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PADM 689
Capstone
Course Syllabus

I. Introduction: Aims and Expectations

A. Purpose

This course is the culmination of the SPA masters' program coursework. The purpose of the course is for students to show that they have acquired the knowledge, skills, and abilities required of graduates of the SPA programs by integrating what they have learned in their coursework. To do so, students will work on a project to show proficiency in thinking through and applying what they have learned to real issues in public organizations. In completing the project, students are expected to utilize the principles of management theory and organizational behavior, a full array of research procedures, methods, and techniques, and employ them in administering human, budgetary, and financial resources for effective and efficient outcomes in public programs. To show and integrate what they have learned, students will work in teams on the course project, just as one would in a public sector workplace or in a public sector consulting assignment. Also, students will demonstrate competence in background research and written communication. In addition, this course will look at public programs from a conceptual and analytical point of view and review key concepts for understanding and assessing public value and public organizations.

Graduates of public administration programs should be prepared to lead and manage in public programs in a public governance setting. All public programs, however well run, have the possibility of improving their processes, operations, and service delivery. The goal of the SPA is to assure that its graduates are capable of analyzing opportunities for improvement, recognizing the causes of underlying ineffectiveness, and identifying sound, evidence-based options for addressing them in practical settings. To do so, graduates will need to be able to think, plan, and direct public entities strategically. In addition, they must be able to apply the principles of management theory and organizational behavior to public organizations. Likewise, graduates must be able to collaborate in teams and groups, put their observations into clear, concise, and useful written form, and communicate these to their colleagues, co-workers, and clients. The ability to interact effectively with others will have a substantial effect on the ultimate ability of students to bring what they have learned in their graduate program to the workplace to improve it.

B. Learning Objectives

To carry out the purpose above, the Capstone course has four learning objectives. The classroom, individual, group, and field work in the class are aimed at accomplishing these objectives. By completing this course successfully, students will show that they are proficient in the knowledge, skills, and abilities imparted by their master's program in public administration and will be able to:

1. Interpret public organization and group dynamics to propose situational improvement
2. Analyze public organizational and group circumstances to improve administrative outcomes and effectiveness
3. Analyze public organizational and group environments, structures, processes, and dynamics using suitable concepts and techniques
4. Develop strategies for organizational and group actions situational for improvement

C. Prerequisite Knowledge

Students taking this course are expected to have a working knowledge of public policy and management as laid out in PADM 500, of public organizations and organizational behavior as encountered in PADM 521, of public human resource management as covered in PADM 525, and of budgeting and financial concepts and techniques as practiced in PADM 544. In addition, students must be competent in the scoping, development, and conduct of literary, qualitative, and quantitative research as well as appropriate supporting methodologies, tools, and procedures as presented in PADM 595, 596, and 597. Moreover, having completed coursework for the master's degree, it is assumed that students will be practiced in teamwork as well as competent in written communication and oral presentation.

D. Technical Skills and Requirements

1. Technical Skills

To participate and be successful in this class students are expected to have mastered the basic technical tasks listed below:

- Use email – including attaching files, opening files, downloading attachments
- Open a hyperlink (click on a hyperlink to get to a website or online resource)
- Create, update, and upload MS Word and MS Word readable documents (Microsoft Office products are available free for all UNM students at UNM IT Software Distribution and Downloads page: <http://it.unm.edu/software/index.html>)
- Create, update, and upload MS PowerPoint and MS PowerPoint readable presentations
- Download, annotate, save and upload PDF files
- Conduct literature searches through the UNM libraries, create bibliographies and reference lists using electronic tools such as End Note or Zotero, and obtain copies of referenced readings and articles online

2. Technical Requirements

To participate and be successful in this class students must have certain digital tools and know how to use them. All are provided by UNM, either on the web or at computer support pods. Students who do not utilize these tools in the course will be dropped from it by the instructor. The basic technical tools necessary are listed below:

- A high-speed Internet connection
- A supported browser (these include: Chrome, Internet Explorer, Firefox, and Safari; detailed Supported Browsers and Operating Systems: <http://online.unm.edu/help/learn/students/>)
- A computer capable of running a recently updated web browser (processor speed, amount of RAM and Internet connection speed can greatly affect performance; [UNM's Computer Pods](#) offer free high-speed Internet access)
- A Web Camera, microphone and other distance tools

II. Texts and Other Readings and Course Materials

A. Texts

There are two texts recommended for the course as refreshers for public administration concepts. They have been used in courses in the MPA and may be useful for understanding some course references. These texts have not been ordered for purchase at the UNM bookstore and reading in them will not be assigned. They may be purchased on-line from the publisher or another source. In addition, most texts are available for electronic purchase and use through digital textbook services.

▪ Recommended Texts

R.B. Denhardt, J.V. Denhardt, M.P. Aristigueta, & K.C. Rawlings, (2020). **Managing Human Behavior in Public and Nonprofit Organizations** (5th Ed.), Thousand Oaks, CA: Sage

Moore, M. H. (1995). **Creating Public Value: Strategic Management in Government**, Cambridge, MA, Harvard University Press

B. Other Readings and Course Materials

1. Journal Articles

Students will be expected to read articles from academic journals and professional sources as part of the course work. Readings are assigned for particular topics as indicated on the Course Schedule below. All assigned articles are available through the UNM Libraries <http://library.unm.edu/> in full-text, PDF files, as weblinks, or on the UNM Learn course webpage for this course. Students should read these articles before the class session on which they are assigned and come to class sessions with a thorough understanding of them and be able to respond to or ask any questions on them. Citations for these articles are included in the Course Schedule under Readings and full citations can be found in References below.

2. Assignment and Other Course Instructions

Microsoft Power Point Slides will be posted for all course assignments on the UNM Learn course site <https://learn.unm.edu/>. These slides will cover detailed expectations for submission of course assignments covered below. When posted, students are expected to review these slides and understand the content in them for application to and completion of course assignments and to arrive in class with any questions.

III. Course Activities

A. Class Presentations and Discussions

Some presentations will be given by the instructors as indicated on the Course Schedule as “Talks.” These will cover knowledge, insights and techniques deemed useful for completing the course group project. When appropriate, class discussion will be held on these topics. When suitable, guests may contribute to the presentations.

B. Team Project: Organizational Analysis

This course is built around students’ application to a real-world problem of the knowledge, skills, and abilities acquired from core and required courses in the master’s programs. Students will demonstrate that they have achieved a sufficient level of proficiency in these by completing a team analysis of an assigned organizational issue. In addition, the team project will allow students to show adequate competence in collaboration and communication that evidences an achievement of the professional aims of the master’s program. Students will work in teams to complete the organizational analysis project. Teams will be assigned by the instructor and team size will be dependent on the number enrolled in the course. A desirable team size is approximately five (5) students.

C. Project Team Meetings

1. Class Meetings

During class sessions when presentations and discussions are scheduled, there will be in-class-time provided for team meetings as indicated on the Course Schedule. In addition, as indicated on the Course Schedule, approximately mid-way through the course and until the final presentations, class sessions will focus on the organizational analysis project and presentation.

2. Outside Team Meetings

It is expected that teams will meet, collaborate, and communicate outside of the time afforded in class (See Credit Hours, below). This is necessary to be successful in the course. Among other things, these meetings may include meetings of team subgroups to work on parts of the organizational analysis presentation and project, as well as other needs.

D. Project Research

Projects will necessitate that teams and individuals conduct both documentary and empirical research. The former may consist of background research as well as the review of academic, experimental, and professional writings pertinent to the problem and organization being analyzed. The latter may be qualitative and quantitative or mixed and may range from in-depth interviews to analysis of data collected or existing data provided for the project.

E. Project Field Work

It may be necessary for individuals or team subgroups to conduct field work such as interviews, observations, or other individual meetings with organizational actors. This may include phone, video, or other contacts at organizations as well, or the administration of research instruments. Necessary field work is deemed a class activity and part of the course.

IV. Course Assignments and Points

There will be no tests. Students will accumulate points for a grade by completing two (2) team assignments and being reviewed on two (2) areas for course participation. Each assignment will be fully explained in instructions posted on-line for that assignment. Assignments will be completed in the order indicated on the course schedule (extensions to submit assignments are not given, but students may turn in assignments after they are due and should expect a deduction of points). No extra credit or make-up assignments will be given. Drafts or resubmissions will be accepted only if indicated. All assignments are to be submitted by posting to the UNM Learn site for the course. Brief explanations of each course assignment and tips on how to complete them successfully follow:

A. Team Organizational Analysis Project (1 x 40 points + 1 x 30 points = 70 points total)

As indicated above, the purpose of the course is for students to demonstrate proficiency in and integrate what has been learned in their coursework. The course organizational analysis project is the main opportunity for students to do so by conducting research and applying what they have learned to an organizational problem, analyzing it, and reporting what they find. The organizational project or problem will be given to each team by the instructor. This will be a course-long project and will require sustained effort, focus, and project management.

Also as indicated, a key capacity in public administration and an expectation of SPA graduates is the ability to work in teams. To demonstrate this, students will be assigned to teams and must work in them to complete the analysis project. Time will be given in class for team meetings and it is expected that teams will meet regularly outside of class and will divide labor to conduct research and fieldwork. Team members will be able to communicate asynchronously using course messaging and synchronously using the chat, discussion, and other conferencing tools and software built into the UNM Learn site and should collaborate on the site and post work there. The keys to successful teamwork are:

- Make sure to communicate in a timely way with all team members
- Copy all team members on items of general interest or collaboration
- Make sure to use the UNM Learn group site for communication and for developing materials
- Divide the work into smaller tasks and assign them to individuals or sub-groups
- Select a team leader; if desirable rotate the team leadership,
- Set time frames for completion of tasks that allow time for review of a final product by all
- Let the instructor know, if members are not participating

To accomplish the organizational analysis project, teams will complete two (2) assignments a written report worth forty (40) points and a presentation worth thirty (30) points for a total for seventy (70) points. The two (2) team assignments are:

1. Team Written Report (approximately 30 pages – 40 points)

Teams will prepare and submit a written report that details their research into the organizational problem assigned. This report will include details of the team's strategies, efforts, problem identification, field work, findings, and recommendations, among other things. Following is an *Illustrative Outline* of a written group report:

Illustrative Outline: Final Team Written Report (30 pages not including appendices/attachments)

Executive Summary

Introduction and Methodology

Background Information

Organizational Profile

Problem Definition

Observations and Issues

Current Practices and Processes

Best Practices

Recommendations

Main Recommendation

Secondary Recommendation

Secondary Recommendation, etc.

Implementation Considerations

Appendices

Appendix A: Instruments

Appendix B: Process Map

Appendix C: Other Maps and Flow Charts

Appendix D: Draft Implementation Plan, etc.

2. Team Public Presentation (approximately 20 minutes – 30 points total)

Each team will make a public presentation of its organizational analysis before submitting the written report. This will accomplish two things. First, it will give a chance for teams to receive feedback on the contents and scope of the final report before it is submitted. Second, it will be the opportunity for teams to demonstrate their mastery of communication, collaboration, and presentation skills and techniques.

B. Individual Participation (2 x 15 points = 30 points total)

Individual participation in course activities is required to complete the course successfully. The course cannot be completed effectively without class members' full involvement in all course activities as outlined in this syllabus. Individual alteration of activities will not be negotiated. For the individual participation requirement, class members will be graded on two (2) areas worth fifteen (15) points each for a total for thirty (30) points. The two (2) areas are:

1. Class Attendance (16 weeks – 15 points)

Participation by attendance at scheduled classes is required as well as contribution to class discussions. Attendance will be taken at class sessions and those arriving after it is taken that will be marked absent. Although the courtesy is appreciated, notification to the instructor of absence will not excuse an absence. A course member missing more than two (2) scheduled class meetings will lose points in the course total and may be dropped from the course if the instructor deems the absences an impediment to successful completion of the course.

2. Team Participation (16 weeks – 15 points)

Each student is expected to participate fully in team activities and the team project. After discussion with the instructor and at the instructor's discretion, students not participating in team assignments may have points deducted from their assignment scores. In cases where team members are not participating sufficiently to guarantee the team's success and the student's success, the instructor may elect to drop

them from the course. Teams will have an opportunity to evaluate the work of each member individually at the end of the course as part of the course participation assessment.

C. On-Line Course Evaluation (End of course – 2 points extra credit)

At the end of the course, students are given an opportunity to evaluate the course on-line. Students are *asked to complete this evaluation* and will receive *two (2) points* for doing so. Each student should receive an email indicating when the evaluation is available on-line and *must send a course message to the instructor after completing it in order to receive the two (2) points of extra credit.*

V. Grading

This is a graded course (this does not include an *Incomplete* which is detailed below) and students will receive letter grades indicating their performance in the course. Points earned for completing the course assignments outlined above are the basis for the assignment of individual course grades. The value of each requirement has been detailed above and is repeated in below. Also, a grading scale that shows the grades earned for levels of accumulated points is presented below.

A. Assignment Points Possible and Total and Grading Scale

Points Possible by Assignment and Total	
Assignment	Points Possible
Team Written Report	40
Team Public Presentation	30
Attendance	15
Team Participation	15
TOTAL	100

Grading Scale	
Grade	Points Earned
A+	100
A	99-95
A-	94-90
B+	89-85
B	84-80
B-	79-75
C+	74-70
C	60-65
C-	64-60
Etc.	

B. Incomplete Grades

The grade of Incomplete MUST be requested in writing (electronic mail is acceptable) from the instructor. The grade of incomplete will not be assigned unless so requested. The request must state a reason appropriate to the UNM Office of Graduate Studies guidelines for incomplete grades. Per these guidelines... "the grade of "I" is given only when circumstances beyond the student's control have prevented completion of the course work within the official dates of a session." Due to the teamwork nature of the course activities, it is required that anyone receiving the grade of Incomplete will repeat the course in order to have the Incomplete grade removed and replaced by a letter grade.

VI. Course Communications

Course communications will take place in three main ways. First, through postings to the UNM Learn course site. Second, communications are handled through the Course Messaging function available as part of the UNM Learn site. The instructor attempts to respond to all Course Messages within (72) seventy-two hours. The instructor will not send out or respond to course related communications that are not sent in Course Messages. Therefore, students should closely monitor the course web page and the course messages for updates, changes, and information. Third, communication can occur through teleconferences or appointment consultations arranged with the instructor. Students are encouraged to phone the instructor at any time but are reminded to leave a message with call-back information.

VII. Course Attendance and Absences

According to the UNM Faculty Handbook D170: Student Attendance Policy and the *Pathfinder UNM Student Handbook*, students are expected to attend all meetings of the classes in which they are enrolled. No extensions of vacation periods are given to students, regardless of the location of their homes. A student with excessive absences may be dropped from a course by the instructor with a grade of W/P or W/F. The instructor may also assign a failing grade of "F" at the end of the semester. Also, in this course, students may request a grade of W by email. Reporting of absences does not relieve the student of responsibility for missed coursework. Verification (such as doctor's note, hospital billing, military orders, death notices, etc.) of a student's report of absence will be provided on request. In this course, attendance will be taken for class meetings. Students not "in class" when attendance is taken or unavailable when called upon or when an activity is conducted will be considered absent. Students may miss no more than two class sessions without penalty and may be dropped from the course by the instructor after this, if absence is considered excessive. Students may alert the instructor of an absence as a courtesy, but the absence notification does not excuse the absence.

VIII. Guidelines and Decorum for Distance Students

Students taking the course through the Synchronous On-line modality (Distance Education using the Zoom software platform) have some additional requirements that they must fulfill to receive full credit in the course. These expectations are due to the nature of distance education through a distributed format that relies on internet-based virtual presence rather than physical attendance. Students that do not meet these expectations may be dropped from the class. These expectations include:

- **Working Digital Equipment** – Distance students must have access to a computer with access to the internet and a working camera and microphone. The available internet bandwidth must be robust and reliable enough to support both simultaneous voice and video in Zoom. For attendance purposes, distance students must be connected to the internet with the computer's camera *on* for the entire session: students not visible to the instructor or not responding when called upon will not be considered to be in attendance.
- **Appropriate Location** – Distance students must find a suitable and quiet location that is free of noise and interruption when attending class. This location may be in an office or domicile, but other business or engagement may not be conducted during the class session. It is expected that distance students will devote their attention to class while it is in session.
- **Appropriate Dress** – Distance students should remember that they will be visible to the instructor and other students during the class session. So, they should take care to dress appropriately. Formal or business wear is not required, but lounge or bed wear is discouraged.
- **Other Activities** – Distance students should behave as if they were in the classroom. So, they should not engage in activities that do not take place in the classroom setting. They should be attentive, ask questions, and participate

IX. Credit Hours

This is a three (3) credit-hour course* and lasts for the full sixteen weeks of the semester. By the Federal

Credit Hour standard, students are expected to complete a *minimum* of nine (9) hours of out-of-class work (homework, study, assignment completion, and class preparation) each week. This is in addition to three (3) hours of in-class time.

**Federal Credit Hour Definition:* A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. 34CFR 600.2 (11/1/2010).

X. Plagiarism

The policy on plagiarism in this class follows the definitions used in the UNM Faculty Handbook. Plagiarism is the appropriation of another person's ideas, processes, results or words without giving appropriate credit. It is done intentionally. Ideas and quotations from others must be cited appropriately. This includes all sources even the author's own work used elsewhere. Such work in the course will not be accepted to complete any assignment

XI. Additional UNM and Course Policies: Title IX; Netiquette; ARC; Academic Integrity

A. Title IX

To meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg. 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

B. Netiquette

In accord with the UNM Student Handbook, it is expected that students will show respect to fellow students and to the instructor when interacting in person or on-line in this course. Netiquette suggestions should be taken seriously. All course posts should demonstrate respect for others and for their views and those that do not will be taken down immediately. The UNM Learn Netiquette document can be found at <http://online.unm.edu/help/learn/students/pdf/discussion-netiquette.pdf>

C. ADA Accommodation

In keeping with the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and University Policy 2310 academic accommodations may be made for any qualified student who notifies the instructor of the need for an accommodation. The University provides reasonable academic adjustments to qualified students with disabilities as necessary to ensure equality of access to the courses, programs, services, and facilities of the University. However, students with disabilities are still required to adhere to all University policies, including policies concerning conduct and performance. Further information about accommodation and contact with the University's Accessibility Resource Center (ARC) can be found by reviewing Policy 2310 at <https://policy.unm.edu/university-policies/2000/2310.html>

D. Academic Integrity

Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet the standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

Course Schedule

Session	Month	Date	Topic	Activity and Assignments Due	Readings (see Reference List below)
1.	January	20	Introduction to the Course Organization and Grading	Talk: Course Expectations Team and Project Organization	NA
2.	January	27	Understanding Organizational Context: Organizational Elements	Talk: Organizational Context Talk: Design Thinking Team Meetings <i>Organizational Projects and Profile Assigned</i>	Brown, Rogers & Blenko
3.	February	3	Understanding Organizational Context: Process and Problems	Talk: Process Maps and Flow Charts Team Meetings <i>Problem Definition Assigned</i>	Biazzo, Clary & Wandersee, Cornell, Grant, Ilie & Ciocoiu, Vaughn et al, Yue
4.	February	10	Organizational Research: Getting Information and Data	Talk: Simple Survey and Interview Guides Team Meetings	McGrath, Knight, Pew, Survey Monkey Strategies,
5.	February	17	Organizational Research: Exploring Quantitative Data	Talk: Using Excel Pivot Tables Team Meetings <i>Organizational Profile Due</i>	Guru 99 , Boogaard Pivot Tables
6.	February	24	Organizational Research: Reducing Qualitative Data	Talk: Matrix Analysis Team Meetings <i>Problem Definition Due</i>	Burton & Galvin, Groenland
7.	March	3	Organizational Research: Best Practices	Talk: Identifying Similar Practices Team Meetings and Research <i>Best Practices Summary Assigned</i>	Bretschneider, et al, Eglene
8.	March	10	Reporting: Developing Recommendations	Talk: Tailoring Recommendations Team Meetings and Research <i>Recommendation & Presentation Assigned</i>	City of Albuquerque, Hackett , WHO
9.	March	17	<i>Spring Break</i>	<i>No Class Meeting</i>	NA
10.	March	24	Reporting: Communication Skills Organizational Research and Field Work	Talk: Tailoring Messages and Takeaways Exercise: Tailoring Message to Audience Team Meetings and Research	Anderson , Harvard Business Review Staff, Ravilius
11.	March	31	Reporting: Writing Skills and Formats Organizational Research and Field Work	Talk: Preparing a Written Report Team Meetings and Research <i>Best Practices Summary Due</i> <i>Executive Summary & Final Report Assigned</i>	UNC Writing Center Policy Briefs , University of Leicester
12.	April	7	Reporting: Planning for Implementation Organizational Research and Field Work	Talk: Time and Project Management Team Meetings and Research <i>Recommendation Summary Due</i>	Durfee, Mubarak
13.	April	14	Presenting: Presentation Preparation	Preparing for Presentation	NA
14.	April	21	Presenting Evidence and Suggestions	<i>Final Team Presentations</i>	NA
15.	April	28	Presenting Evidence and Suggestions	<i>Final Team Presentations</i> (If needed) <i>Executive Summary Due</i>	NA
16.	May	5	<i>Course Close</i>	<i>No Class Meeting</i> <i>Draft Final Report Due</i>	NA
17.	May	12		<i>Final Team Report Due</i>	

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