School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706
SW861 Public Management in Complex Times – Unique Challenges, Unique Opportunities
Spring, 2016

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**FOR CLASS ANNOUNCEMENTS, NEWS & UPDATES, PLEASE CHECK THE
"NEWS" SECTION OF OUR LEARN@UW CLASS SITE REGULARLY. IMPORTANT
INFORMATION ABOUT ASSIGNMENTS AND CLASS LOGISTICS WILL BE
POSTED HERE.**

I.   **Course Overview and Objectives**

This advanced graduate course will provide an exploration of today's changing public sector
management environment and the management and leadership skills, strategies and tools needed
to strengthen outcomes for public sector organizations, their employees and the populations they
serve. To best prepare social workers, policy analysts and other professionals to successfully
take on and move into leadership roles in the public sector, the course will examine some of the
constraints and opportunities as well as the current and emerging complex process and policy
challenges facing the public sector leaders of today and tomorrow.

Many professionals in the public sector will be taking on some leadership and management roles
in their agencies such as project management, program planning, communications, community
relations and supervision before or even if they never go into fulltime management positions.
The complexities and demands of these fields today require that even new professionals be
knowledgeable about public sector management practices in whichever settings they may choose
to work.

This course can be helpful to those seeking to impact large public systems and can also be used
by graduate students as they plan for their own career development.

Students will be exposed to some of the current complex process challenges facing public sector
managers such as the information explosion involving the impact of technology, round the clock
news and social media coverage and changing opinions regarding the role of government and the
use of public funds. Students will also examine some of the complex policy challenges facing

public sector managers such as income disparity and changing demographics. Emerging and effective strategies for action will also be addressed including innovative empowerment and equity practices, communications management and ethics in the workplace.

Course readings include research articles, publications and news articles from diverse points of view and classes include a combination of presentations, discussion, visits from prominent public and related non-profit sector managers and small group and individual assignments giving students experience in addressing the complex challenges facing today's public sector managers.

Using the major state and local units of government and related nonprofit agencies within the University area as a rich learning environment, students will have the opportunity to experience complex public management challenges through the perspectives of some of the area's most accomplished leaders.*

Students will follow media coverage of current challenges faced by public managers and will gain real-life experience through case studies, role plays, drafting persuasive written communications and preparing a communications plan and PowerPoint presentation.

*Please note that in this syllabus some outstanding leaders in local and state government and others have agreed to address the class. Given the complexities of their schedules, if there are unanticipated last minute cancellations, substitute speakers may be scheduled for the class.

    II.   **Course Content** (more information about course readings and assignments is addressed later in sections III. and IV. of this syllabus)

Week 1: Thursday, January 21

Topics: Introductions and Course Overview

Introduction to course and syllabus and how the environments in which today's public sector leaders operate are complex and turbulent. What are some of the top and unique process challenges before today's public sector leaders? What are some of the top and unique policy challenges? How do public sector organizations impact the lives of vulnerable populations and why does the development of leadership and management skills matter?

Please be prepared to briefly (1-2 minutes) introduce yourself to the class including your educational background, professional experience, why you are in this class and please bring to class one current news article about a public sector organization now facing a challenge that is drawing public attention.

Required Readings:

-Milakovich, Michael E. and Gordon, George, *Public Administration in America, Eleventh Edition*, 2013, Wadsworth, Cengage Learning, Boston, MA, from Part IV*, Challenges and Prospects in a Turbulent Future: Results, Regulation, and Responsiveness*, pages 416-417, and Chapter 12, *Public Administration in a Time of Conflict and Social Change*, pages 505-509 (on Learn@UW course site)

-Netting, Ellen F., Kettner, Peter M., McMurtry, Steven L., Thomas, Lori, M, *Social Work Macro Practice, Fifth Edition*, 2012, Pearson, New Jersey, from Chapter 2, *Contemporary Trends*, pages 47-56 (on Learn@UW course site)

No "blog" assignment or posted news article due on our class Facebook page today, however, <u>we will discuss the current news articles you bring to class today</u> regarding public sector organizations now facing challenges that are drawing public attention.

Week 2: Thursday, January 28

Topics: History and Overview of Leadership in Public Sector Organizations

An overview of the evolution, elements, qualities and challenges of leadership in today's public sector environments.

Required Readings:

-Moe, Ronald C. and Gilmour, Robert S., *Rediscovering Principles of Public Administration: The Neglected Foundation of Public Law, Public Administration Review*, March/April 1995, Vol. 55, No. 2 (on Learn@UW site)

-Patti, Rino J., *The Handbook of Human Services Management, Second Edition*, 2009, SAGE Publications, Inc., Thousand Oaks, California, Chapter 1, *Management in the Human Services*, pages 3-26 (on Learn@UW course site)

-Milakovich, Michael E. and Gordon, George, *Public Administration in America, Eleventh Edition*, 2013, Wadsworth, Cengage Learning, Boston, MA, from Chapter 1, *Public and Private Administration: Similarities and Differences*, pages 36-39 and *Roles of Administrative Leadership*, page 263 (on Learn@UW course site)

-Miller, Ken, *Greed is Good, Governing*, January 1, 2008 (on Learn@UW site)

"Blog" question: From the readings, your experience or what you've seen in the news, what are three unique challenges of leading in public sector settings which usually do not exist in private sector settings and, therefore, can add to the complexity of public sector management and leadership?

Week 3: Thursday, February 4

Topics: Challenges Before Today's Public Sector Managers – Complexity Set #1, Challenges of Promoting Inclusivity in the Public Sector Workplace Amidst National Reflections on Bias in America

Following numerous high-visibility incidents of violent police interactions with racial minority children, teens and adults, as well as many cases of sexual harassment, including in the military**,** multiple public national conversations are underway about how bias may influence behavior against minority groups and what can be done about it. A look at the risks of bias to public sector organizations and the role and history of public sector leaders in promoting bias-free workplaces and service delivery.

Required Readings:

> -French, Edward P., *Employment Laws and the Public Sector Employer: Lessons to Be Learned from a Review of Lawsuits Filed against Local Governments*, *Public Administration Review*, January/February, 2009:
>
> http://onlinelibrary.wiley.com/doi/10.1111/j.1540-6210.2008.01943.x/pdf
>
> -Draper, Robert, *The Military's Rough Justice on Sexual Assault*, *New York Times Magazine*, November 26, 2014:
>
> http://www.nytimes.com/2014/11/30/magazine/the-militarys-rough-justice-on-sexual-assault.html
>
> -*Black Farmers Finally Collect in $1.2 Billion in Discrimination Case*, *Los Angeles Sentinel*, October 24, 2013:
>
> http://www.lasentinel.net/index.php?option=com_content&view=article&id=12128:black-farmers-finally-collect-in-1-2-billion-in-discrimination-case&catid=81&Itemid=171
>
> -Bio of Lester Pines:
>
> http://www.cwpb.com/Attorneys/Lester-A-Pines.shtml

"Blog" question: As you reflect on the history of racial bias and sexual harassment in public sector workplaces, what are three risks to public sector managers of not taking strong steps to prevent such behaviors at work?

Guest speaker*: Attorney Lester Pines, Senior Partner, Cullen Weston Pines & Bach LLP, on the role and history of public sector leaders in preventing bias and discrimination in the workplace. As a part of his practice, Pines has been active in representing public sector employees, including nurses, teachers, police officers and faculty, on a broad range of

employment issues in public sector workplaces.

Week 4: Thursday, February 11

Topics: Challenges Before Today's Public Sector Managers - Complexity Set #2, The Information Explosion within Context of Changing Views on the Role of Government and Public Funds

Using, in part, differing points of view on the topics of the science of climate change and gun safety as case studies, a look at the pressures before today's public sector leaders due to changing public opinion on the role of government and access to public information given changes in the news industry, the impact of technology and outlets such as round-the-clock cable television, the Internet, social media and YouTube.

Required Readings:

-Greenberg, David, *Help! Call the White House! How the 1927 Mississippi Flood Created Big Government*, *History Lesson, the History Behind Current Events*, Sept 5, 2006:

http://www.slate.com/articles/news_and_politics/history_lesson/2006/09/help_call_the_white_house.html

-Reagan's First Inaugural: *"Government is not the solution to our problem; government is the problem."* (Read introduction to speech, first two pages of speech and skim the rest) January 20, 1981, The Heritage Foundation:

http://www.heritage.org/initiatives/first-principles/primary-sources/reagans-first-inaugural-government-is-not-the-solution-to-our-problem-government-is-the-problem

-The White House, *40. Ronald Reagan*:

http://www.whitehouse.gov/about/presidents/ronaldreagan

-Reich, Robert, *The Reagan revolution is killing America's middle class*, September 9, 2014, Salon:

http://www.salon.com/2014/09/30/robert_reich_trickle_up_economics_are_killing_americas_middle_class_partner/

-Loris, Nicolas, *How the "Scientific Consensus" on Global Warming Affects American Business and Consumers, Backgrounder #2479 on Energy and Environment*, The Heritage Foundation, October 26, 2010 (read first two pages and skim the rest):

http://www.heritage.org/research/reports/2010/10/how-the-scientific-consensus-on-global-warming-affects-american-business-and-consumers

-Statement on President Obama's Proposed Executive Actions on Gun Control, January 5, 2016, National Rifle Association:

https://www.nraila.org/articles/20160105/statement-on-president-obamas-proposed-executive-actions-on-gun-control

-New Executive Actions to Reduce Gun Violence, January 4, 2016, White House (please read introduction and skim the rest):

https://www.whitehouse.gov/the-press-office/2016/01/04/fact-sheet-new-executive-actions-reduce-gun-violence-and-make-our

-Bio for John Nichols, Associate Editor, *The Capital Times*, Washington Correspondent, *The Nation:*

http://www.thenation.com/authors/john-nichols/

- **"Blog" question**: In either the public sector setting where you are currently placed or have worked or volunteered in the past, or from one you know about through the media, please identify one issue where members of the public have or had very strong and opposing views on that aspect of the agency's work. Are the opposing views related to differing opinions on the role of government and the use of public funds? How?

- **Guest speaker***: John Nichols, Associate Editor, *The Capital Times* and Washington Correspondent, *The Nation*, on changes in the media and impacts on the environment of government, public decision making and the work of public sector leaders.

Week 5: Thursday, February 18

Topics: Challenges Before Today's Public Sector Managers – Complexity Set #3, Challenges of Leading Change in the Public Sector of Today and Tomorrow

Leading change in any organization is difficult. Leading change can be particularly challenging in a public sector environment during tough economic times, with strained public resources, complex public/private relationships and intense public scrutiny. A look at the challenges of leading change in the public sector workplace.

Required Readings:

-Wingfield, Betty Henderson, *Managing Organizational Change*, Chapter 11, pages 267-290, in *Strategic Tools for Social Entrepreneurs: Enhancing the Performance of Your Enterprising Nonprofit*, Dees, J.G., Emerson, J., & Economy, P., Wiley, New York, 2002 (on Learn@UW course site)

-Kotter, John, P., *Leading Change: Why Transformation Efforts Fail*, Harvard Business Review, Reprint 95204, March-April, 1995:

http://www.summer.icbro.org/system/rich/rich_files/rich_files/000/000/069/original/kotter-leadingchange.pdf

-Bio of County Executive Joe Parisi:

https://www.countyofdane.com/exec/

Optional Reading:

-Surowiecki, James, *Status-Quo Anxiety, The New Yorker*, August, 31, 2009:

http://www.newyorker.com/magazine/2009/08/31/status-quo-anxiety

"Blog" question: Reflecting upon this week's readings and current events, please identify what might be one cause of the negative media attention now being experienced by a particular public sector agency in the news and its leaders as they are engaged in a new change effort. How and why?

Guest speaker*: County Executive Joe Parisi on the challenges of leading change in the public sector arena.

Week 6: Thursday, February 25 (Written Public Sector Fishbowl Reflection Due Today)

Topics: Challenges Before Today's Public Sector Managers - Complexity Set #4, Growth of Poverty, Rising Income and Wealth Disparities and Widening Racial Divide

With the topic of homelessness as a case study, a look at how since the Great Recession, vulnerable and middle class families have experienced rising income inequality and poverty with minority and younger households being hardest hit. As the country has limited the safety net, with many workers not finding steady, family supporting employment, growing numbers have fallen behind, particularly poor women and their children. A look at the complexities of leading the public sector agencies charged with addressing these developments, which for homelessness is also impacted by challenges such as mental illness and alcohol and substance abuse, during a time of stretched public resources and vastly different perspectives on needed reforms and interventions.

Required Readings:

-New York Times, *Working Anything but 9 to 5,* August 13, 2014**:**

http://www.nytimes.com/interactive/2014/08/13/us/starbucks-workers-scheduling-hours.html?module=Search&mabReward=relbias%3Ar%2C{%222%22%3A%22RI%3A18%22}&_r=0

-New York Times, *Changed Life of the Poor: Better Off, but Far Behind*, May 1, 2014:

http://www.nytimes.com/2014/05/01/business/economy/changed-life-of-the-poor-squeak-by-and-buy-a-lot.html?module=Search&mabReward=relbias%3Ar%2C{%222%22%3A%22RI%3A18%22}

-In *State of the Union, The Poverty and Inequality Report, 2014*, the Stanford Center on Poverty & Inequality: Executive Summary, pages 4-7; Wealth Inequality, pages 36-43:

http://web.stanford.edu/group/scspi/sotu/SOTU_2014_CPI.pdf

-Rog, Debra, Ph.D., et.al, *Permanent Supportive Housing: Assessing the Evidence*, *Psychiatric Services*, March 2014, Vol. 65, No. 3 (on Learn@UW course site)

-Column by Steve Schooler, Executive Director, Porchlight, Inc., in Porchlight's summer, 2013 newsletter, *Solutions to Homelessness*, pages 1-2 only:

http://porchlightinc.org/wp-content/uploads/2013-Summer-Newsletter.pdf

Optional Readings:

-*America's Rental Housing: Evolving Markets and Needs*, Joint Center for Housing Studies of Harvard University, 2013, President and Fellows of Harvard College, pages 1-8 and 39-40 only:

http://www.jchs.harvard.edu/sites/jchs.harvard.edu/files/jchs_americas_rental_housing_2013_1_0.pdf

-Martone, Kevin, M.S.W., *The Impact of Failed Housing Policy on the Public Behavioral Health System, Psychiatric Services*, March 2014, Vol. 65, No. 3:

http://psychiatryonline.org/doi/full/10.1176/appi.ps.201300230

 "Blog" question: What are two ways in which the Great Recession has impacted vulnerable populations and what are two steps leaders of public sector agencies serving these citizens could take to help build political will for investments in needed public services?

Guest speaker*: Steve Schooler, Executive Director, Porchlight, Inc., on growth of poverty and homelessness and related impacts on families and those who lead public sector agencies.

Week 7: Thursday, March 3 (Agency, program area and challenge that you will address in the three assignments of your Public Sector Management Tools Project due today)

Topics: What to Do – Effectively Leading Organizational Change in Public Sector Workplaces

Having looked at the challenges of leading change in the public sector, today's class will further examine best practices for leading change through public sector settings including local, state and federal units of government.

Required Readings:

> -Rocha, Cynthia, *Essentials of Policy Practice*, *Internal Organizational Change*, from Chapter 9, pages 157-169 only, John Wiley & Sons, Inc., Hoboken, New Jersey, 2007 (on Learn@UW course site)
>
> -Packard, Thomas, *Leadership and Performance in Human Services Organizations*, pages 154-159 only from Chapter 7, in Patti, Rino, J., *The Handbook of Human Services Management, Second Edition*, SAGE Publications, Thousand Oaks, California, 2009 (on Learn@UW course site)
>
> -Meyer, Kenneth, C., Brown, C.H., *Practicing Public Management: A Casebook, The Irate Police Chief* case study, St. Martin's Press, New York, 1989 (Learn@UW course site)
>
> -Bio of Ron Hunt, Deputy Secretary, Wisconsin Department of Children and Families:
>
> http://walker.wi.gov/cabinet-bio/ron-hunt

"Blog" question: Reflecting on today's readings, what do you think might have been two steps City Manager Charles Wilson could have taken in *The Irate Police Chief* case study that might have left him in a stronger position for implementing his new reorganization effort? Why?

Speaker*: Ron Hunt, Deputy Secretary, Wisconsin Department of Children and Families, on strategies for leading change in the public arena.

Week 8: Thursday, March 10

Topics: What to Do – Moving Projects and Meeting Goals in the Public Sector Workplace

The environment of moving projects and achieving project goals is particularly complex for leaders in the public sector workplace. Various pressures, which are unique to the public sector, can arise, often simultaneously and demanding immediate attention, such as: members of legislative bodies may request fast turn-around, detailed updates or testimony before open meetings of public legislative committees; reporters, on deadline, may seek documents and detailed information on program operations and results; concerned constituents or external interest groups may ask for immediate meetings to insist on changes to various initiatives; the top elected official and champion of a particular policy or initiative may lose an election, leaving the future of the initiative in doubt; etc. A look at some of the particular leadership skills required to successfully lead public sector organizations in such an environment, including project management, running productive meetings, juggling competing demands, time management and teamwork.

Required Readings:

-Schmidt, Terry, *Strategic Project Management Made Simple: Practical Tools for Leaders and Teams*, Chapter 1, *Thinking Outside the Bar Chart*, pages 3-18, and Chapter 10, *Managing the People Dynamics*, pages 179-194, John Wiley & Sons, Inc. Hoboken, New Jersey, 2009 (on Learn@UW course site)

-Brody, Ralph*, Effectively Managing Human Service Organizations Third Edition*, Chapter 17, *Making Meetings Productive*, pages 345-361, Sage Publications, Inc., Thousand Oaks, California, 2005 (on Learn@UW course site)

-Policy Memo Writing Tips, Princeton University, Woodrow Wilson School of Public and International Affairs, 2015:

-http://wws.princeton.edu/admissions/wws-blog/item/policy-memo-writing-tips

-MIT, Writing Effective Policy Memos, 2004:

-http://dspace.mit.edu/bitstream/handle/1721.1/36824/11-479Spring-2004/NR/rdonlyres/Urban-Studies-and-Planning/11-479Spring-2004/9CE4ACA2-EC3D-4C1D-91CC-27971E27DCF5/0/pmwriting.pdf

-Policy Memo, Writing Studio, Thompson Writing Program, Duke University:

-http://twp.duke.edu/uploads/media_items/policy-memo.original.pdf

-Bio of JoAnna Richard, Administrator, Wisconsin Department of Workforce Development, and Alderperson, Middleton City Council:

http://www.ci.middleton.wi.us/directory.aspx?EID=5

"Blog" question: Reflecting on this week's readings and what you've seen in the news about a

particular public sector agency facing intense media and external questioning regarding one of its specific programs, would you recommend that the public sector leader charged with responding first hold an internal staff meeting to prepare, and if so, why, and what three steps might make such a meeting most productive?

Guest speaker*: JoAnna Richard, Administrator, Wisconsin Department of Workforce Development, on strategies for effectively achieving project goals in the fast-moving public sector work environment.

Week 9: Thursday, March 17 (Program memo due today)

Topics: What to Do – Working with External Partners to Strengthen the Impact of Public Sector Agencies

In a time of pressured public resources, a look at how public sector agencies enhance their capacity by working with other units of government, community organizations, foundations, the private sector and other strategic partners.

Required Readings:

> -Agranoff, Robert, *Collaborating to Manage: A Primer for the Public Sector*, Chapter 1, *To Manage is to Collaborate*, page 1 through middle of page 19 only, Georgetown University Press, Washington, D.C., 2012 (on Learn@UW course site)
>
> -Alter, Catherine, Foster, *Building Community Partnerships and Networks*, Chapter 21, pages 435-452, in Patti, Rino, J., *The Handbook of Human Services Management Second Edition,* SAGE Publications, Thousand Oaks, California, 2009 (on Learn@UW course site)
>
> -Message to community from Becky Steinhoff, Executive Director, Goodman Community Center:
>
> http://www.goodmancenter.org/about-center/

"Blog" question: Reflecting on this week's readings and your experience at your field placement or at any other organization at which you have worked or been a volunteer or have read about, what example of a public sector interagency effort can you site that has improved outcomes for citizens or program participants? How?

Guest speaker*: Becky Steinhoff, Executive Director, Goodman Community Center, on working with the public sector and other external partners to strengthen the functioning and viability of nonprofit agencies.

THURSDAY, MARCH 24, SPRING BREAK, NO CLASS

<u>**Week 10: Thursday, March 31**</u>

Topics: What to Do – Meeting Community Needs through Multi-Partner Fund Development Strategies

A look at effective multi-partner fund development strategies to stretch the capacity of public sector agencies in meeting community needs.

Required Readings:

>-Brody, Ralph, *Effectively Managing Human Service Organizations, Third Edition*, Chapter 13, *Strategic Resource Development I*, pages 254-275, and Chapter 15, *Preparing Effective Proposals*, pages 301-323, Sage Publications, Thousand Oaks, California, 2005 (on Learn@UW course site)

>-Erickson, Doug, *At New Domestic Abuse Shelter, Input of Past Victims Informs Every Detail*, *Wisconsin State Journal*, July 27, 2014:

>http://host.madison.com/news/local/at-new-domestic-abuse-shelter-input-of-past-victims-informs/article_24ff5d88-a92d-51cf-9b34-b1d85fce50d3.html

>-Bio of Shannon Barry (on Learn@UW course site)

"Blog" question: Reflecting upon this week's readings, what are two strategies that have likely helped Domestic Abuse Intervention Services build the community climate and relationships needed to implement their successful major fundraising efforts?

Guest speaker*: Shannon Barry, Executive Director, Domestic Abuse Intervention Services, on effective strategies for fund development in collaboration with public sector agencies and other community partners.

<u>**Week 11: Thursday, April 7**</u>

Topics: What to Do – Using the Media and Advocacy to Advance the Success of Public Sector Agencies and Their Partners

A look at how leaders of public sector agencies and their partners use multiple forms of external communication, relationships and advocacy to advance the success of their agencies and programs.

IN CLASS ASSIGNMENT: Briefly meet in the small groups that will be presenting the fifteen minute Public Sector Accountability Role Plays during the last week of class to identify the

issue, agency, legislative oversight committee, program or operation and challenge that your group of responsible public sector agency leaders will be addressing; identify the agency leadership roles of your team members; and, address your outside class preparation including development of your PowerPoint presentation. I will bring small group assignments and further directions regarding this assignment to class.

Required Readings:

-Cohen, Todd, *Chapter 6*, *Media Relationships and Marketing*, pages 98-114, in *Skills for Effective Management of Nonprofit Organizations*, edited by Edwards, Richard, L., Yankey, John, A., Altpeter, Mary A., NASW Press, Washington, D.C., 1998 (on Learn@UW course site)

-Mosley, Jennifer, *Policy Advocacy and Lobbying in Human Services Organizations*, Chapter 22, pages 455-467, in *The Handbook of Human Services Management, Second Edition*, Patti, Rino, Sage Publications, Thousand Oaks, California, 2009 (on Learn@UW course site)

-Meenaghan, Thomas M., Gibbons, Eugene, W., McNutt, John G., *Generalist Practice in Larger Settings: Knowledge and Skill Concepts, Second Edition*, from Chapter 2: *The Generalist Model, Problem Solving, and Social Change*, *The Role of Politics in Macropractice*, pages 20-22 (on Learn@UW course site)

-Bio of Michael Johnson, Executive Director, Boys & Girls Clubs of Dane County (on Learn@UW course site)

"Blog" question: Reflecting on this week's readings and your experience at your field placement or at any other organization at which you have worked or been a volunteer or have read about, what are two ways in which the leaders of that organization might raise the profile of the organization and their services in their community in positive ways?

Guest speaker*: Michael Johnson, Executive Director, Boys & Girls Clubs of Dane County, on developing public sector, business, media and other external advocacy relationships to build awareness and strengthen outcomes.

Week 12: April 14 (Letter of interest due today)

Topics: What do Do - Leading Empowerment and Equity Efforts for the Well-Being of Public Sector Employees, Their Workplaces and Those They Serve

A deeper look at the continuing responsibility of public sector organizations and their leaders to promote equity in the workplace and spark related training and innovative employment practices for advanced employee opportunities.

Required Readings:

-Brody, Ralph, *Effectively Managing Human Service Organizations*, Chapter 9, *Humanizing the Organization*, pages 151-171, Sage Publications, Inc., Thousand Oaks, California, 2005 (on Learn@UW course site)

-Iglehart, Alfreda, P., *Managing for Diversity and Empowerment in Human Services Agencies*, Chapter 14, pages 295-318, in *The Handbook of Human Services Management, Second Edition*, Patti, Rino J., editor, Sage Publications, Inc., Thousand Oaks, California, 2009 (on Learn@UW course site)

-Bio of Lucia Nunez, Vice President for Equity, Inclusion and Community Engagement, Madison College:

http://matters.madisoncollege.edu/articles/headlines/2015-12-11/7876/dr-daniels-announces-vice-president-for-equity-inclusion-and

"Blog" question: Based on this week's readings, what are three strategies that you believe could most successfully promote an empowered and equitable public sector workplace? Why?

Speaker*: Lucia Nunez, Vice President for Equity, Inclusion and Community Engagement, Madison College, on promoting an empowered and equitable workplace.

Week 13: Thursday, April 21

Topics: What to Do - Ensuring Ethical Behavior in Public Sector Workplaces

A look at strategies for ensuring ethical practices in the public sector workplace.

IN CLASS ASSIGNMENT: Using your responses to today's blog question as a starting point, and thinking of the many external interest groups working to impact the operations and resources of the public sector, work briefly in small groups to identify one possible threat to ethical behavior in the public sector and three top-priority actions that public sector agency leaders can take to promote an ethical workplace.

Required Readings:

-Cohen, Steven & Eimicke, William, *Is Public Entrepreneurship Ethical? A Second Look at Theory and Practice, Public Integrity*, Winter, 1999, pages 69-72 (on Learn@UW course site)

-Manning, Susan Schissler, *Ethical Leadership in Human Services: A Multi-Dimensional Approach*, Chapter 12, Ethical Leadership for the Future: Contributions to the Common Good, pages 257-272, Allyn & Bacon, Boston, 2003 (on Learn@UW course site)

-Bio of Anthony Gray, President and CEO, Institute for Global Ethics, Wisconsin Institutes of Discovery:

https://www.globalethics.org/What-We-Do/Speakers/Anthony-J-Gray.aspx

Optional Reading:

-Hardina, Donna, *Guidelines for Ethical Practice in Community Organizations, Social Work*, Volume 49, Issue 4; 10/1/04:

http://sw.oxfordjournals.org/content/49/4/595.full.pdf+html

"Blog" question: Reflecting upon this week's readings, what are three ways in which the ethical leadership of public sector managers may promote the common good and why might that be important?

Speaker*: Anthony Gray, President and CEO, Institute for Global Ethics, Wisconsin Institutes of Discovery, on promoting ethical practices and leadership in public sector organizations.

Week 14: Thursday, April 28

Topics: Putting It All Together - Leading for Social Justice and to Make a Difference

A look at emerging challenges before vulnerable populations and how the public and related nonprofit sector leaders of today and tomorrow can make a difference.

Required Readings:

-Bess, Gary, *Practitioners' Views on the Future of Human Services Management*, Chapter 23, pages 473-481, *The Handbook of Human Services Management*, Patti, Rino J., editor, Sage Publications, Inc., Thousand Oaks, California, 2009 (on Learn@UW course site)

-Ritter, Jessica, A., *Social Work Policy Practice: Changing Our Community, Nation, and the World*, Chapter 13, *A Look to the Future*, page 245 - to top of page 250 only (with balance of pages in this chapter being optional), Pearson, Boston, 2013 (on Learn@UW course site)

-Bio of Rachel Krinsky, Chief Executive Officer, YWCA of Madison, in YWCA *Media Press Kit*:

http://www.ywcamadison.org/site/c.cuIWLiO0JqI8E/b.8043877/k.9DCB/Media_Press_Kit.htm

"Blog" question: Which of the learnings from this course would you most like to use in your career and future employment and why?

Speaker*: Rachel Krinsky, Chief Operating Officer, YWCA of Madison, on challenges before today's vulnerable populations and leading public sector agencies and their community partners to promote social justice and make a difference.

Week 15: Thursday May 5 (Communications plan memo due today)

Topics: Putting It All Together – Group Public Sector Accountability Role Plays

IN CLASS ASSIGNMENT: As covered on page 19 of the syllabus, working in small groups and following outside of class group preparation, present a fifteen minute Group Public Sector Accountability Role Play. I will bring further directions regarding this assignment to class. Participant and class reflections and discussion will follow the presentations.

No "blog" assignment or posted news article due on our class Facebook page today.

(IF YOU WOULD LIKE YOUR GRADED COMMUNICATIONS PLAN MEMO RETURNED TO YOU, PLEASE BRING A STAMPED, ADDRESSED ENVELOPE TO CLASS.)

III.   Reading Materials for the Course

The readings for the course include materials from diverse publications and a varied array of scholars and organizations. They have been selected to strengthen students' critical thinking and encourage classroom discussion. It is not expected that students or the instructor will agree with all perspectives presented and students are encouraged to express and be respectful of diverse points of views.

Assigned readings are listed in this syllabus under Course Content and are available on the Learn@UW course site (by week under "Materials") **or via a link to the Internet embedded in this syllabus**.

To help be informed and keep abreast of current complex challenges before today's public sector organizations and their leaders, as well as how these challenges are viewed in the public arena, students are expected to **follow at least one major news source daily** such as *The Wisconsin State Journal, The Milwaukee Journal Sentinel, The Washington Post, The New York Times, the Wall Street Journa*l, National Public Radio, CNN, etc., paying special attention to how public sector leaders are covered and how they publicly address the programs and operations they oversee.

Students are expected to **share one (only one!) news article a week that can complement our class discussion by posting it on our class Facebook page by 8:00pm on the day before class with a few words on why you are posting this article, given the focus of our class.** More information on accessing and using our Facebook page will be given in class.

IV.   **Evaluation of Competencies and Practice Behaviors: Assignments, Grading and Methods**

Grading Scale & Standards:

Students' final grades will be based on the following:

Points	Grade	What the point totals & subsequent grade generally indicate
94-100	A	Outstanding, excellent work in all areas
88-93	AB	Outstanding, excellent work in many areas
82-87	B	Meets expectations in all areas
76-81	BC	Meets expectations in most areas; below in others
70-75	C	Below expectations in most areas; not acceptable graduate work
64-69	D	Below expectations in all areas
<64	F	Course failure

Assignments:

Assignment	Points/Percentages
Weekly "blog" entries	15%
Class participation including news postings	15%
Written public sector fishbowl reflection	10%
Two to three page program memo	15%
Two to three page letter of interest	15%
Two to three page communications plan memo plus release	20%
Group public sector accountability role play	10%

Assignment Instructions & Grading Rubrics:

Every day (30%)

"Blog" (15%): Classes for weeks 2-14 have a" blog" question assigned to them. For those classes, you are required to post a 1-2 paragraph "blog" entry responding to the question though our Learn@UW course site, in the "Discussion" forum section, under "Communication." The questions are noted in this syllabus as well as in the class "Discussion" forum section. "Blog" entries may be informally written but should provide a thoughtful answer drawing upon the readings and what you've seen through the media. **"Blog" entries are due by 8:00pm on the day before class.** You are expected to read each other's "blog" entries by the beginning of class.

Class participation (15%): You are expected to have completed readings before class and to take an active part in class discussions and activities including posting one (only one!) relevant weekly news postings on class Facebook page all weeks except for our first and last classes.

Written assignments (60%)

Written Public Sector Fishbowl Reflection 10%: From what you are following in the readings and media, identify a public sector agency that has gathered or is gathering extensive negative media attention about one of its programs or operations, and write a two page single-spaced reflection, with examples, covering: description of the program or operation under attack and the need it seeks to address, including level of government and public agency responsible for managing the program or operation; identification of issues related to the program or operation that appear to have sparked the negative coverage; identification of the lead external individual/s and/or organization/s most visible in publicly scrutinizing the program or operation and why; identification of apparent approaches being used by the public sector leader/s of the organization to respond to the negative coverage; and, identification of additional or alternative steps that you recommend the public leader/s of the organization take to most effectively respond to the scrutiny and successfully go forward. The written reflection is due in class on February 25.

Public Sector Management Tools Project (50%): You will become an expert in one current public sector agency program challenge and the use of different management strategies and vehicles to address this challenge and provide improved public sector agency and program outcomes. You must submit your chosen project public sector agency, program area and challenge in writing (in no more than one to two paragraphs) in class on March 3 and this project will involve three written assignments:

-a two to three page single-spaced program memo (15%) from you (as a manager of the public sector agency you have identified for your project) to your supervisor and agency leadership team colleagues with recommendations for addressing the current agency program challenge you have selected. Describe the challenge and the need, citing data. Address the agency strategies now in place. Recommend additional strategies needed noting resources, timing, external information and partners. As you prepare the document, keep in mind that it may be subject to open records laws for public agencies and, therefore, if asked, may have to be released to the media or other external parties. This written memo is due in class on March 17.

-a two to three page single-spaced letter of interest (15%) to a foundation which funds innovative public sector proposals related to the program area you have identified (the foundation may be one which actually makes grants related to your program area of interest or you can create a hypothetical foundation). Your

letter should provide background information including name and description of your agency, its mission, the services and programs it operates and for whom, and its accomplishments. The focus of your persuasive letter should be the current gap in services and funding your public sector agency faces for addressing this unmet need, citing data, the importance of the need, particularly to this foundation, the scope of the services you seek to address with short-term innovation funding and the strengths for implementation your agency would bring to the effort, including personnel, partners, top-level leadership support and other funding resources. Note that a detailed project narrative, with goals and objectives, a budget, a timeline and an evaluation component will follow should the foundation find this need of interest. As you prepare the document, keep in mind that it may be subject to open records laws for public agencies and, therefore, if asked, may have to be released to the media or other external parties. This written letter is due in class on April 14.

-a two to three page single-spaced communications plan memo plus a one to two page draft double-spaced press release attachment (20%) from you (as a manager of the public sector agency you have identified for your project) to your supervisor and agency leadership team colleagues. Assume that your letter of interest and follow-up proposal to your foundation have been successfully funded and with this support, a new initiative will be launched shortly. To announce the initiative and build public awareness and support, recommend key talking points, communications tools and related timing your agency should pursue and how, including a: possible press release; press conference or event; press kit including a fact sheet; media briefing before the event; op-ed piece; visits to editorial boards; interview with reporters; use of social media; newsletter articles; and/or external opinion leader champions, validators or partners. Note the attached draft press release and address next steps. In your draft press release persuasively and succinctly describe the initiative and the need for the initiative, citing data, and include a quote or two for the top agency leader. As you prepare the documents, keep in mind that they may be subject to open records laws for public agencies and, therefore, if asked, may have to be released to the media or other external parties. This written memo, including the attached draft press release, is due in class on May 5.

Group Public Sector Accountability Role Play (10%): On May 5, working in small groups in fifteen minute role plays and playing a team of leaders of a public sector agency, and following outside of class group preparation, use data and communication skills to make a presentation, using Power Point slides as a resource, to our class which will be playing the role of your public sector agency's legislative oversight committee. Introduce your presentation by identifying your agency (including its level of government, i.e., city, county state or federal), the oversight committee you are addressing, and the program or operation you are addressing. Assume the committee has asked you to appear to address a particular program or operation of your agency's which has been gathering significant media and citizen attention, much of it negative. Committee members likely have limited knowledge of the operations and programs of your

agency. The committee wants to know about the program or operation that has been getting attention, what the challenges have been and what you are and will be doing going forward, including working with other partners, to address them. Please email me your PowerPoint presentation by 10pm of the day before class and I will load it onto my computer to display during class. Allow 10 minutes for your presentation and 5 minutes for Q&A. Participant and "committee" reflections and discussion will follow.

V. Course Policies

Late work: Late "blog" entries will not be accepted. I will not accept late written assignments if you have not notified me in advance. For each written assignment, I will deduct one letter grade for each day that the assignment may be late.

Attendance: We understand that you may have responsibilities outside of class that could cause you to miss a class. Please email me ahead if you will miss class.

Personal emergencies and religious observances: You and your family are important to us. If you are experiencing a crisis, resources area available to help. University Health Services offers counseling on a 24/7 basis. If it is important to request class time off due to an emergency, please contact me as soon as possible. In order to respect and accommodate your religious observances, please inform me in advance so that we can plan accordingly.

Academic integrity and ethical behavior: You are expected to adhere to all aspects of the University of Wisconsin policy. The University and I take plagiarism and other forms of academic dishonesty very seriously.   Please note that the following applies to all Social Work students:

> Code of Ethics, Student Rights and Responsibilities and Plagiarism
> BSW and incoming MSW students read and signed electronic forms of the NASW Cole of Ethics, the School of Social Work Plagiarism Policy and the Student Rights and Responsibilities. In doing so, they agreed that while in the BSW or MSW Program they would honor the NASW Cole of Ethics and Student Rights and Responsibilities, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom, in the field and in the preparation of course assignments.

I strongly encourage you to contact me with any questions before turning in an assignment for which you have questions.

Disability accommodations: If you are a person with special circumstances that you believe may affect your class performance (for example, visual, hearing or learning disabilities or language differences), please let me know so that we may work together to develop strategies that meet your needs and the requirements of the course. The McBurney Disability Resource Center can be of assistance to students with disabilities. You will need to provide documentation of a disability to receive services and accommodations there. Also, please let me know if you

have any trouble accessing or using the technologies being used in this course. I will maintain complete confidentiality of any information you share.

Electronic devices: You are expected to conduct yourself as a professional in this class. **Open laptops and tablets will not be allowed in class (except to take notes, only) and all phones should be turned off before class.**

VI. Course Competencies, Practice Behaviors & Assignments

A special note for social work students:

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 10 core areas. Competency is achieved through the attainment of measureable practice behaviors learned through classroom and field experiences, and which are derived from social work knowledge, values and skills.

SW861 is an elective course. The focus of this course is on public sector management and Social Work students will find that this course contributes to their achievement of the core competencies as follows:

Competencies Addressed In Course	*Advanced Practice Behaviors for Focus Area and Advanced Elective Courses*	*Assignments Measuring Behavior***
2.1.1 Identify as a professional social worker and conduct oneself accordingly.	• Apply knowledge of social services, policies and programs to advocate with and/or on behalf of clients for access to services.	Blog, WPSFR, PM, LOI, CP, GPSARP
2.1.2 Apply social work ethical principles to guide professional practice.	• Weigh values, principles of ethical decision-making, and the NASW code of ethics in order to address ethical dilemmas related to advocacy practice.	Blog
2.1.3 Apply critical thinking to inform and communicate professional judgments.	• Identify and synthesize multiple sources of knowledge to understand policy and practice issues related to advocacy practice. •Demonstrate effective communication skills with diverse communities, constituencies, and multi- and inter-disciplinary colleagues	Blog, WPSFR, PM, LOI, CP, GPSARP

	when dealing with issues related to advocacy practice.	
2.1.4 Engage diversity and difference in practice.	• Demonstrate an understanding of how culture and values affect diverse conceptualizations and constructions of social problems and solutions in policy practice.	Blog
	• Actively engage diverse clients, groups, or organizations to promote solutions based on diverse conceptualizations of social problems in policy practice.	CP
2.1.5 Advance human rights and social and economic justice.	• Appraise how mechanisms of oppression and discrimination impact various groups and outcomes relevant to advocacy practice.	Blog
	• Apply strategies of advocacy and social change that advance human rights and social and economic justice to impact various groups and outcomes.	LOI
2.1.6 Engage in research-informed practice and practice-informed research.	•Demonstrate ability to evaluate advocacy practice.	Blog, PM, LOI, CP,GPSARP
2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.	• Evaluate, formulate, and advocate for policies that advance outcomes relevant to advocacy practice.	Blog, WPSFR, PM, LOI, CP, GPSARP
	• Demonstrate collaboration with clients, colleagues, and other constituencies for advocacy action.	LOI, CP, GPSARP
2.1.9 Respond to contexts that shape practice.	• Assess the impact of historical and contemporary contexts on practice and policy in advocacy practice.	Blog
	• Engage in leadership roles in the focus area.	
2.1.10(a–d) Engage, assess, intervene, and evaluate	• Employ diverse strategies to engage with individuals,	LOI, CP, GPSARP

individuals, families, groups, organizations, and communities.	families, groups, organizations, and communities related to advocacy practice.	
	• Assess individuals, families, groups, organizations, and communities to determine a range of potentially effective and appropriate interventions to improve advocacy practice outcomes.	LOI, CP, GPSARP
	• Demonstrate ability to intervene at different levels (with and/or on behalf of individuals, families, groups, organizations, and communities) to achieve the desired advocacy practice outcomes.	LOI, CP, GPSARP

**Note: WPSFR=Written public sector fishbowl reflection; PM=Program memo; LOI=Letter of interest; CP=Communications plan; GPSARP=Group public sector accountability role play.

1/12/16