

University of Montana
PUAD 595.51B: Innovation in the Public Sector
Summer 2020: Online

Three (3) credit hours

Classroom: Online

Instructor: Ben Hamman, MPA

Professor's Office: EL201

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Office Phone: 406-243-2421

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Zoom: <http://umontana.zoom.us/j/4062432421>

Office Hours: In-person/phone/Zoom Wednesdays/Thursdays (2:00-3:00p.m.) (please schedule Zoom meetings in advance); or by appointment

Course Description

This is an elective course for the University of Montana's Master of Public Administration Program. Innovation is a term, derived from the Latin verb, *innovare*, which means to renew or change. Public Sector Innovation is change that has impact in the public interest. In this course, we will explore the role of innovation and specific tools including the use of digital communications and analytics to accelerate changes that solve problems and improve lives across the globe. We will examine the role and potential of innovation in the public sector innovation in four interrelated areas: policy, execution, communication, and collaboration (definitions below). We will explore examples of real-world leadership, management, and communications by analyzing case studies and developing innovative approaches and solutions to current and (hopefully) future challenges facing the public sector. Discussions will be interactive, and analysis, insights, and recommendations will be developed throughout the course in the form of short 3-4 page memos, culminating in a final memo and presentation.

1. **Policy** – designing programs, services, or approaches to improve outcomes for the public (the what);
2. **Execution** – changing how we manage people, budgets, technology, and other processes and resources to improve outcomes for the public (the how);
3. **Communication** – understanding and engaging the people, who, as customers, citizens, employees/colleagues, stakeholders, or potential partners (the who) who are the owners of government, as well as those who have an important role in the design, management, and improvement of public programs; and
4. **Collaboration** – reaching out strategically to develop win-win partnerships across the public and private sectors, and with the public, to leverage resources and accelerate constructive change.

Key elements of Public Sector Innovation to be explored in this course are:

- **Leadership** that encourages imaginative thinking and innovative approaches to achieve significant outcomes for the beneficiaries of public programs and services.
- **Management** that delivers solutions through effective, accountable, and collaborative actions that improve the performance and results of public programs.

- **Accountability** for meaningful progress and results in collaboration with key stakeholders and beneficiaries.
- **Dynamic Communications** that engage and interact with internal and external partners, stakeholders, and customers or beneficiaries in the design, management, and evaluation of new approaches.

Note: This is a 3 credit, fast-paced course. We will cover much ground in a short amount of time, and I look forward to working with each of you.

Expectations for Student Learning for this Course and the University of Montana's MPA Program

The MPA Program has competency expectations for anyone seeking the MPA degree. This course introduces you to some of those expectations. At a minimum, by the end of the semester you should be encouraged and enabled to:

- Think imaginatively and strategically, and change the lens the lens through which you see public problems and solutions;
- Develop a toolkit of innovative approaches to achieve important outcomes;
- Understand the importance of context in leading, managing, and communicating;
- Write succinct, clear memos and communicate effectively through interactive class discussions;
- Develop your potential to be a successful public sector innovator.

In exploring these questions, along with others, our course learning objectives include:

- Examining leadership and a variety of tools and approaches to innovation in the public interest and frameworks for their effective use;
- Analyzing and discussing illustrative case examples of the development and implementation of innovative ideas and approaches in the public sector'
- Applying tools, concepts, and insights through interactive class discussions, short memos, and a final paper and presentation.

MPA Portfolio

If you are using any assignments from this course for your final MPA portfolio, it is your responsibility to keep track of individual grades and professor feedback. Use your computer's "snipping tool" or screenshot to capture graded feedback to save with your files. [We ask that you very carefully read the MPA Portfolio requirements listed on our website](#) (e.g. no you cannot use outlines or case write ups). We ask that you be mindful of individual and group projects you participate in each semester so you stay on track – we appreciate you doing so. Each DPAP professor will always offer an option to complete projects on your own. If questions, contact the MPA Director.

Required Course Readings & Materials

1. Bason, Christian. 2018. Leading Public Sector Innovation: Co-Creating for a Better Society, 2d E. Bristol UK: Policy Press.
2. Moodle Required Readings – noted with an asterisk (*) in the course schedule.
3. Watch and listen to weekly PPT presentations/lectures and updates from your professor.
4. **If a citation is missing in a Moodle reading, please just cite the title of the reading and the week in Moodle.**

Note: apologies if quality of scans are poor, let me know, and I will do my best to address.

For students interested in free books for this course, I suggest using the university's [inter-library loan](#) – great way to decrease costs. You request the book via inter-library loan for the semester. Let me know if you need help with this.

Course Expectations

The following items provide explanations for course expectations.

Using Moodle:

This is an online course, each student is required to check our course site once per day. Here is the link for [Moodle access](#).

Weekly Updates & Lectures:

Each week, students are provided a video or voice automated presentation from the professor in the form of update and lecture. Updates are intended to be short, provide feedback, and overview of any assignments due for the week. Lectures are longer (15-20 minutes) and dive into the materials for each week. However, I want to stress that the lectures cannot replace your time spent on weekly readings. ***If not already posted, announcements and lectures will be published no later than Monday of each week – this is to provide timely information for the class.***

Course Grading & Drafts:

As your professor, I will do my very best to turn assignments back quickly, but please allow for up to 7 full business days after the due date to receive a grade. All grades will be recorded via Moodle's gradebook. Each assignment will use a rubric. *If the rubric feedback is not enough, please let the professor know.* Students are invited to submit drafts of assignments via email to the professor before turning in any assignment this semester. The professor will only read one draft per assignment. These must be emailed to the professor at least 72 hours in advance. Students can locate the gradebook by clicking on the tools icon at the top of the screen to find your list of grades.

Writing Center:

The University of Montana [Writing Center & Public Speaking Center](#) is a great resource to review written assignments and readily available to best meet the needs for online and in-person students. Please set up an appointment in advance for staff to review your work before assignments. This is strongly encouraged for all students in the course.

Help with Technology:

Please make sure that your Internet browser settings meet the requirements to be Moodle compatible. Call UM Online by phone, (406) 243-4999 or email umonline-help@umontana.edu if technological problems arise. There is no on-call assistance during nights and weekends. For a total Moodle system failure, students will be sent an email by the University of Montana. Your instructor cannot provide IT support so please contact the appropriate University staff if an issue arises.

Guidelines for Written Work:

All written assignments should meet the following criteria unless otherwise noted in the assignment instructions listed below:

1. All work must be typed, double-spaced, utilize 12 point font, and have one inch margins.
2. Citations should follow proper style guidelines such as, MLA, Chicago, or APA – pick what works for you (in-text citations [or you can use footnotes if you prefer] and a reference page are necessary)
3. Assignments are due on the date/time listed in the course schedule; late assignments will not be accepted.
4. All assignments must be turned in electronically via Microsoft Word. If the instructor cannot open the document, the student will not receive a grade. Submission of assignments via e-mail will not be accepted unless specific arrangements have been made.
5. Student collusion is not allowed for individual assignments and will be treated as an act of plagiarism.
6. Note: If a citation is missing in Moodle, please just cite the title of the reading and the week in Moodle.

Time Spent:

Students are expected to follow the weekly reading schedule (listed below). These readings should be used for discussions and other course assignments. In order that we maximize mutual learning experience, you must complete the assigned readings according to the weekly schedule. Online learning generally provides considerable freedom, allowing students to choose when and where they will participate in class activities. However, at the same time, students have the same kinds of deadlines and structured responsibilities of a face-to-face class. In other words, flexibility is balanced by responsibility. Ideally, as working professionals, you will check our Moodle site one time per day and spend 6-8 hours per week reading and working on assignments. Some weeks may involve more hours but please reach out to the professor for assistance if confused by materials or feeling overwhelmed.

Conversation with the Professor and Classmates:

To provide an online learning community, during the two weeks prior to the course, each student is required to [sign up](#), with their classmates, for a virtual conversation using Zoom. Each session will have up to five students and the professor. **Please sign up by 5:00 p.m. on May 8th.** Students simply click on the “zoom” link during their assigned session and make sure their microphone and camera are on. The goal is for students to ask the professor and classmates’ questions. Please watch this [getting started page](#) prior to session if you are unfamiliar with this software before your session. The instructor serves as the moderator and will enroll students once they log onto the

system. Students log on by clicking on their designated time/date. Conversations will occur during the first week of class.

Also in the two weeks prior to the beginning of the course, students will select a public or nonprofit organization to examine during the course (yes, this can be your own). This can be an agency at the local, state, or federal level, or a specific department within an agency (i.e., UM Financial Aid Office, City of Missoula Parks & Recreation), or a non-profit agency. Students will explore the ways in which innovation can be applied to their selected agency to increase value to society. Please enter [your name and organization](#) by 5:00 p.m. on May 8th.

Note: Email communication must be conducted via students' UM email. Email sent from outside addresses will not be responded to due to FERPA considerations.

Assessment of Student Learning Outcomes

Students are evaluated according to their performance in the following areas:

Weekly Memos (20 points apiece x 3 = 60 points possible):

Weeks 2-4, students will develop a weekly short, written memo focusing on their chosen agency and the ways in which innovation can be introduced and cultivated. Each week's memo should address the topic of that week (see below) and should be 3-4 pages in length (double-spaced). Memos should address the questions below and provide any further information students deem pertinent in order to place their organization within an innovation framework. At least 2-3 class or outside scholarly sources should be used. The memos will be used as the building blocks for students' final papers and presentations.

Memo 1:	Topic: Preparing for Innovation – Introduce your organization – what it is, what it does, it's size, etc. What is its "Innovation Landscape"? How is it situated for innovation? In what context(s) does it exist? What strategies and organization efforts might be beneficial?	Due: 11:59 p.m., Sunday, May 25 th
Memo 2:	Topic: Moving Forward with Innovation – Could your organization utilize an Innovation Lab, and if so, how? What cultural changes are needed for innovation? What role would design thinking play?	Due: 11:59 p.m., Sunday, June 1 st
Memo 3:	Topic: Co-Creation and Innovation – What is the role of the citizen in your organization? How can citizen involvement be leveraged for innovation? How can your organization utilize the Co-Creation Process to spur innovation?	Due: 11:59 p.m., Sunday, June 8 th

Bi-Weekly Conversation Café Discussions (10 points apiece x 3 graded weeks = 30 points possible):

To maintain consistencies with national models of online learning, this course has three total discussion weeks that link to course readings – these are bi-weekly (every other week). The Zoom meeting in Week 1 will be the discussion. It will be an introduction for students to familiarize themselves with the course and classmates. Although Week 1 discussions are introductory, they will also include questions from the instructor and will be graded. After week 1, due to the number of students in the class, the class has been divided into two groups. This is so students do not feel overwhelmed during our discussions and can have meaningful conversations with their classmates.

Voluntary Off Week Discussions: For students that would like to pose questions during the weeks we do not have mandatory discussions, there is a space to do so. These are open for the *entire* class and not graded. It should be used as a space to exchange ideas about course content with classmates.

Off week discussions should not be used for course questions – send an email to the professor directly.

Please read conversation café instructions carefully:

For two weeks out of the semester, students are required to engage in classroom discussions about a given topic for the week from Wednesday-Saturday (the discussion forums close at 11p.m. on *Saturdays*). Three questions will be posed by the instructor, and students will respond to two. Remember that these are discussions. Students are expected to engage in a conversation with their classmates after their initial responses.

Due to the number of students in our class, our class is divided in two groups (10 students per group).

Evaluative Criteria for Conversation Café:

A Range:

Respond to **at least two** of the questions posted and actively engage with classmates in the discussion forum. These responses are clearly articulated with correct grammar and spelling. Such responses do not state, “I completely agree.” The idea is that students pose additional questions and provide thoughtful feedback for their classmates. This means that the student clearly evaluates the author’s main arguments and conveys this in 100-200 words or less [instructor will monitor]. *These responses are made early (by Thursday of each week)/ Moreover, evidence (i.e. quotes) is used from course readings for support. The student avoids long diatribes and sticks to course materials for support.*

B-C Range:

Respond to **at least two** of the questions posed and be somewhat engaged with the class about questions for the week. These responses have a few grammatical and spelling errors. Additionally, the student touches upon and understands the author’s arguments in the readings. The student attempts to articulate the main points of the author in 100 words or less, but the explanation is not clear enough. Rather, the student response does not simply state, “great work, I agree with your

analysis.” The student submits later in the week – by Friday and is not that active in discussions overall.

D – Below:

Periodically respond to discussion questions. These responses are not clear and do not contain correct grammar. The student does not understand or comprehend the readings and the response is made around 10p.m. on Saturday, which does not provide enough time to discuss with classmates.

While the class discussion board hours are open 24 hours, I **require** that students send comments early in the week – by Thursday to provide ample time for the exchange of ideas. If you wait until 10p.m. to post/discuss on Friday or Saturday, your grade will reflect this. *In addition, if you engage earlier in the week, then you can enjoy your weekend with family and friends!*

Final Paper and Presentation (80 points possible – Paper = 50 points; Presentation = 30 points):

For the final paper, students will synthesize their short memos into an “Innovation Recommendation” for their agency. It should cover how the agency is currently situated for innovation, the ways in which the agency can move forward with innovation, and the roles that co-creation and leadership have to play in creating an innovation space within the agency. It should include an introduction, a definition of the recommended innovation, its value to the organization and society at large, and recommendations for its implementation. The final paper should be 10-15 pages in length. Remember, students will use the three memos previously submitted as the building blocks for the final paper. In addition, at least 8-10 class or outside scholarly sources should be used.

In addition to the final paper, students will create a short (2-3 minute) presentation summarizing their “Innovation Recommendation” for their agency and field 1-2 questions from the class and instructor. The class will meet in one of two sections via Zoom on June 19th for student presentations. Section 1 will be at 3:30 p.m. and Section 2 will be at 5:30 p.m. **Presentations are mandatory. Students should [sign up for their section](#) by 5:00 p.m. on May 8th and set aside the time for their presentation section now.**

All assignments should be turned in electronically via Moodle by the due date listed in the course schedule. The papers should be in a Word format and if the professor cannot open and read, then no grade.

Totals Points for the Course:

Discussions	3 x 10 points	30 points
Short Memos	3 x 20 points	60 points
Final Paper & Presentation		80 points
Total		170 points

Grading Scale: The University of Montana uses the Plus/minus grading system and a Credit/No Credit system (the CR/NCR replaces the Pass/Fail system used in the past). *General education courses must be taken using the traditional letter grade to count toward one's general education requirements.* To accommodate the Plus/Minus system the grading scale shown below will be used.

Grade	Point Scale
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 or lower

Course Schedule

Although this is the general outline of readings and assignments, the schedule may change as the semester proceeds. If this is the case, students will be notified of any changes. The readings marked with an asterisk (*) are available on Moodle, required, and organized by week. The day/week is which something is listed is when it is due. Watch & Listen items are posted on our course Moodle page by week and required.

Date Topic Reading/Assignments

Week 1: May 11-17	Introduction & Overview; The Reasons for and Challenges Inherent in Innovation	Read: Bason 1-64; Rainey & Steinbauer*, Lindblom* Watch & Listen: Professor Lecture Due: Week 1 Discussion via Zoom
Week 2: May 18-24	Preparing to Innovate	Read: Bason 67-130; Micheli, et al.*; Bugge & Bloch* Watch & Listen: Professor Lecture & Update Due: Short Memo 1, by 11:59 p.m. May 25 th

Week 3: May 25-31	Moving Forward with Innovation	<p>Read: Bason 131-189; Lindblom*</p> <p>Watch & Listen: Professor Lecture & Update; Podcast “Connect, Personalize and Understand to Improve the Citizen Experience”*</p> <p>Due: Discussion via Moodle, closes 11:00 p.m. May 31st; Short Memo 2, by 11:59 a.m. June 1st</p>
Week 4: June 1-7	Co-Creation and Innovation	<p>Read: Bason 191-264; Borins*; De Vreis, et al.*</p> <p>Watch & Listen: Professor Lecture & Update</p> <p>Due: Short Memo 3, by 11:59 a.m. June 8th</p>
Week 5: June 8-14	Leadership as and in Innovation	<p>Read: Bason 265-318</p> <p>Watch & Listen: Professor Lecture & Update; Podcast, “How Agencies Can Harness Their Data to Drive Better Decisions”*</p> <p>Due: Discussion via Moodle, closes 11:00 p.m. June 14th</p>
Week 6: June 15-21	What Does It All Mean?	<p>Watch & Listen: Professor Lecture & Update</p> <p>Due: Final Paper and Presentation (due June 19)</p>

Classroom Policies

- **Extra Credit:** Not available for this course.
- **Online Classroom Etiquette:** A driving component of our MPA program is professionalism and your ability to work well with others. Thus, the expectation is that students will maintain a high level of professionalism in their online conduct with me, and with their fellow students. This means being respectful during class discussions, and in all communications with the professor and others. Failure to do so will result in removal from class discussions.
- **E-mail Etiquette:** E-mail is a wonderful tool for you to contact me with questions, but it does not replace office hours. If you have involved questions about course material, you should set up a time to come see me or set up a Moodle Zoom conversation.
- **Incompletes or Withdrawals “W” for the Course:** If for some reason the course is not working out for you please adhere to the University’s policies for the last day to drop a class.

- ➤ **University Attendance Policy:** (please make sure to follow the participation course policies listed above too) Students who are registered for a course but do not attend the first week of class may be dropped from the class. **Students not allowed to remain must complete a drop form or drop the course on the Internet (<http://cyberbear.umt.edu>) to avoid receiving a failing grade.** Students who know they will be absent should contact the instructor in advance.
- ➤ **Wikipedia:** This online source is not reliable and should not be cited in any course assignment. The goal is to become accustomed to using scholarly sources for all work in any of your courses at the University of Montana.
- ➤ **Academic Dishonesty (Plagiarism):** Students must follow the University's policies for academic dishonesty. For detailed information, [please view](#). As such, all work submitted must be your own; no duplicate work (work completed for another class) will not be accepted. Acts of cheating or plagiarism will result in a grade of zero (0) for the assignment. Moreover, acts of plagiarism will also be reported to the Academic Court. To avoid acts of plagiarism, cite each reference or source you use and give proper credit for the ideas, opinions, and findings of others. When you are using the exact words of others, you must use quotation marks and include the page number where you found the quote in your citation.
- ➤ **Sensitive Course Materials:** College education aims to expand student understanding and awareness. Thus, it involves engagement with a wide range of information, ideas, and creative representations. In college courses, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with the professor.
- ➤ **Disability Assistance:** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors. The link for this is information: [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.