



ORGANIZATIONAL CHANGE AND IMPROVEMENT STRATEGIES

FALL SEMESTER 2015		Wednesday Evening, 7:00 p.m. to 9:30 p.m.			
Location:	Dane Smith Hall – Room 134 Instructional Television Sites	Office Hours:	By Appointment - Before Class, Off-Campus Location, or in Office		
Instructor:	Steven G. Meilleur, Ph.D., SPHR	Office:	Social Sciences Building - 3rd floor, Room 3018		
E-mail:	smeilleu@unm.edu (Primary contact)	Skype:	Bluesmeanie	UNM Learn Chat:	By Appointment

1. COURSE OVERVIEW:

This course is a graduate level introduction to the theory and practice of organizational change and organizational, systems, and process improvement in both public and nonprofit agency sectors. A glance at any public or private sector management periodical is sufficient to demonstrate the endorsement of transitions, transformations, and various other transmutations of organizations. Organizations are urged to rework, retool, and reorganize in order to enhance productivity, competitiveness and effectiveness. Yet, studies of how organizations accomplish change demonstrate quite patently that they indeed simply do not. Clearly, then, accomplishing change in organizational settings requires a set of complex skills that allow managers to inspire, initiate, and implement that change effectively. The course is designed to introduce the theoretical and practical skills necessary to achieve those goals.

This course also concerns the use of participatory action/applied research techniques as an aid to making management and organization/business decisions concerning performance improvement at the organizational, departmental, work group, and/or systems/process level(s). Specifically, this course addresses how the information used to make decisions is gathered and analyzed to support decision-making.

While the research methods text is from the field of business, the underlying principles (i.e., problem definition, research design, research methods, analysis) and tools/techniques found in the textbook and readings are applicable to public sector entities, private for-profit businesses, and private non-profit organizations.

2. COURSE OBJECTIVES:

This course is geared towards developing a better understanding of the challenges, techniques, burdens, and successes associated with initiating and implementing major changes within organizations to improve performance. The course objectives, then, are to:

1. Prepare managers to meet the demands to improve organizational performance and to meet the challenges of organizational change initiatives.
2. Develop theoretical and practical perspectives on diagnosing the need for and appropriate application of change in organizations.
3. Describe and explain the steps involved to manage organizational change effectively in a variety of organizational contexts and settings.
4. Investigate and apply the techniques of the participatory action/applied research process as applied to organizational settings.
5. Develop applied skills in defining research problems, designing a research project, and in collecting, analyzing, recording and interpreting data.

3. CLASS METHODOLOGY AND LEARNING APPROACH:

The learning approach for this course will be highly interactive with case studies, simulations, role-plays, skill demonstrations and practice, guest speakers, and field work opportunities. In consideration of these factors, attendance, preparation and active participation are essential.

The course will utilize a variety of learning opportunities during the times that we meet, including lecture, discussion, individual and group exercises, case study analysis, videos, student research and presentations, and guest speakers as available. The course is focused on exploring the current and future challenges of conflict management and dispute resolution in the public sector and in nonprofit organizations, and on developing the critical thinking skills required of

professionals and agency managers/administrators/supervisors in today's fast-paced and rapidly changing work environment.

Productive participation and discussion requires that students come prepared for each class meeting to explore the assigned readings and case studies with their thoughtful critique and evaluation of the content, to be augmented by reflections on their own work experiences and additional reading as required. You are encouraged to share your own professional experience as employees, managers, and administrators, as it will enliven class discussions and lead to a better learning environment. Criteria for judging class participation include (1) cognitive dimensions, (2) expressive elements, (3) affective elements, and (4) contribution of comments to the process of group learning.

“Safe Space” Policy: Ground Rules for a Positive Classroom Environment and Experience

For learning to occur when the class material is controversial, both tension and safety need to exist. There needs to be a safe classroom environment, so that students understand that they can speak their minds, and so that everyone feels comfortable and free to articulate ideas or viewpoints. Such a learning environment helps students to:

- Develop their abilities to understand the perspectives of others;
- Develop mutual respect;
- Make a commitment to understand positions that they do not understand from the context or point of view of their peers;
- Take risks in speaking honestly in the class in the service of their learning.

Expected class norms to enhance a safe learning environment include:

- Students should respect confidentiality-personal information or student comments should not get shared outside the classroom;
- Students should listen respectfully to different perspectives-let people finish sentences before responding;
- Students should respond to what has been said, not the person saying it-responses should not be personalized;
- Students should speak for themselves and not for others (including groups to which they belong);
- Students have the right to be silent in large group discussions.

All classroom discourse will exhibit respect for all other persons, not only within the confines of the classroom but also in general. There will be no denigration of anyone in any context (including in relation to case materials or readings, videos, or any other point of reference), on account of race, color, religion, national origin, ethnicity, gender, disability status, genetic information, veteran status, sexual orientation, gender identity, religion, political perspective, any other trait that is protected under local, state or federal law.

Class discussion allows for disagreement; however, comments must be sustained by evidence, in particular evidence from class materials and readings. Class comments are not to be unsupported assertions of opinion, and never ad hominem (personal) attacks. Incivility or rudeness of any kind is unacceptable. This includes carrying on conversations during class, checking cell phones or other electronic devices for messages, texting, and other distractions. The bottom line is this – my expectation is that you behave professionally at all times in class.

4. COURSE MANAGEMENT:

As a survey course, we will address new topics each session, endeavoring to understand their relationships as we discuss, analyze, and critique public administration theory and practice. I will utilize UNM Learn to post the course syllabus, course assignments, lecture notes, and discussions, as well as some email messaging. Primarily, students should use my regular UNM e-mail account to communicate and send assignments electronically. **DO NOT submit your papers to me via UNM Learn Mail.** Finally, students will be able to access Supplemental Readings online at the class UNM Learn site. Please do not hesitate to contact me with your course questions or problems.

As a student you are responsible for:

- Being prepared to discuss assigned course readings and exercises, and contribute to class each session.
- Contributing to and assisting with the learning of your classmates.
- Making up any missed readings, exercises, and assignments made or due during his/her absence.
- Reading for understanding the textbook chapters, supplemental readings, and exercises before class and actively participate in class discussions.
- Finding connections with your professional experiences and aspirations; consider the conceptual relationships among topics in the course and the practical application of course material to HR management.
- Regularly check the UNM Learn course homepage for updates, announcements, and new assignments.
- Preparing all written assignments per instructions in the syllabus and submit them per the course schedule.
- For unexpected personal life difficulties, or difficulties with assignments, e-mail or phone contact with me is strongly encouraged. My schedule can be irregular, but I am responsive to questions and concerns.

- Take charge of what you want to get out of the course. You can explore a new topic or challenge to satisfy a curiosity. Alternatively, you can pick something close to your field of study or career goals and build on short- and medium-term needs for your intellectual or professional development.

5. COURSE SCHEDULE AND ASSIGNMENTS:

NOTE: All reading assignments should be completed prior to class. It is solely the responsibility of the student to obtain notes, handouts, and summary of lesson/class activities, and to learn material from any missed class. Every written assignment must have compelling evidence of being proofread. See Graduate Writing Guidelines Rubric on UNM Learn Course Homepage.

Because I am not sure how rapidly we will proceed through the different modules of this course, the course schedule is subject to revision and should always be considered to be in draft form. Therefore, the actual timeline of the course topics and discussions held in class may change as the semester progresses, and you are encouraged to give me feedback about your learning needs.

For many of the class sessions, I will seek guest speakers, skill-building simulations, or other opportunities to promote learning based on students' interests. Not all of these activities appear on the course schedule below.

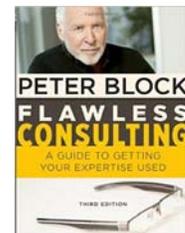
THIS SYLLABUS AND SCHEDULE IS SUBJECT TO REVISION AT THE INSTRUCTOR'S SOLE DISCRETION AND SHOULD ALWAYS BE CONSIDERED TO BE IN DRAFT FORM. CONFIRM DEADLINES IN CLASS.

DATE	TOPICS, and ASSIGNMENTS	READINGS
8/19/15	Course Introduction & Syllabus Review <ul style="list-style-type: none"> • Participatory Action/Applied Research Applications in Organizational Performance Improvement - the HRDV Framework • Discussion of Research Project - If you have an idea about what your research project will be, you should be prepared to discuss it in class. • PRE-CLASS ASSIGNMENT – Complete the assignment on WebCT Course Homepage Discussion Thread 	<i>Additional Readings and Pre-Class assignments will be posted on the Course Homepage hosted by UNM Learn. Students should regularly check the Course Homepage before each class.</i>
8/26/15	The Nature of Change in Organizations <ul style="list-style-type: none"> • DISCUSSION – Be prepared to discuss some of your personal experiences with organizational change, specifically as pertains to changes aimed at addressing some organizational performance problem or process improvement initiative. Identify some organizational change activity you've experienced in the workplace: <ul style="list-style-type: none"> ✓ What was the change about? ✓ What was the issue being addressed by the change effort? ✓ Was the change successful or unsuccessful? ✓ What did you learn from this experience? ✓ WHY DOES CHANGE FAIL? WHY DOES CHANGE SUCCEED? • Business/Management Decision, Problem Definition, and Research Proposal • Organizational Change Process and the Nature of Change 	<ul style="list-style-type: none"> • Hayes Text – Chapters 1 through 4 • Supplemental Materials – UNM Learn Course Homepage
9/2/15	<ul style="list-style-type: none"> • Applied Research Methods – Quantitative & Qualitative Methods • Recognizing and Diagnosing Performance Problems and Opportunities for Improvement 	<ul style="list-style-type: none"> • Hayes Text – Chapters 5 and 6 • Supplemental Materials – UNM Learn Course Homepage
9/9/15	<ul style="list-style-type: none"> • Diagnosing the Need for Change • Overview of Focus Group, Interview, Survey-Feedback, and Delphi Research Methods Applied Action Research/Change Project Proposal Due	<ul style="list-style-type: none"> • Hayes Text – Chapters 7 and 8 • Supplemental Materials – UNM Learn Course Homepage
9/16/15	<ul style="list-style-type: none"> • Qualitative Research Methods – Observation Methods, Interviewing Methods, Focus Groups 	<ul style="list-style-type: none"> • Supplemental Materials – UNM Learn Course Homepage
9/23/15	<ul style="list-style-type: none"> • Survey Research Methods – An Introduction • Analysis of Research Data – An Introduction Case Analysis #1 Due – In Class Discussion of Case	<ul style="list-style-type: none"> • Supplemental Materials – UNM Learn Course Homepage
9/30/15	<ul style="list-style-type: none"> • Leading and Managing People Issues 	<ul style="list-style-type: none"> • Hayes Text – Chapters 9 through 13 • Supplemental Materials – UNM Learn Course Homepage
10/7/15	NO CLASS – FALL BREAK	

10/14/15	<ul style="list-style-type: none"> Leading and Managing People Issues - Continued Planning and Preparing for Change Readiness for Change – Diagnostic Instrument 	<ul style="list-style-type: none"> Hayes Text – Chapters 14 through 16 Supplemental Materials – UNM Learn Course Homepage
10/21/15	<ul style="list-style-type: none"> Planning and Preparing for Change – Continued Discussion of Projects <p>Case Analysis #2 Due – In Class Discussion of Case</p>	<ul style="list-style-type: none"> Hayes Text – Chapters 17 through 20 Supplemental Materials – UNM Learn Course Homepage
10/28/15	<ul style="list-style-type: none"> Business Process Reengineering, Process Improvement, Lean Discussion of Projects 	<ul style="list-style-type: none"> Hayes Text – Chapters 21 through 24 Supplemental Materials – UNM Learn Course Homepage
11/4/15	<ul style="list-style-type: none"> Implementing Change and Reviewing Progress Discussion of Projects 	<ul style="list-style-type: none"> Hayes Text – Chapters 25 and 26 Supplemental Materials – UNM Learn Course Homepage
11/11/15	<ul style="list-style-type: none"> Sustaining Change Discussion of Projects 	<ul style="list-style-type: none"> Hayes Text – Chapters 27 and 28 Supplemental Materials – UNM Learn Course Homepage
11/18/15	<ul style="list-style-type: none"> Organizational Learning Discussion of Projects 	<ul style="list-style-type: none"> Hayes Text – Chapters 29 and 30 Supplemental Materials – UNM Learn Course Homepage
11/25/15	NO CLASS – THANKSGIVING BREAK	
12/2/15	<p>Research Roundtable In-Class Presentations</p>	<ul style="list-style-type: none"> Supplemental Materials – UNM Learn Course Homepage
12/9/15	<p>Research Roundtable Final Project Paper Due In-Class Presentations</p>	

6. REQUIRED TEXT AND MATERIALS

- Hayes, John (2014). *The Theory and Practice of Change Management*, 4th Edition, New York, NY: Palgrave MacMillan.
- OPTIONAL** - Block, Peter (2011). *Flawless Consulting*, 3rd Edition, Pfeiffer & Co, San Diego.
- Articles, research reports, and supplemental handout materials provided on-line through the UNM Learn course homepage



7. GRADING AND COURSE REQUIREMENTS:

Course Requirements – See Assignment Guidelines Below	% of Grade	Grading Scale	
1. Case Study #1	15%	A+	98% to 100%
2. Case Study #2	15%	A	94% to 97.9%
3. Applied Action Research/Change Project Proposal	15%	-A	90% to 93.9%
4. Applied Action Research/Change Project Paper	35%	B+	87% to 89.9%
5. In-Class Project Presentation	10%	B	84% to 86.9%
6. Discretionary Grade (Attendance, Participation, Contributions)	10%	-B	80% to 83.9%
		C	75% to 79.9%
		F	Below 75%

INCOMPLETE POLICY

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, a grade of “Incomplete” will only be given when the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor. Requests for a grade of “I” must be submitted in writing to the instructor no later than the date of the second to last class session of the term. Such requests must include a proposed timeline for submitting the work required for completing the course, and you will be required to adhere to that timeline once it is agreed to by the instructor. Failure to do so may result in a grade of “F” for the course.

WRITING QUALITY

This is a writing intensive course. Although I am far more concerned about substance than form, please keep in mind that this is, after all, a professional, graduate level course. All of your written assignments should be prepared with the attention due to a professional presentation, and expected from a Master’s degree candidate. Yes, this means grammar and punctuation, too. Written assignments require proofreading and editing prior to submission, with attention to

correct grammar, spelling, punctuation, paragraphs, and sentence structure. (See the Purdue University OWL site {[link on Web CT course homepage](#)} for further assistance).

NOTE that writing competency is extremely important in graduate school, as well as in your professional career. The grade penalty is significant for lack of simple proofing of grammar and spelling on all assignments, and for a lack of attention to professional writing and presentation of your paper. As a graduate student and a current and/or aspiring leader in public administration, you have a responsibility to the profession and those you will be representing to write professionally. Papers with excessive problems with spelling and punctuation, grammar, usage and sentence or paragraph structure, and expository writing quality and clarity, will be returned without further comment for revision.

It is wise to have a friend serve as an editor to proofread your written assignments. If you struggle with writing, I strongly encourage you to use the services of The University of New Mexico Center for Academic Program Support (CAPS). CAPS provides a variety of writing resources for graduate students (see <http://caps.unm.edu/writing>). The OGS Graduate Resource Center (GRC) also provides dedicated services available for any graduate or professional student engaged in most writing and research projects. The URL for that website is <http://caps.unm.edu/writing/grad>. Take this task seriously and consult the University of New Mexico OGS Graduate Resource Center (GRC) for assistance – the investment of time will pay off for you in the future.

FORM OF WRITTEN PAPERS AND APA STYLE

You are required to submit all written papers via my UNM e-mail account to me, in MS Word format. **DO NOT submit your papers to me via UNM Learn Mail.** I will provide feedback to you on your written work using the MS-Word “Comments” function. Please let me know in advance if you use a word processor other than MS Word – in that case, you will probably need to submit your papers in RTF format.

All papers are **required** to follow current APA Style Format. **I have included an annotated sample APA Style paper for reference on the UNM Learn course homepage. My favorite website for APA Style is the Purdue University OWL site;** I have included the url for this excellent website on the UNM Learn Course Homepage. The Purdue OWL site also has excellent resources to improve your writing, as well as and reference material on conducting basic primary and secondary research. For further guidelines, refer to Publication Manual of the American Psychological Association, Current Edition. The APA Manual provides answers to all level of detail regarding citations of references, grammar, and other related issues. The APA is a widely held standard for manuscripts in the social sciences, including Public Administration, and is a frequent standard for graduate-level writing.

- **THIS IS IMPORTANT!** All written assignments submitted electronically need to follow this naming convention for your document file that you submit electronically: **LAST NAME, FIRST INITIAL, ASSIGNMENT TITLE, PA590**. For example: **Smith_J_Current HR Issues_PA590**. DO NOT MAKE THE TITLE TOO LONG !!!
- Paper length guidelines **do NOT include** your title page, abstract page, bibliography of references, or appendices. The guidelines refer to the length of the body of the paper.
- **Proper external reference sources** MUST be cited for your outside reference materials. Proper academic reference sources include primary and secondary research, journal articles (refereed, juried, or peer reviewed), professional and trade journals, abstracts, research reports and dissertations. Wikipedia is NOT a legitimate academic reference.
 - **Note:** *For all of your assignments, external reference sources should be referenced to back up your recommendations or to identify issues or to frame your analysis in the public administration and policy literature. This information would be ideally found in relatively recent journal articles and should reflect current public management thought or practice with respect to the issues identified.*

COURSE ASSIGNMENTS AND DELIVERABLES

1. SHORT CASE ANALYSIS PAPERS (2 Cases)

The purpose of the assigned case analysis papers is for you to critically and systematically analyze a case in organizational change and improvement, so that you can develop these skills to use in your applied case analysis for the workplace. Your short case analysis should follow the required sequence and structure, as specified in the short case analysis

guideline, and must be in current APA style format. Your analysis is to be closely proofread, free of spelling, grammar, syntax, and expository quality and clarity errors. The requirements for the short case analysis papers are as follows:

- **Page 1:** Summary of the Main Points of the Case, including problem identification.
- **Page 2-7:** Case Analysis and Recommendations - Draw from the assigned readings as well as external sources to analyze the case from a focused perspective. Ideally, your analysis should tie what the theories suggest and what happened in the case. To what extent does the case event support the theories or departed from or challenged the theories?
- **Page 8:** Lessons Learned - Explain the lessons learned from the case, informed by your theory-grounded analysis. Don't second guess or find fault with the actions presented in the case. Focus on the lessons learned and how they apply to your experience and work in public administration.
- You may cite course readings or other quality sources such as peer reviewed journal articles or books. Include the author's name and date in parentheses for all sources and full reference information if citing an outside source.
- **Unless it is absolutely necessary, avoid direct quotation from the case. Use your own words to paraphrase the expressed ideas in the case.**

Use APA Style. In no more than 8 (8) pages, support your analysis with material from the text and other outside reference sources. A minimum of three (3) outside reference sources must be used and properly cited in APA style.

2. APPLIED ACTION RESEARCH/CHANGE PROJECT PROPOSAL

You are to choose a real-world organizational change or improvement project, preferably in your own workplace, or in a workplace with which you are familiar or have good access to. The research proposal will demonstrate your understanding of the applications of material covered in the class and in the assigned readings up to the date of the action/applied research project. Feedback and discussion of the proposals over two classes will also serve to refine your research proposal writing skills. Guidelines for preparation of a research proposal are provided for additional guidance. The purpose of this Applied Research Project Proposal is for you to start working on your Applied Research Project Paper. You are to prepare and submit a proposal for your applied research, which is to be a practical, applied look at an HRD performance issue (use our working HRD definition) in the workplace (your own, or another organization). The goal of the proposal is to set the scope of the project and to ensure that work on the project begins as early as possible. The proposal also gives the instructor an opportunity to provide feedback on the project's merits.

For this proposal, you are to define an HRD performance problem, drawn from your current or prior employment experiences, and must be a problem that is currently of concern, and which has not yet been resolved. Your paper should include the following:

- a definition of the HRD performance problem or opportunity for improvement – sources and consequences, persons and organizational units affected, and whether the problem is one of inefficiency, ineffectiveness, and/or inequity;
- a statement of purpose framed as a research objective, the business/management decision, the research questions, the importance of the topic, and initial listing of your approach research; and
- The change objectives and overview of the strategy for implementing change.

3. APPLIED ACTION RESEARCH/CHANGE PROJECT PAPER

The purpose of the Applied Action Research Project Paper is to analyze an organizational change/improvement problem/issue of your interest discussed during the semester and share the findings and recommendations from your research with seminar participants in a research roundtable. In effect, this project allows you to act as an organizational development and improvement consultant for the nonprofit organization of your choice. You will be allowed to work on this consultancy project on your own, or in teams of two students. If you work in a team, I will expect a longer and more comprehensive case study, analysis, and recommendations from you.

This research paper builds on the Applied Research Project Proposal that you prepared in assignment #1 above, and your Project Progress Report in assignment #3 above. Your research and analysis of the HRD performance problem and management/business decision you are investigating should reflect both the theoretical and practical dimensions of the issue, with the objective of increasing your understanding of the impact of the issue on the practice of organization improvement and change management in public and non-profit organizations. The paper may draw on content from throughout the course, using journal articles, books, and primary research data to demonstrate your understanding of the issue. The research paper requirements are also discussed in a separate handout provided and discussed during the first class session.

Use APA Style. In no more than twenty (20) pages, support your analysis with material from the text and other outside reference sources. A minimum of eight (8) outside reference sources must be used and properly cited in APA style.

4. IN-CLASS PROJECT PRESENTATION

In the final class session, students/teams will formally present and discuss their Applied Action Research/Change Project's approach, findings, and recommendations. This review will provide students with an opportunity to present and discuss their evaluations of the client's governance, strategy and leadership, and will permit students to integrate the knowledge presented in previous sessions and apply it in the review of their assessment of nonprofit organizations.

5. DISCRETIONARY GRADE – ATTENDANCE, PARTICIPATION AND CONTRIBUTION

This portion of your grade includes, but is not limited to class participation, demonstration that you have read the text and other materials, participation in team/group assignments, and timeliness of assignments. Ongoing student participation is encouraged and will be assessed as a part of the total course grade. Participation is reflected by course attendance, presentations, and contributions to discussions, particularly in analyzing and critiquing assigned readings and cases. The student's contribution to course discussions will be assessed in terms of the quantity and quality of the contribution, demonstrating critical thinking and analysis skills as opposed to the number of times a student speaks up in class. Therefore, it is important for students to be prepared for course discussions and presentations.

8. POLICY STATEMENTS: UNIVERSITY AND COURSE POLICIES

University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:

Academic Honesty

The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.

In preparing written assignments, students need to be aware of the UNM Student Code of Conduct governing academic dishonesty, particularly plagiarism (see below). It is a violation University policy to claim credit for work not done or done by others, or misrepresenting the work as your own. There are numerous sources available through the UNM website to help you better understand the rules. (See the Pathfinder, Student Code of Conduct, 2.4.)

Plagiarism

It is often an unintentional mistake, but plagiarism continues to be a problem given our easy access to the internet and the availability of tools to copy and paste to your computer. It is even more problematic to paraphrase the work of another author and not acknowledge the source. If you are unsure, cite the source and avoid any suggestion of plagiarism. Recognize that any wording presented in a paper without quotation marks or other citation is considered to be your own work. Students who are discovered cheating or committing plagiarism will be awarded a failing grade for the course and may be subject to dismissal from the SPA program or other further discipline.

Assignments and/or research projects may, at the instructor's discretion, be submitted to one of several online services that search for plagiarism from the World Wide Web and from various term paper companies that sell term papers via the World Wide Web. Students who are discovered cheating or committing plagiarism may be awarded a failing grade for the course and may be subject to dismissal or further discipline by the university. Assignments and/or research projects may, at the instructor's discretion, be submitted to one of several online services that search for plagiarism from the World Wide Web and from various term paper companies that sell term papers via the World Wide Web. All citations must conform with current APA Style Guidelines (See **FORM OF WRITTEN PAPERS AND APA STYLE** on page 3 above).

Drops and Withdrawals

In the event that you choose to drop or withdraw from the course, it is YOUR responsibility, not the instructor's. Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify UNM of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.

Disturbances

Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in

cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.

Class Attendance Policy

Students are expected to attend all class sessions, and full participation in the class is expected. In the case of unavoidable absences, the student must contact the instructor in advance. The student is subject to appropriate academic penalty for incomplete or unacceptable makeup work or for excessive or unexcused absences. It is the student's responsibility to secure all missed work and assignments. Students who are unable to complete course requirements because of illness or other justifiable circumstances may be allowed to take an incomplete grade in those cases where a major portion of the work (more than 50%) has been successfully completed.

Accommodations

Anyone requiring special accommodation or assistive technology is asked to advise Dr. Meilleur within the first two weeks of class, so that reasonable accommodation may be provided through the University. The School of Public Administration is committed to providing all necessary and feasible accommodation to students with disabilities so that they may fully participate in and contribute to their classes. Confidentiality will be maintained as indicated by the student's circumstances.

9. OTHER INFORMATION:

Instructor Guidance: I will be happy to review your written work in progress at any time. You'd be amazed at how few people take advantage of this opportunity. Generally I will have my comments back to you within a day or two, barring unforeseen circumstances. You are bound to run into problems with your projects along the way. I am happy to consult with you about your projects if you have questions, concerns, roadblocks, or if you just need a sounding board. Please contact me to set up these consultations by appointment, or during office hours. Again, you'd be surprised at how few people take me up on this offer. Please feel free to contact me at any time if you have questions or concerns about the course.

Syllabus Modification: The instructor reserves the right to change the class schedule, course requirements, or grading criteria based on changing circumstances and events, University policies, material deemed helpful for your individual projects, and/or class input.

10. INSTRUCTOR BACKGROUND:

Steven G. Meilleur, Ph.D., SPHR has more than 38 years of professional experience in human resources management in the public, private non-profit and private for-profit sectors. Currently, Dr. Meilleur is Senior Vice-President, Risk Services – HR and Employment with Poms & Associates, a national risk services and insurance brokerage firm that provides risk management training, consulting and information services, and insurance services for its clients and other businesses and organizations.

He previously worked as Vice President of Human Resources and Risk Management with Adelante Development Center in Albuquerque, a \$26.5 million non-profit organization with over 900 employees, where he was responsible for all human resources, human resource development & organizational development, and risk management functions for the agency. Dr. Meilleur has also served as Director of Human Resources for the City of Rio Rancho, NM, Human Resources Team Leader and Manager of Organizational Learning with Plains Electric G&T Cooperative, Director of the State Bar of New Mexico's Center for Legal Education.

He is faculty member at the UNM School of Public Administration, holding the positions of Adjunct Faculty, and Visiting Lecturer III where he teaches in the areas of human resource management, employment and labor relations, dispute resolution, organizational change, and human resource development. He has also been on the faculty at Webster University's School of Business in the graduate studies programs since 1994. He has spoken at numerous conferences and workshops across the country, and is a published author in the areas of human resources, leadership and management development, organizational change and innovation, non-profit organization management, and board development.

Dr. Meilleur received a BA in English Literature and Education from Bucknell University, an Executive MBA from the University of New Mexico, and his Ph.D. in Leadership and Organizational Learning from UNM. He received his certification as a Senior Professional in Human Resources (SPHR) by the Society for Human Resource Management in 1995. He has been a Dead-icated fan of the Grateful Dead since 1967; and performs locally with the Black Smoke Blues Band as lead vocalist, and blues harp player. For grins, check out <https://www.youtube.com/watch?v=xZw55VY7HxQ>

11. FINAL REMARKS FROM DR. MEILLEUR

The more you put into this class, the more you will take from it. Reviewing scholarly work, pondering concepts, and making sense of theory in practice can be painful and time-consuming. I understand this! There will be times when your brain hurts.

That's a good thing. Take it as a sign that some good learning is going on. In fact, good learning is often confusing and uncomfortable before it becomes fun. If you keep up with readings, actively engage in class dialogues and activities, and constantly seeking feedback and advice from your colleagues and course instructor, you should have a rewarding experience in this course.

CASE ANALYSIS GUIDELINES

For purposes of this course, a case study is defined as a carefully structured and delineated narrative reconstruction of events that presents essential information on the operations of a governmental or nonprofit agency in the context of a public management problem. The focal agency (along with key agency actors) is often cast as working in concert with other organizations across sectors in addressing the management problem, challenge, or crisis involved. The focus of the narrative and of the case analysis may therefore be a set of collaborative agencies. It may also be an entire array of decisions and actions rather than a single decision point or issue (more often the case with business administration case studies).

Things to keep in mind when analyzing a case study:

- Read the case carefully and make notes as to any terms which are unfamiliar, or portions that seem unclear, or problems or issues which appear to be salient in the case
- Bring your questions and observations from your reading of the case to the next class meeting or to the UNM LEARN platform for everyone to consider; helpful suggestions may be forthcoming from the instructor or from other students.
- The material you will require to carry out your case analysis, in particular the three short ones, is in your case study text, class readings, and class lectures—additional research is required for each of the case analysis papers.

After reading and thinking about the case, identify major administrative issues, decisional challenges, implementation obstacles, or other problems and challenges found in the case. Case writers generally (and specifically in all of our case study selections) tell their story in such a way as to highlight these analytical elements—that is the reason the case is written in the first place.

It is an important component of case analysis to offer a solution or solutions to the issues, in that when confronted with a problem in professional practice, the expectation is that you are equipped as an MPA graduate with the skill to come up with reasoned solutions to those problems. To do this, it is important to understand what happened and why it happened, to provide plausible reasons for the situations posed in the case, and to carry out corresponding critique and analysis.

In analyzing these issues, obstacles, or problems remember to look below the surface and go beyond simply describing what happened in the case. In fact, there is little room for picking up selective summary (retelling) of such issues in the case. You are best served by going as directly as possible to the analysis of the case.

If you think you have a solution or set of solutions to the issues, obstacles, or problems entailed in/by the case, be sure to carefully consider unexpected outcomes of your proffered solutions. Please remember that many such concerns have no ideal solution; each potential solution has its own problems, costs, disadvantages, drawbacks, etc. What is most essential is that you provide a nuanced and incisive, critical analysis of what transpired in the case, as the case writer depicts it. To use a medical analogy, it is better for you to focus on diagnostics rather than prognosis.

You are being provided with several guides or sets of suggestions for carrying out a case analysis. Some are from business administration curricula or simply adapted to purposes, only partially overlapping with our own in this capstone course. What is essential for this course is how well you execute your critical written analysis. You will be carrying into your analytical effort everything from theoretical and conceptual frameworks (drawn from your readings, class lectures, discussion, and materials, the whole of your MPA experience) to your own professional experience and expertise. Insight is the key, along with clear communication of it on paper in incisive ways. So is compelling argumentation of whatever position(s) you take with respect to the case material.

Limited information in cases: The reality of most cases is that they contain a great deal of information that is not as easily analyzed and understood as one would like. However, most case studies also leave out information, more or less on purpose, and you may well be left wanting to know more about what occurred. Your own analysis may be similarly limited. Consulting with your colleagues in the class, informally in class discussion or even one-on-one or in group work, helps here.