

SPRING TERM 2015		Wednesday Evenings, 7:00 p.m. to 9:30 p.m.		
Location:	Woodward Hall - Room 147 & ITV	Office Hours:	By Appointment in Office or Off-Campus Location	
Instructor:	Steven G. Meilleur, Ph.D., SPHR and Mario A. Rivera, Ph.D.	Office:	Social Sciences Bldg, 3rd floor, Room 3018	
E-mail:	smeilleu@unm.edu (Primary Contact)	Skype Contact:	Bluesmeanie	UNM Learn Chat: By Appointment

1. COURSE OVERVIEW:

This course is a classroom version of the capstone, integrative final assignment for the MPA degree, the Professional Paper. It is intended to provide opportunities for all students enrolled to analyze case material and ancillary readings and to produce cogent, incisive, and insightful professional-quality critiques of agency, community, policy, and leadership dilemmas and challenges faced by public servants in the public and nonprofit sectors, and in cross-sector collaborative management. The vehicle for this exploration, to be undertaken through substantial written assignments and, complementarily, class discussion and group work, will be case analyses of four case studies specifically chosen by the instructor for the accomplishment of these aims.

In discussing three introductory cases and one more substantial, final case study, and in writing three short case analyses and one long case analysis corresponding to these, students will be integrating knowledge gleaned from their MPA course of study—particularly in the major sub-disciplines of human resource management, public management, fiscal and budgetary administration, and accountable management (per the core and elective classes taken throughout the MPA course of study). Students and the instructor will draw from their practitioner and life experiences, as well. Finally, they will both draw broadly from the extensive public administration academic and applied literature in informing their analyses (verbal and written) of the cases assigned.

2. COURSE OBJECTIVES:

Functioning much like a seminar, the course is intended to be a culmination of their MPA experience, advancing students' critical-analytical skills, consistent with best practices and core competencies required in the discipline. It also aims to strengthen students' research and written communications skills in contexts of professional public service in public administration. The competencies involved and which the student is to demonstrate through course participation and assignments (which translate into course objectives) centrally include:

1. Ethical and performance accountability;
2. Efficacy in addressing the linked challenges of diversity, globalization, and inter-organizational and cross-sector collaboration;
3. The ability to address institutional constraints and opportunities in the law, economy, and public policy; and
4. The ability to summon the information resources, methods, sensibilities, and commitments that are essential for efficacy in public service.

3. CLASS METHODOLOGY AND LEARNING APPROACH:

The course is focused on exploring the current and future challenges of public administration, and on developing the critical thinking skills required of public managers/administrators/supervisors in today's fast-paced and rapidly changing public sector environment.

Teaching cases engages students in analyzing real-life (or potentially real-life) situations/problems/circumstances encountered by public administrators. In case analysis, students are asked to consider options for addressing a problem (and possibly suggest solutions) within the safe confines of the classroom (or a written assignment). In this case analysis capstone course, you will be asked to examine cases through various lenses of analysis (such as stakeholder and network) and drawing upon your MPA course of study, particularly the major sub-disciplines (human resource management, public management, fiscal and budgetary administration and accountable management as addressed in courses like program evaluation and intergovernmental administrative problems).

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, volunteers 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 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:

We will address topics as outlined for each session, endeavoring to understand their relationships as we discuss, analyze, and critique the cases presented for study. 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.

In order to effectively manage this course, the following guidelines should be followed by students;

- Students regularly attend class, are punctual, and prepared to discuss assigned course readings and exercises.
- Students are responsible for any missed readings, exercises, and assignments made or due during his/her absence.
- Students read for understanding the cases, supplemental readings, and exercises before class and actively participate in class discussions; consider the conceptual relationships among topics in the course content and the practical application of course material to public administration.
- Students should regularly check the UNM Learn course homepage for updates, announcements, and new assignments.
- Students prepare all written assignments per instructions in the syllabus and submit them per the course schedule.

5. COURSE SCHEDULE AND ASSIGNMENTS:

NOTE: All 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.

**THIS SYLLABUS AND SCHEDULE IS SUBJECT TO REVISION
AND SHOULD ALWAYS BE CONSIDERED TO BE IN DRAFT FORM. CONFIRM DEADLINES IN CLASS.**

DATE	TOPICS, and ASSIGNMENTS	READINGS
1/14/15	Course Overview & Syllabus Review Overview of the Case Method: Presentation and discussion of the case method. <ul style="list-style-type: none"> Case Study Group Assignments Peer Review Process for Papers 	Additional Readings and Pre-Class assignments may be posted on the Course Homepage hosted by UNM Learn. Students should regularly check the Course Homepage before each class.
1/21/15	Overview of the Case Method: Continued <ul style="list-style-type: none"> Read the “UMass Boston Framework for Case Analysis” and “Guide to Conducting Harvard Case Analysis” documents posted to UNM Learn, and be prepared to discuss and ask questions. Preliminary Discussion of Case 1 	<ul style="list-style-type: none"> Supplemental Materials – UNM Learn Course Homepage
1/28/15	Two-week sequence on Case 1: <u>Gulfport Transit</u> <ul style="list-style-type: none"> Group Case Presentation and Discussion Peer Review Draft Due to Your Readers (See Form) 	<ul style="list-style-type: none"> Supplemental Materials – UNM Learn Course Homepage
2/4/15	Two-week sequence on Case 1: <u>Gulfport Transit</u> <ul style="list-style-type: none"> 1st Case Analysis Due – Final Version w/ Peer Review Forms Preliminary Discussion of Case 2 	<ul style="list-style-type: none"> Supplemental Materials – UNM Learn Course Homepage
2/11/15	Two-week sequence on Case 2: <u>Ellen Schall and the Department of Juvenile Justice</u> <ul style="list-style-type: none"> Group Case Presentation and Discussion Peer Review Draft Due to Your Readers (See Form) 	<ul style="list-style-type: none"> Supplemental Materials – UNM Learn Course Homepage
2/18/15	Two-week sequence on Case 2: <u>Ellen Schall and the Department of Juvenile Justice</u> <ul style="list-style-type: none"> 2nd Case Analysis Due – Final Version w/ Peer Review Forms Preliminary Discussion of Case 3 	<ul style="list-style-type: none"> Supplemental Materials – UNM Learn Course Homepage
2/25/15	Two-week sequence on Case 3: <u>Case To Be Determined</u> <ul style="list-style-type: none"> Group Case Presentation and Discussion Peer Review Draft Due to Your Readers (See Form) 	<ul style="list-style-type: none"> Supplemental Materials – UNM Learn Course Homepage
3/4/15	Two-week sequence on Case 3: <u>Case To Be Determined</u> <ul style="list-style-type: none"> 3rd Case Analysis Due – Final Version w/ Peer Review Forms Preliminary Discussion of Long Case 	<ul style="list-style-type: none"> Supplemental Materials – UNM Learn Course Homepage
3/11/15	UNM SPRING BREAK	
3/18/13	Two-week sequence on Long Case: <u>Case To Be Determined</u> <ul style="list-style-type: none"> Discussion of Case Peer Review Draft Due to Your Readers (See Form) 	<ul style="list-style-type: none"> Supplemental Materials – UNM Learn Course Homepage
3/25/15	Two-week sequence on Long Case: <u>Case To Be Determined</u> <ul style="list-style-type: none"> Discussion of Case Long Case First Turn-in Due (Optional) 	<ul style="list-style-type: none"> Supplemental Materials – UNM Learn Course Homepage
4/1/15	NO CLASS SESSION - Individual Meetings to be held by Appointment	
4/8/15	NO CLASS SESSION - Individual Meetings to be held by Appointment	
4/15/15	NO CLASS SESSION <ul style="list-style-type: none"> Long Case Final Paper Due “Lessons Learned” Paper Due 	
4/22/15	NO CLASS SESSION	
4/29/15	NO CLASS SESSION – This is the final date for the signing of the Office of Graduate Studies (OGS) report forms by the Professional Paper Committee for all students in the PADM 553 capstone course.	
5/4/15	Finals Week – No Final Exam for this Course	

6. REQUIRED TEXT AND MATERIALS

While there is no required textbook for the course, your texts from other courses in the MPA curriculum will serve as important resources for you. Course materials, in particular case studies and readings, are posted to the UNM LEARN system. To access LEARN, students need to login to their My UNM accounts.

- Sample case summary/analyses, other sample papers, and other resources for presentations and papers may be available on the class webpage and the UNM LEARN online blackboard system.

7. GRADING AND COURSE REQUIREMENTS / DELIVERABLES:

Unlike your regular MPA courses, this course is graded just as the Professional Paper one-on-one course, and as are theses and dissertations at UNM, as CR (credit). As such, the evaluations of all four case analyses are being made on the basis of CR (credit) or NCR (no credit) or CR With Distinction (for the long case analysis). In order to provide more nuanced feedback to each student in the Professional Paper Capstone Course, I have adopted a 5-point scale and assigned the first and prospectively the rest of the papers a rating on that scale, as follows:

- **0—NCR: Does not meet minimum requirements for passing the assignment and course.** Must be thoroughly revised and resubmitted for re-evaluation until a CR assessment from both instructors is attained.. Student is required to submit the original paper and subsequent revision drafts online to the UNM Graduate Resource Center, available at <http://unmgrc.unm.edu> then clicking on the GROWL (Graduate Online Writing Lab) on the top left of the screen.
- **1 or 2—CR: Meets minimum requirements for passing the assignment.** However, the paper exhibits serious (2 rating) to severe (1 rating) problems with expository writing quality and clarity, including organization of the paper, syntax, grammar, sentence construction, and phrasing, and also including lack of sustained clarity in the analytical effort represented by the paper. Student is strongly encouraged to submit the paper to the GROWL (Graduate Online Writing Lab) as specified above. Whether or not the Writing Lab is used, revision of the paper and submission of same to Dr. Rivera is expected, following the criteria in the syllabus.
- **3—CR: Exceeds minimum requirements for passing the assignment,** with largely well-sustained and incisive written analysis, though with several lapses in paper organization, clarity, and quality of argumentation and expression. No revision/resubmission required, but revision may be undertaken by the student at his or her option.
- **4—CR: Well exceeds minimum requirements for passing the assignment,** with largely well- sustained and incisive written analysis, but with infrequent, relatively minor shortcomings as to
- paper organization, clarity, or quality of argumentation and expression. No revision/resubmission is expected or required.
- **5—CR, With Distinction: Far exceeds minimum requirements for passing the assignment,** with well-sustained and incisive written analysis, and with high quality

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 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 UNM Learn 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.

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 must 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, CASE#, PADM553**. For example: **Smith_S_Case#1_PA553**. DO NOT MAKE THE TITLE TOO LONG !!!
- **Proper 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:** 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.

ASSIGNMENTS AND COURSE DELIVERABLES

To successfully complete this capstone course, each student will be required to submit 4 case analyses based on the criteria below. In addition, each student is required to participate in the class presentations for the designated cases in the syllabus. While the longer analysis case is yet to be selected, three short cases have been chosen for the course, and are included in the syllabus.

Paper Submission Guidelines: Each of the four case analysis papers is to be submitted according to the following guidelines:

- The first submission must be to your Case Study Group for peer review, using the Peer Review Form, as indicated in the reading and assignment schedule in this syllabus. Each initial paper submittal is to be proofread, clean, and in final form—it is not considered a draft. The paper is to be a finished, proofed, version.
- The final submission to the instructor may be revised and rewritten based on peer review comments on the first submission, by the dates provided in the final syllabus.
- Note that for the final Long Case, in addition to the Peer Review initial submission, you have the option of submitting a second version of the paper to the instructor for review and feedback.
- The final submission of the Long Case is due as indicated on the syllabus – this is a FIRM DEADLINE ... no exceptions.

Peer Review: For this peer review, each student (author) will be exchanging draft papers with each of the other students from his/her Peer Review Group. Each member of the group will individually read and comment on the paper using the Peer Review Form, so copies of your first submission paper must be circulated to the group. Using the “Peer Review Feedback Form” found on the UNM Learn course homepage, each readers is to provide a critical, constructive review of each group member’s paper, and fully complete this review form, and return it to the author as soon as possible, so that revisions can be made before the final submission to the instructor. When submitting the final paper to the instructor, also submit the completed Peer Review Feedback Forms— just the forms, not the draft papers!

As a peer reviewer, your job is not to provide answers. You raise questions; the writer makes the choices. You act as a mirror, showing the writer how the draft looks to you and pointing out areas which need attention. In order for peer-review feedback to be valuable, it needs to offer a degree of specificity. A statement such as “that was great!” may give us a boost of confidence, but it doesn’t help us identify our opportunities for improvement. Likewise, “I didn’t like it” provides no direction in terms of what exactly would make the paper more accurate, informative, or interesting. Remember that “responding” to the paper is not the same as “criticizing.” Responding is a more neutral and broad term that includes positive comments, personal responses, and suggestions for improvement. Writers can learn from praise as well as from constructive comments for change.

Student guidelines for peer review:

- Before you even make your first comment, read the document all the way through.
- Make sure you leave enough time for you to read through, respond, and for your peer to edit his/her document with your comments before any deadlines.
- If you are provided with a feedback form to fill out and something is unclear, do not ignore the item but ask the instructor for clarification.
- Point out the strengths as well as the weaknesses of the document.
- Offer suggestions, not commands.
- Editorial comments should be appropriate and constructive. There is no need to be rude. Be respectful and considerate of the writer’s feelings.
- Be sure that your comments are clear and text-specific so that your peer will know what you are referring to (for example, terms such as “unclear” or “vague” are too general to be helpful).
- As a reader, raise questions that cross your mind, points that may have not occurred to your peer author.
- Try not to overwhelm your peer with too much commentary. Follow the feedback form and the issues you are supposed to address.

- Be careful not to let your own opinions bias your review (for example, don't suggest that your peer completely rewrite the paper just because you don't agree with his/her point of view).
- Reread your comments before passing them on to your peer. Make sure all your comments make sense and are easy to follow.
- Avoid turning your peer's paper into your paper.

Writing Quality. The very best written-analysis and verbal-presentation work is original (don't repeat at great length what is stated in the case), evidence-based, clear, analytical (based on good analysis supported by sound logic and robust sources, e.g. current peer-reviewed journal articles, current books published by respected academic publishers, such as Georgetown University Press, etc., and of well-sustained, consistently high quality. Expository and analytical quality for written work includes a well-organized paper or essay, paragraphs that correspond to separate topics and subtopics, cogent sentences with appropriate use of adjectives and adverbs, correct syntax, and other basic elements of grammatical, effective writing. Essential in this connection is concise, compelling, clear argumentation and analysis. Written work in every instance should draw on the case study under examination and assigned readings, as well as group presentations and discussions.

Correct Grammar and Spelling. Remember that the spell-checker function cannot distinguish, for instance, between *their, there, and they're*, or between *discrete and discreet*. Reread and edit your work (at least twice, preferably half a dozen times) before you hand it in. Your paper submission *is not considered a draft*, even when submitted for comments and possible revision. It is to be a closely edited, corrected paper that is as well executed with reference to these criteria as you can make it. As indicated previously, papers with excessive spelling and grammar, and expository writing quality and clarity, problems, will be returned without further comment for revision.

Requests for clarification or reconsideration of instructor evaluation of student work: Evaluation of student work is always done with care, rigor, and thoroughness, aiming for fairness and for an assessment that reflects the quality of a student's work. Questions about the evaluation given in any given assignment must be raised in a timely manner, within one week of return of the assignment.

Any explanation of the criteria making for a specific evaluation of student work will be provided only in a one-on-one meeting with the student—such discussions are privacy-protected and confidential and may only be carried out with the individual student involved. In order for a student to receive a 'Pass With Distinction' designation for work in this course, two SPA faculty and the course instructor have to agree it is warranted not only by the quality of that student's work in the long case analysis, but also in the shorter analyses submitted throughout the course.

REQUIREMENT OF SHORT CASE ANALYSIS PAPERS

The purpose of the case analysis is to critically and systematically analyze a case. 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 2-4 or 5:** Case Analysis and Recommendations - Draw from the group case presentations and assigned case readings as well as external sources to analyze the case from at least two focused perspectives. 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 5 or 6:** 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.**
- Grading will be based on your presentation of a logical argument, the extent to which you follow the guidelines above, and clear writing.

REQUIREMENTS FOR GROUP CASE ANALYSIS PRESENTATION

Prepare a presentation of up to 15 minutes focusing on parts b and c below:

- Summary of the case (1-2 slides)** - Summarize the case overall and identify key public administrative problems/issues for themed analysis.

- b) **Themed analysis (3-6 slides)** - Draw upon 3-5 outside sources (academic peer-reviewed journal articles and/or books) to offer theoretically and empirically informed insights to the selected problem. Based on these sources, what are likely to be effective solutions?
- Analytical lenses that might usefully be employed include change management, organizational culture, organizational structure, and public service motivation, among others.
- c) **Lessons learned (1-2 slides)** - Discuss how what you learned from the case analysis can inform your professional practice (apply specifically to one group member's professional position) or how it applies to a relevant public policy/management issue in New Mexico
- Your presentation should focus on articulating links between case specifics and your analytical lens/theme. What should MPA students take away from your case analysis?

Slide and presentation tips: Font should be large enough to read from a distance. Use no more than 35 words per slide. Don't use sound or cheap clip art. Cite references in parentheses on the relevant slide (e.g. Smith 2013) and include full references on a final slide at the end of the presentation. Read as little as possible – focus on engaging the audience (making eye contact, using gestures to emphasize points). If at a distance site, look at the camera. Show the audience your expertise on the topic. Rehearse beforehand to get timing and transitions down.

REQUIREMENT OF LONG CASE ANALYSIS PAPER

Your long case analysis should be between 15-18 pages long, and must be in current APA style format. The structure of the long case analysis should be a scaled-up version of the short case analysis, and should be a minimum of a two theme-focused analysis. Use at least 10 external academic sources. These 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.

Only consistently excellent written work for the final 'long' case analysis will warrant a designation of 'With Distinction' rather than 'Pass' for the final Report of Examination submitted for each student at the end of the semester. These designations are standard for theses and dissertations and for the Professional Paper and similar capstone projects at UNM. Historically, only about one of ten or twelve ProPaper at SPA has received the 'With Distinction' designation, which is therefore reserved for truly exceptional work. However, 'Pass' is sufficient for completion of the MPA and for graduation. These designations and expectations will be explained more fully to the class. It should be noted, however, that all four papers should exhibit excellent writing and analysis, and that consistently excellent work across the board will have a bearing on the final Pass or Pass-with-Distinction determination.

REQUIREMENT OF THE "LESSONS LEARNED" PAPER

You are also to submit a "Lesson Learned" paper, not to exceed 5 pages, that is a self-reflective assessment of how the lessons you learned in the MPA program can be applied to your professional life and professional development, as well as to relevant policy/public management issues in New Mexico.

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.

While it is not always necessary to offer a solution or solutions to the issues, obstacles, or problems posed in the case, it is a helpful component of case analysis, 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, only in the long case analysis is there 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. This is certainly so with the short case analyses of 4-6 pages length. Again, the long case analysis may warrant selective incorporation of background and possibly also external (research) material.

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.

Public Management Case Studies and Integrative Analysis:

As already suggested, with our public management cases the problem or problems and issues to be scrutinized may obtain within a complex of linked (often networked/collaborative) organizations, among themselves or with other organizations, community advocacy groups, or overseers—the possibilities are many. While business administration case studies are often drawn around strategic analysis or the study of a single firm, in public administration they focus as readily on decisional, programmatic, and/or policy dilemmas that require a more holistic, integrative analysis and evaluation. With our case studies, there are typically a number of problematic issues at work in each instance, although one is usually particularly salient (a decisional dilemma, for instance).

In this course, we will study cases that lend themselves to ***integrative analysis***. That kind of analysis is a stated purpose of the Professional Paper capstone in the School of Public Administration. What this means is that the student/analyst may and should draw widely and deeply from coursework in the MPA course of studies in major functional specialization areas (such as Human Resources Management, Budgeting and Finance, Nonprofit Management) as well as in generalist areas (such as Intergovernmental Administrative Problems, Program Evaluation, Comparative Public Administration, and Research Methods). Of course, each of you will summon analytical skills from the whole of your education and experience in bringing your best effort to the four case analysis papers.

The key determinant for any and all of the four case analysis writing assignments should be those elements of course coverage and of practitioner experience that can be logically brought to bear in a particular case study. Integrative analysis should come naturally,

organically, with disciplinary sources (HRM, Budget and Finance, etc.) clearly identified or identifiable in some instances but not in others. Disciplinary integration should never be forced, but rather should be drawn naturally in the process of analysis. A particular case may prompt sourcing from one or another sub-discipline of public administration, though not likely all, while another case may elicit analysis that relies on different sub-disciplines.

Some further pointers for successful case analyses are as follows.

Delimited analysis:

For the three cases requiring short papers, you should limit yourself largely to the information set out in the case. For the one case tied to a longer, end-of-semester paper, you can do outside research as necessary but should still rely principally on the material laid out in the case, along with any assigned readings that may complement your analysis.

As a rule, do not make judgments on matters for which no information or data has been provided or secured in your outside research, depending on whether you are doing the short or long case analysis. Therefore, you should ask yourself, first and foremost, in each instance: What information is in the case that supports my critical observations, judgments, and conclusions? If there is an important assumption that you need to make in your analysis of the case, you need to clearly identify that assumption in your analysis.

Looking for a leadership issues in case studies:

According to Fred David, in —How To Analyze a Case, the leadership kind of case study (common to our cases) . . . is one which presents information on the leadership style of the [organization's] executive officer[s]. David continues by saying that —[i]n these cases, specific information is usually provided on the actions . . . that may have [have been taken]. These focal points include, among many possibilities, directed change in organizational culture, in organizational structure (i.e., change management), in human resource management practices, information systems, and the like.

David suggests that —the student-analyst is required to show an understanding of the rationale for each [one of several] separate strategic policies and actions [undertaken], and how these policy decisions and actions have contributed or failed to contribute to the resolution of the problem(s) or challenges at hand, and how these reflect on the leadership capabilities of the manager(s) depicted in the case. David adds the following:

Be patient and *read the case through once* in its entirety before taking notes and trying to make judgments about the material that is set out in the case. After you have done that, push yourself to come to an understanding of why the author wrote the case . . . Asking yourself a series of questions will also help. For example:

- Does the case present a problem or series of problems to be solved?
- Does the case present an overview of the role of the [agency head or manager(s)] in bringing about change?
- Does the case present a more generalized view of the scope and content of the [policy arena or programmatic context the organization] is in?

Once you have come to a reasonable conclusion here, you can more readily absorb the case material and then analyze and present it cogently.

Other general suggestions adapted from the Fred David Guide:

If critiquing the decisions and actions taken by public managers, do not assume that they were entirely inept or did not know what they were doing. Most public managers have a reasonable, cogent basis for their decisions, even if they did not attain the result as anticipated. Do exercise critical analysis, but not to the point of caricaturing the protagonists in the case (unless the case writer has already caricatured them, which is unlikely). In other words, find constructive, incisive criticisms and articulate your arguments thoughtfully and thoroughly, marshalling evidence from the case, readings, and other sources to sustain your argumentation.

If the case analysis write-up is more general, with no particular or single problem to be solved, but rather a complex of issues to be addressed, provide a more comprehensive analysis of the case in its entirety. It may be, for instance, that public officials involved took technically-sustained decisions but failed to enlist community support, or they may have allowed —mission creep to set in, or failed to think strategically, or any number of concerns. If so, look at the overall picture critically rather than trying to unearth one overriding problem.

All of the cases will be discussed in class, and ***part of the discussion should tease out whether or not a case is leadership-connected, problem-oriented, or more comprehensive in nature.***

Returning to an adaptation of David's guide and framework:

Given all of the foregoing, we should assume that there is no one right answer to a case analysis— just as there is seldom a single question posed by a case study. At best, there are answers or solutions (plural) that are *reasonable* given the information in the case. But these are only reasonable if there is information in the case that can be used to back up your conclusions. This means, parenthetically, that you need to do check your paper draft occasionally (all papers should go through numerous drafts before being finalized). Compare the facts as presented in the material in the case with your completed analysis. Do the facts support your conclusions? Are you certain that you have thoroughly covered the issues in the case on the basis of evidence in the case?

Consider that you can learn a lot from your peers if you discuss their work and yours with them as fully as possible in class—class will in part serve as a forum for sharing drafts of written work with fellow students, so as to elicit their suggestions and constructive critiques. In this class, the instructor will work with you to devise various means of systematically sharing your analyses of the four cases, including use of UNM LEARN as a forum. It would be instructive to all in the class to have you share your work in progress with one another.

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. As David argues,

Any serious analyst brings his [or her] own background to the case study. If [s/he] is a finance person, [s/he will] look to the numbers first as a way of getting at the required case analysis [while an HR person will use that lens, etc.]... Since you are neither expected to, nor can you, in fact, know everything that you would like to know, getting into a work sessions with your peers can be a time-saving way of maximizing the learning process . . .

Case analysis formats:

While correct and consistent use of APA citation style will be required of all papers, there is some flexibility as to format. Several models to guide the preparation of your case analysis paper are provided on the UNM Learn course homepage, and other models are presented in the class lecture and other handout materials.

In looking at these various approaches to case analysis organization, consider the underlying logic of presentation of your material. That consideration is of greater importance than the actual format used for a case analysis.

Note on External Sources:

For the long case analysis in particular, consider identifying ten or more external sources (in addition to your present and past course readings and outside research). These 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.

Note on Spelling, Grammar, and Expository Quality of your Analysis:

Irrespective of format chosen, a case analysis should be prepared in APA Style format and as follows:

- Include the sections listed in the outline on the next page, or a similar sequence and structure that makes sense for you and for the given case
- Be double spaced, and the pages should be numbered
- Have 1inch margins – top, bottom, left and right
- Use 12 point font size and any version of MS Word. Do not submit a PDF file.
- Analysis is to be closely proofread, free of spelling, grammar, syntax, and expository quality and clarity errors
- Use APA citation style
- Present an abstract or summary of the paper on the first page, along with your name, course number and name (PADM 553, Professional Paper Capstone) and submission date

Other submission requirements are specified elsewhere in this syllabus. All papers are to be electronically submitted (by email) as previously indicated.

Please consult sample case analytical papers prepared by students in previous classes. These are identified in the reading and assignment schedule that follows and are posted to UNM LEARN.

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

Acknowledgement of sources is essential, in order to avoid plagiarism. Plagiarism, defined as presenting someone else's work as one's own, may result in failure in the paper assignment and may also eventuate in failure in the course. If referred to the University Dean of Students, it may also eventuate in other disciplinary action including suspension or expulsion from the Public Administration program, or from the University. This is consistent with the University's student code of conduct as well as University and School of Public Administration policy.

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** 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.

8. 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.

9. INSTRUCTOR BACKGROUND:

Steven G. Meilleur, Ph.D., SPHR currently is Senior Vice-President of Risk Services with Poms & Associates, a national brokerage firm that provides risk management training, consulting and information services for its clients and other businesses and organizations. Steve specializes in providing consulting and training in HR and employment practices for Poms' clientele in New Mexico and around the United States includes many nonprofit organizations and public entities, as well as private for-profit corporations.

Dr. Meilleur's extensive work experience in the nonprofit sector includes having served as Vice President of Human Resources and Risk Management with Adelante Development Center in Albuquerque, as Executive Director of the New Mexico Solar Energy Association, as Director of the State Bar of New Mexico's Center for Legal Education, and as Human Resources Team Leader and Manager of Organizational Learning with Plains Electric Generation & Transmission Cooperative. Dr. Meilleur has a long service record as a board member and volunteer for numerous non-profit organizations throughout New Mexico.

Dr. Meilleur is also President of PRAXIS Management Solutions, LLC, a training and consulting firm specializing in providing consulting and training services to non-profits throughout the country for over 35 years. PRAXIS specializes in human resource management and employment practices, risk management, performance management, strategic and operational planning, organizational development, quality and process improvement, and organizational research & assessment for non-profit organizations and public sector agencies.

He is faculty member at the UNM School of Public Administration, holding the position of Visiting Lecturer III and teaching in the areas of human resource management, public administration and policy, nonprofit organization management, employment and labor relations, dispute resolution, organizational change, and human resource development. He has also been on the faculty at Webster University 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, and has other professional certifications in areas such as employee relations, instructional design, leadership development, strategic planning, and conflict management.

10. 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.