make ideas stick.

**READINGS:**
- **Case:** “Dealing with Corruption in the Police Force of La Paz” (KSG Case C16-92-1104.0) [course pack]. Optional video on open-air markets in La Paz.

**DISCUSSION SECTIONS: TBA**

**Week 5 (Oct 28): Stakeholder Analysis and Mobilization**

**SKILLS:**
- Map stakeholders and interests.
- Build support for missions.

**READINGS:**
- **Case:** “Job Corps” (HBS 9-375-152) [course pack].

**DISCUSSION SECTIONS: TBA**
Week 6 (Nov 4): Stakeholder Participation

SKILLS:
• Identify and create political resources using different forums and tactics to build support and reduce opposition.
• Lead and manage participation in decision-making processes.

READINGS & VIDEO:
• Carnegie UK Trust, “Growing Participatory and Deliberative Democracy” [video].
• Fung, “Putting the Public Back into Governance: The Challenges of Citizen Participation and Its Future,” *Public Administration Review* 2015, pp. 1-10 [web site].
• Case: “Puget Sound Water Quality Authority” Part A, Electronic Hallway [web site].

DISCUSSION SECTIONS: TBA

Holiday Break (Nov 11)

Week 7 (Nov 18): Conflict Resolution

SKILLS:
• Understand frames of reference and differences within and across communities.
• Identify issues, positions, and interests.
• Communicate across differences to resolve conflicts.

READINGS:
• Senge, “Mental Models,” in* The Fifth Discipline, 1990, Chapter 10 [course web site].

GUEST SPEAKERS: Staff from the Ruckelshaus Center.

DISCUSSION SECTIONS: Setting teamwork protocol for your group projects.

OPTIONAL READINGS ON EFFECTIVE TEAMWORK (for the group project):
• Evans School teamwork resources (http://evans.uw.edu/myevans/students/research-writing-and-team-resources), which includes the two readings below, and more.

**Week 8 (Nov 25): Policy Implementation**

**SKILLS:**
- Understand why well-designed policies sometimes fail.
- Discover how to address implementation problems throughout the policy cycle.

**READINGS:**
- **Case:** “Push to End Prison Rapes Loses Earlier Momentum,” *New York Times*, May 12, 2015 [online article].

**DISCUSSION SECTIONS: TBA**

**Week 9 (Dec 2): Policy Evaluation**

**SKILLS:**
- Learn the basics of evaluating program implementation.
- Understand how to navigate political influence during program evaluation.

**READINGS:**
- **Case:** TBA.

**DISCUSSION SECTIONS: Group project assistance.**
PART III: COMPLETING YOUR GROUP PROJECTS

Week 10 (Dec 9): Group Project Presentations

SKILLS:
• Distill complex arguments into easily communicated key points.
• Improve your presentation skills.

VIDEOS (please watch all of them):
• “Avoid Death by PowerPoint,” https://www.youtube.com/watch?v=bOrHxRB3JrQ.
• “Presentations: Good/Bad Examples,” https://www.youtube.com/watch?v=S5c1susCPAE.

DISCUSSION SECTIONS: Group project assistance.