

MANAGING POLITICS AND THE POLICY PROCESS (PUBPOL 511)
Fall 2018 – Tuesdays 8:30am – 11:20am – 308 PAR Remak Commons
University of Washington
Daniel J. Evans School of Public Policy and Governance

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Office Hours:
Tuesdays, 12:00-2:00pm

COURSE DESCRIPTION

So much of being a successful professional is understanding how to lead, translate goals and objectives into functions, and to build capacity necessary for success. Good leadership adapts to context and situation, but there is no single theory or approach sufficient alone to guide decisions leaders must make. Through this course, therefore, we will begin to develop our leadership toolkits and analytic lenses through which to view challenges that regularly emerge in policy-making processes. Particular attention will be paid to diagnosing problems and developing solutions in rapidly changing organizational environments. We also will discuss how leadership and impact can take many forms.

The overarching goals of the course are to help you begin to build skill at managing internal resources and capacities, learn how to assess the environment surrounding your organization or agency, and identify strategies for achieving mission and vision. 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 improving public policy.

Our learning as a class will occur through a mix of readings, discussion of case studies, and in-class exercises. Readings for the course are intended to give you a broad perspective and a number of different tools from which to draw upon in any given setting. Case studies and in-class exercises are designed to give you opportunity to apply abstract concepts or theories to tangible real-world settings. Discussion sections will provide opportunities to explore key concepts and hone writing skills.

COURSE OBJECTIVES

It is the goal of this course to help you develop skills and competencies that sharpen your capacity to make judgments in practical situations. These skills include the ability to:

- Assess the surrounding organizational environment and anticipate shift in environmental conditions;
- Apply different conceptual frameworks to generate insight into the challenges confronting and opportunities available to an organization;
- Recognize diverse public values and incorporate them into organizational vision, mission, and strategy, while understanding how private values can shape our behaviors;
- Communicate your organizational vision, mission, and impact within and outside your organization;
- Apply strategic management techniques to engage stakeholders;
- Communicate effectively through writing and speaking.

TEACHING ASSISTANT AND DISCUSSION SECTIONS

The teaching assistant assigned to our section of PUBPOL 511 is Idera Adagun (iadagun@uw.edu). In addition to speaking with Prof. Allard, Idera is available to discuss course materials, readings, and assignments. She will facilitate two discussion sections on Thursdays that will provide opportunities to explore concepts from the previous class period and get a preview for the material to be discussed on the following class period. Be sure you attend the correct Thursday discussion section each week. She is also having office hours on Thursdays from 1:30 to 3:30pm, and is available by appointment (arrange appointments by email).

READINGS AND COURSE MATERIALS

Course readings will include academic articles and book chapters, cases, and articles by thought leaders in the sector. We also will use a variety of tools and exercises to engage the course materials.

CANVAS. Please visit the course Canvas website for weekly discussion board questions, course syllabus, required readings and class materials, supplemental reading lists, and information about the assignments.

ASSIGNED READINGS. You are responsible for completing all required readings prior to coming to class on the assigned week. You also are responsible to bring readings with you to class, either in print or electronic form. From time to time Professor Allard may modify the assigned readings to focus on a particular piece or assign readings not on the syllabus. You will receive notification of changes to the assigned readings at the end of class in the previous week and reading materials will be made available to you in print or electronic format.

Most course readings can be accessed through the course Canvas website. **Students are responsible for purchasing one coursepack online.** This is a *Harvard Business Publishing* coursepack containing 10 readings – follow this link and purchase the readings attached (labeled HBR-PACK in syllabus):

<https://hbsp.harvard.edu/import/572477>

OPTIONAL READINGS. The Canvas site will contain a regularly updated list of additional optional readings that relate to the topics of the week. These readings are listed for future reference or to provide supplemental readings for a topic of interest to you. Note that these optional readings are not included in the coursepack or posted to the course Canvas site.

CASES. We will read many cases throughout the course and all case material will be posted to the course Canvas site. Cases are intended to improve your ability to think about a complex scenario and develop concise analyses of the situation. A typical teaching case tells a story about a problem or issue facing a leader, which brings the reader to a point at which a decision must be made. A good way to get to the heart of a case is to try and summarize the story in case in one sentence. Most good teaching cases have no obvious right answers. Rather, there are many possible answers, each with its advantages and disadvantages, and about which reasonable people may disagree. Case discussions will generally focus on the actions or problems of leadership in the case as they are caused or influenced by contextual (structural or institutional) factors. You may be asked, “What would you do (and why)?” You may be asked to play the roles of actors in the case, and there may be brief, spontaneous, in-class “role plays.”

POLL EVERYWHERE. To help gather student input during class time, we will use Poll Everywhere (PollEv.com/allard) to answer questions about the course content and cases. Students will be asked to respond to poll questions via text or via a linked website given out in class that will work with smartphones, tablets, and laptops. Your responses will be anonymous, but your participation is expected.

ACADEMIC ACCOMMODATIONS. At the Evans School, we are committed to ensuring access to classes, course material, and learning opportunities for students with disabilities. If you would like to request academic accommodations due to a disability, please contact Disability Resources for Students at <http://www.washington.edu/admin/dso/>. If you have a letter from the office of Disability Resources for Students indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for this class.

Students who expect to miss class or assignments as a consequence of their religious observance will be provided with a reasonable alternative opportunity to complete their academic responsibilities. Absence from classes for religious reasons does not relieve students from responsibility for the course work required during the period of absence. It is the responsibility of the student to provide the instructor with advance notice of the dates of religious holidays on which they will be absent. Students who are absent shall be offered an opportunity to make up the work, without penalty, within a reasonable time, as long as the student made prior arrangements. Pre-arranged absences for religious observances will not be counted against class participation.

GRADING AND COURSE ASSIGNMENTS

A student's course grade will be determined as follows:

Participation	25%	Strategy Memo #2	25%
Strategy Memo #1	25%	Group Final Project	25%

PARTICIPATION. Class participation is a significant component of the overall course grade. Because there are multiple ways to contribute to learning, this course will compute a participation grade each week based on a variety of activities: contributions to class discussion; participation in class exercises; and, engagement in Thursday discussion sections. It is expected that students will come prepared to discuss the assigned readings each week and will make several contributions to each class period's discussions. Class participation also includes contributions each week to the Discussion Board on Canvas. Starting in Week 1 (Oct. 2nd), Prof. Allard will post a weekly discussion question to the Canvas Discussion Board that relates to readings assigned for the upcoming class period. ***All students are expected to contribute short, but meaningful answers to this Discussion Board question. Questions will be posted after class on Tuesday and are due by 4pm PST Wednesday each week.*** Students may post their own comment or comment on other posts. Finally, each student will be expected to attend and be engaged with the Thursday discussion sections. ***If you must miss class for any reason, you should notify Prof. Allard or the TA.***

Prepare thoroughly for each class by (a) completing the assigned readings, (b) reflecting upon the key topics or questions posed for that week, (c) developing your own questions, (d) preparing notes and thoughts about the assigned cases, and (e) striving to integrate the assigned readings cumulatively throughout the course. Whether in-class or online, all students are expected to respect the values and views expressed by their classmates. Show respect for your colleagues' opinions when you speak, even if you don't agree. If you wish to disagree, remember that civil, constructive disagreement can help to refine alternatives and push the discussion in new directions.

Your body language is more obvious than you may be aware. Strive to be attentive, respectful, and inclusive. Finally, to make it easier to facilitate discussion across such a large class, students will be assigned seats in the Commons and are asked to sit with name cards. Seating will be assigned and will rotate around the room over the quarter.

STRATEGY MEMOS. The strategy memos are written to key individuals in the case studies. The assignments will be distributed and posted two weeks prior to the due date. The first memo is due at the start of class on Tuesday, October 23rd. A second memo is due at the start of class on Tuesday, November 20th. Grading guidelines will be discussed in class and posted on the course website.

FINAL PROJECT. Students will complete a final group project **due Monday, December 10th by email**. More details about the final assignment will come in Week 5.

NOTES ABOUT ASSIGNMENTS. First, participation and written assignments will be **graded on a 4-point scale** as discussed in the student handbook. To ensure that students are working on written assignments ahead of time, **neither Prof. Allard nor the TA will be available for questions or meetings within 24 hours of an assignment's due date**. Also, because students will receive assignments two weeks in advance - **no late STRATEGY MEMOS OR LATE FINAL PROJECT assignments will be accepted**.

GRADING FORMAT. The chart below is drawn from the Evans School student handbook and describes the 4.0 grading scale that will be used in this course. A rough A-C grade equivalent to the 4-point scale is in parentheses.

4.0 (A)	Excellent and exceptional work for a graduate student. Work at this level is unusually thorough, methodologically sophisticated, and well written. Work is of good professional quality, shows an incisive understanding of the major policy and management issues and demonstrates a clear recognition and mastery of the appropriate analytical approaches to address the problems and questions.
3.7 (A-)	Strong work for a graduate student. Work at this level shows signs of creativity and is thorough and well-reasoned. It indicates a strong understanding of appropriate methodological or analytical approaches and demonstrates a clear recognition and good understanding of the salient policy and management issues and problems.
3.4 (B+)	Competent and sound graduate student work. Work is well reasoned and thorough and methodologically and analytically sound, but is not especially creative or insightful, nor technologically or analytically sophisticated. It shows adequate understanding of the policy and management issues and problems, although that understanding may be somewhat incomplete. This grade indicates neither unusual strengths nor exceptional weaknesses.
3.2 (B)	Adequate graduate student work. Basically competent performance, although the work shows some weaknesses. Work is moderately thorough and well-reasoned, but there is some indication that the understanding of important policy or management issues is less than complete. It may also be inadequate in other ways, such as quality of reasoning, writing, or incomplete analysis. Methodological or analytical approaches are generally adequate but have one or more weaknesses or limitations.
3.0 (B-)	Borderline graduate student work. This work barely meets the minimal expectations for a graduate student in the course. The understanding of basic policy or management issues is incomplete and the methodological or analytical work performed is minimally adequate. The writing and reasoning barely qualify for professional quality work. Overall performance, if consistent in graduate courses, would barely suffice to sustain graduate status in good standing and does not reflect long-term professional quality work.
2.6 (C)	Deficient graduate work. This work does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed and flawed by numerous errors and misunderstandings of important issues. Methodological work or analysis is weak and fails to demonstrate knowledge or basic skills competence expected of graduate student work. May also reflect unprofessional level of writing, organization, or reasoning skills. This grade means that the course will not count towards graduation.

EVANS SCHOOL POLICY ON ACADEMIC INTEGRITY (FROM THE EVANS SCHOOL STUDENT HANDBOOK)

You are joining 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. You also have a responsibility to conduct yourself in adherence to the University's Student Conduct Code, and to maintain good academic standing in the program. In addition to these expectations of responsibilities, you also have rights and recourses to address grievances. This section describes these rights and responsibilities. It is your responsibility to understand these expectations now.

STUDENT CONDUCT CODE. The first expectation is that Evans students adhere to the University's Student Conduct Code. The following is an abbreviated version. The complete code is available in Washington administrative Code, Chapter 478-120.

"Admission to the University carries with it the presumption that students will conduct themselves as responsible members of the academic community. As a condition of enrollment, all students assume responsibility to observe standards of conduct that will contribute to the pursuit of academic goals and the welfare of the academic community. That responsibility includes, but is not limited to: academic and professional honesty and integrity; refraining from actions which would interfere with University functions or endanger the health, safety, or welfare of others; and complying with the rules and regulations of the University and its units. Violations of these standards may result in a variety of disciplinary actions, including suspension or permanent dismissal from the University."

ASPA CODE OF ETHICS. In addition, the American Society for Public Administration has its own Code of Ethics, including "(6) Demonstrate personal integrity: Adhere to the highest standards of conduct to inspire public confidence and trust in public service." Your time at the Evans School will give you an opportunity to practice these codes.

STUDENT ACADEMIC CONDUCT. (from the Committee on Academic Conduct in the College of Arts and Sciences) Students at the Evans School are expected to maintain the highest standards of academic conduct, and of course most do. Cheating harms the person cheating, as it deprives them of the opportunity to learn the material. It also harms honest students who are frustrated by the unfairness of cheating that goes undetected and therefore unpunished. ***Academic misconduct occurs if you present as your own work something that you did not do. It is also considered academic misconduct if you help someone else present work that is not his or her own.***

PLAGIARISM. One of the most common forms of cheating is plagiarism, using another's words or ideas without proper citation. When students plagiarize, they usually do so in one of the following six ways:

1. *Using another writer's words without proper citation.* If you use another writer's words, you must place quotation marks around the quoted material and identify the source of the quotation.
2. *Using another writer's ideas without proper citation.* When you use another author's ideas, you must indicate with an in-text citation, note, or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.
3. *Citing your source but reproducing the exact words of a printed source without quotation marks.* This makes it appear that you have paraphrased rather than borrowed the author's exact words.

4. *Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came.* This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words.

5. *Borrowing all or part of another student's paper or using someone else's outline to write your own paper.*

6. *Using a paper writing "service" or having a friend write the paper for you.* Regardless of whether you pay a stranger or have a friend (inside or outside the School) do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper. This includes internet paper-writing resources. Note that it is also considered academic misconduct if you are the friend who willingly wrote a paper for someone else or shared your work for copying.

MULTIPLE SUBMISSIONS. Multiple submission is the practice of submitting a single paper for credit in two different classes (in the same quarter or in different quarters). The UW does not have a general policy prohibiting this practice. However, because an individual professor may not permit the practice in their class, a student wishing to make a multiple submission must clear it with both professors involved. Non-compliance will result in a violation of the University's standard of conduct.

Exams. Another common form of cheating involves exams. The following will all be considered violations of the student conduct code:

- Copying from someone else's exam, or allowing another student to copy from your exam;
- Aiding another student during an exam where collaboration is prohibited, including talking, signs, gestures, or sharing notes;
- Using notes (unless expressly allowed by the teacher, in which case notes must follow their specifications);
- Using any electronic device such as a tablet, laptop or mobile phone unless expressly permitted by the instructor;
- Altering an exam for re-grading;
- Getting an advance copy of the examination;
- Using a surrogate test-taker;
- Working together on a take-home exam when an instructor forbids collaboration;
- Deliberately delaying turning in a timed class exam; such a delay would unfairly give that student extra time and will be considered a form of cheating.

LYING. Lying encompasses the following: the willful and knowledgeable telling of an untruth, as well as any form of deceit, attempted deceit, or fraud in an oral or written statement relating to academic work. This includes but is not limited to the lying to administration and faculty members, and falsifying any university document by mutilation, addition, or deletion.

WHAT HAPPENS IF THERE IS A SUSPECTED VIOLATION? It is the responsibility of the entire Evans School community to uphold its academic standards and integrity. It is the Evans School's policy that instructors maintain discretion over whether and how any suspected academic misconduct should be reflected in the grade for that assignment, exam, or for the course. This may include a zero grade. Students who disagree with the instructors' assessment should follow the University's normal grade appeal process. Proven academic misconduct as outlined above could also result in disciplinary action from the Graduate School, including probation or dismissal from the University. In addition, instructors who suspect misconduct will report the misconduct to the Graduate Program Coordinator.

COURSE OUTLINE

The course outline below highlights the readings, cases, and assignments expected each week. In addition, the outline contains some hints as to key concepts or topics for class and discussion sections each week.

Note that the readings and course materials are coded as follows:

HBR-PACK – Coursepack Purchased Directly from *Harvard Business Publications*

CANVAS – Available online at the course Canvas page

Week 1 – Oct. 2nd	Course Introduction and Key Concepts: Public Organizations and the Public Good
Required Readings	<ul style="list-style-type: none"> • Practices to Promote the ASPA Code of Ethics CANVAS • Rainey. 1997. Understanding and Managing Public Organizations, Chapter 3 CANVAS • Heifetz and Laurie. 1997. “The Work of Leadership,” <i>Harvard Business Review</i> HBR-PACK
Required Background Readings	<ul style="list-style-type: none"> • Kennedy School of Government Case Program. 1986. “Learning by The Case Method.” CANVAS • <i>About America: How the United States is Governed</i>, Braddock Communications, 2004. CANVAS • <i>U.S. Federal Budget Process</i>. Hubert Project. CANVAS
Case	<ul style="list-style-type: none"> • Brown – “Tribes and Watersheds in Washington State.” CANVAS
Key Topics & Questions	<ul style="list-style-type: none"> • Course syllabus and organization • What are public and nonprofit organizations? • How does the policy process work in the U.S. federal system?
In-class Activities	<ul style="list-style-type: none"> • Learning to “Poll Everywhere” • What does “public good” mean to you?

Week 2 – Oct. 9 th	Frameworks: Leadership, Management, Followership, and Public Values
Required Readings	<ul style="list-style-type: none"> • Goleman. 2000. "Leadership that Gets Results" <i>Harvard Business Review</i> HBR-PACK • Kotter. 1990. <i>A Force for Change: How Leadership Differs from Management</i>, Chapter. 1. CANVAS • Jorgensen and Bozeman. 2007. "Public Values: An Inventory." <i>Administration & Society</i>, – pp. 359-62. CANVAS • Reed. 2014. "Expressing Loyal Dissent." <i>Public Integrity</i>. CANVAS • Bryson. 1988. "A strategic planning process for public and non-profit organizations." <i>Long Range Planning</i>. CANVAS
Case	<ul style="list-style-type: none"> • "Ellen Schall and the Department of Juvenile Justice." Part A. CANVAS
Key Topics & Questions	<ul style="list-style-type: none"> • Leadership v. Management • Followership v. Dissent
In-class Activities	<ul style="list-style-type: none"> • Hand out assignment –Strategy Memo #1
Week 3 – Oct. 16 th	Frameworks: Equity, Inclusion, and Institutional Biases
Required Readings	<ul style="list-style-type: none"> • Starke, Heckler, and Mackey. 2018. "Administrative Racism: Public Administration Education and Race." <i>Journal of Public Affairs Education</i>. CANVAS • Banaji, Bazerman, and Clough. 2003. "How (Un)ethical Are You?" <i>Harvard Business Review</i> HBR-PACK • <i>Cultural Competency for Public Administrators</i>. 2012. Chapters 2 (Rice and Mathews) and 4 (Imoh) CANVAS
Case	<ul style="list-style-type: none"> • McBeth and Brewer. 2014. "Hiring a Sustainable Development Specialist: Diversity and Pre-Screening Applicants with the Use of a Google Search" CANVAS
Key Topics & Questions	<ul style="list-style-type: none"> • Understanding how racism, sexism, and other "isms" shape public service work • Cultural competency • Implicit bias

Week 4 – Oct. 23rd	Forming and Understanding Strategy: Mission, Vision, and Planning
Required Readings	<ul style="list-style-type: none"> • Evans. 2010. "Vision and Mission: What's the difference and why does it matter?" <i>Psychology Today</i>. CANVAS • Harvard Business School Press. 2005. SWOT Analysis I and II. <i>Harvard Business Review</i>. HBR-PACK • Christensen. 1999. What is an Organization's Culture? <i>Harvard Business Review</i> HBR-PACK
Case	<ul style="list-style-type: none"> • Casa Latina CANVAS
Key Topics & Questions	<ul style="list-style-type: none"> • Vision and mission statements – what they are and why they are important • SWOT Analysis • Defining organizational culture and its implications for leading
In-class Activities	<ul style="list-style-type: none"> • <u>Strategy Memo #1 due in class</u>
Week 5 – Oct. 30th	Forming and Understanding Strategy: Policy Fields, Accountability, and the Authorizing Environment
Required Readings	<ul style="list-style-type: none"> • Sandfort and Stone. 2008. "Analyzing Policy Fields: Helping Students Understand Complex State and Local Contexts." <i>Journal of Public Affairs Education</i>. CANVAS • Waterman and Meier. 1998. "Principal-Agent Models: An Expansion?" <i>Journal of Public Administration Research and Theory</i>. CANVAS • Cooper, Bryer, and Meek. 2006. "Citizen Centered Collaborative Public Management." <i>Public Administration Review</i>. CANVAS • Trickle-Down Community Engagement CANVAS
Case	<ul style="list-style-type: none"> • "Integrating Housing and Social Services – Part A" CANVAS
Key Topics & Questions	<ul style="list-style-type: none"> • What are policy fields? • Working in a hierarchy
In-class Activities	<ul style="list-style-type: none"> • Hand out assignment - Final Group Project

Week 6 – Nov. 6th	Forming and Understanding Strategy: Mapping the Environment and Engaging Stakeholders
Required Readings	<ul style="list-style-type: none"> • Brinkeroff and Crosby. 2002. <i>Managing Policy Reform</i>. Chapter 6. CANVAS • Rainey. 1997. <i>Understanding and Managing Public Organizations</i>, Chapter 4. CANVAS • Dobel and Day – <i>Electronic Hallway</i>. 2005. “A Note on Mapping” CANVAS
Case	<ul style="list-style-type: none"> • The Motor City: Rebuilding Detroit’s Image Post-Bankruptcy. <i>Harvard Business Review</i> HBR-PACK
Key Topics & Questions	<ul style="list-style-type: none"> • Scanning the external environment • Stakeholder mapping
In-class Activities	<ul style="list-style-type: none"> • Hand out assignment –Strategy Memo #2
Week 7 – Nov. 13th	Tactics of the Policy Process: Agenda Setting, Framing, and Coalition Building
Required Readings	<ul style="list-style-type: none"> • Kingdon. 1993. “How Do Issues Get on Policy Agendas?” Chapter 3. CANVAS • Kingdon. 1984. <i>Agenda-Setting and Alternatives</i>, Chapters 8-9. CANVAS • Heath and Heath. 2008. <i>Made to Stick</i>. pp. 3-24, 285-89. CANVAS
Case	<ul style="list-style-type: none"> • “The Challenge of Adapting to Climate Change: King County Brings Local Action to a Global Threat.” Harvard Kennedy School (Case No. 1906.0). CANVAS
Key Topics & Questions	<ul style="list-style-type: none"> • Windows of opportunity – in policymaking processes and within organizations • Policy and political entrepreneurialism
In-class Activities	<ul style="list-style-type: none"> • Final Group Project topics are due at start of class

Week 8 – Nov. 20th	Tactics of the Policy Process: Managing Coalitions - Networks, Collaboration, and Trust
Required Readings	<ul style="list-style-type: none"> • Faerman. 1996. "Managing Conflicts Creatively." <i>Handbook of Public Administration</i>. CANVAS • Bingham. 1996. "Negotiating for the Public Good." <i>Handbook of Public Administration</i>. CANVAS
Case	<ul style="list-style-type: none"> • E-PARCC Collaborative Governance Initiative - "Building a Healthy Community." CANVAS
Key Topics & Questions	<ul style="list-style-type: none"> • Conventional wisdom around conflict management and negotiation • Collaboration and building trust
In-class Activities	<ul style="list-style-type: none"> • <u>Strategy Memo #2 due in class</u>
Week 9 – Nov. 27th	Tactics of the Policy Process: The Interaction between Administration and Citizens
Required Readings	<ul style="list-style-type: none"> • Spitzmueller. 2016. "Negotiating Competing Institutional Logics at the Street Level: An Ethnography of a Community Mental Health Organization." <i>Social Service Review</i>. CANVAS • Watkins-Hayes. 2011. "Race, Respect, and Red Tape: Inside the Black Box of Racially Representative Bureaucracies." <i>Journal of Public Administration Research and Theory</i> CANVAS
Key Topics & Questions	<ul style="list-style-type: none"> • Street-level bureaucrats – why are they important? • Understanding the complexity of implementation across levels of government and sectors
In-class Activities	<ul style="list-style-type: none"> • Discussion - Final Group Project

Week 10 – Dec. 4th	Leading and Being A Creative Problem-solver
Required Readings	<ul style="list-style-type: none"> • Amabile and Khaire. 2008. "Creativity and the Role of the Leader." <i>Harvard Business Review</i>. HBR-PACK • Kelley and Kelley. 2012. "Reclaim Your Creative Confidence." <i>Harvard Business Review</i>. HBR-PACK • Schoemaker et al. 2013. "Strategic Leadership: The Essential Skills." <i>Harvard Business Review</i> HBR-PACK • Sussman. 2003. "Making Change: How to Build Adaptive Capacity." <i>Nonprofit Quarterly</i>. CANVAS
Case	<ul style="list-style-type: none"> • Renz. 2011. "Implementing Budget Cuts in the Basic Health Plan: A Case Study" – Part A and Supplemental Note. CANVAS
Key Topics & Questions	<ul style="list-style-type: none"> • How to lead creative problem-solving processes • How to foster creativity in groups
In-class Activities	<ul style="list-style-type: none"> • Course evaluations • Guest Speaker – TBA
	<ul style="list-style-type: none"> • Final Group Project is due Monday, December 10th