

Argosy University
COURSE SYLLABUS
PA6532

Capstone: Emergency Preparedness and Response

Faculty Information

Faculty Name:

Campus:

Contact Information:

Office Hours:

Short Faculty Bio:

Course description:

The capstone integrates the content and competencies gained in the program. Through personalized projects, students explore and practice the duties and responsibilities of public sector managers.

Course Pre-requisites: All coursework should be completed prior to the capstone

Required Textbook/Readings:

Franken, A., Edwards, C., & Lambert, R. (2009, Spring). Executing Strategic Change: Understanding the critical management elements that lead to success. *California Management Review*, 51(3), 49-73.

<http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=39988696&site=ehost-live>

Readings will be constructed by the class and faculty from online resources relevant to the personalized project as well as from revisiting the readings from previous program courses (especially the project management course).

Recommended Readings:

Bassi, L., & McMurrer, D. (2007, March). Maximizing Your Return on People. *Harvard Business Review*, 85(3), 115-123.

Bowes, B. (2009, February). Improving performance management systems. *CMA Management*, 82(9), 12-13.

<http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=36620961&site=ehost-live>

Lawler III, E., & Worley, C. (2006, March). Winning support for organizational change: Designing employee reward systems that keep on working. *Ivey Business Journal*, 70(4), 1-5.

<http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=20342560&site=ehost-live>

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes:

1. Communication:
 - a. Communicate the roles and limitations of government at any level (federal, state, local) in specific circumstances.
 - b. Deliver oral, visual, or written presentations to educate or promote projects to diverse audiences.
2. Analytical problem solving: Gather information, discern gaps, develop, and evaluate possible solutions and alternatives regarding political, social, and financial costs and benefits of public sector initiatives.
3. Leadership and motivation:
 - a. Generate shared goals and lead internal and external stakeholders toward those goals.
 - b. Motivate employees and other stakeholders to perform consistent with the mission of the relevant work unit.
4. Tactical Management: Execute duties and responsibilities such as: evaluate and supervise employees, reinforce organizational mission, and manage unit budgets.
5. Interpersonal Effectiveness:
 - a. Establish, build, and sustain effective working relationships with relevant parties to achieve organizational goals.
 - b. Exemplify and teach ethical values and behavior

Course Objectives:

After this course, you will be able to:

1. Analyze a complicated situation in terms of needed resources, competing priorities, and probable outcomes and recommend a specific course of action to maximize the public interest. (Program Outcomes: 2,4)
2. Collect and evaluate appropriate data on benefits and costs of a specific initiative for multiple stakeholders with conflicting interests. (Program Outcomes: 2,4)
3. Evaluate decision options – including “no change” in behavior – with concern for political constraints, ethical and economic considerations, and probability of positive outcomes. (Program Outcomes: 2,4)
4. Design and execute communication plans relative to a change in specific circumstances. (Program Outcomes: 1, 3, 4)
5. Motivate employees and other relevant stakeholders to address shared goals. (Program Outcomes: 3, 4, 5)

Unit	Topics	Resources
1	<p data-bbox="261 262 646 367">Selecting a Project to Support the Organizational Mission</p> <ul data-bbox="261 367 646 745" style="list-style-type: none"> <li data-bbox="261 367 646 472">• Operationalizing the mission of the organization <li data-bbox="261 472 646 619">• Financial stewardship regardless of mission <li data-bbox="261 619 646 745">• Sustaining the organization and the community 	<ul data-bbox="646 262 1446 955" style="list-style-type: none"> <li data-bbox="646 262 1446 472">• Discussion Question How do you contribute to the continuous improvement of your organization now? How do you define a contribution? How will you contribute at a greater level in your next role (whether the same organization or a different one)? <li data-bbox="646 472 1446 703">• Assignment -- prepare a one-page outline proposing a specific project of interest to establish a particular expertise for yourself (reading the lecturette may help). [note: expect that feedback from your faculty member will lead to revising of the project topic later in the course] <li data-bbox="646 703 1446 955">• Lecturette – You are completing this degree because you want to provide service to the public at a higher level of effectiveness. The broad way to do that is to make your organization, and through your organization, your community better. Yet you may have different ideas regarding what is best for your particular office or service. <p data-bbox="646 987 1446 1312">This course will give you the opportunity to (a) integrate your learning from the program, (b) apply the program learning with your personal experiences on a project selected by you, and (c) contribute to either your current organization or an organization in which you seek to gain employment (or volunteer) that allows you to demonstrate practical competencies in your area of study while gaining topic-specific knowledge and experience.</p> <p data-bbox="646 1354 1446 1606">Selecting your topic is selecting a limited area in which you want to declare your particular competency and expertise. It should be self-serving to some extent – that is, it should extend or expand your career options. But it also must serve an identifiable organization and the surrounding community.</p> <p data-bbox="646 1648 1446 1858">Most if not all projects will be partially about leadership and partially about management, but from the particular context of your personal interest. But all of these projects should be about some kind of change. It may be transformational; in general, it's more likely that they are about evolutionary change.</p>

<p>2</p>	<p>Scope & Organization</p> <ul style="list-style-type: none"> • Outlining a project • Short- and long-term on contribution to the organization • Time frame for execution • Key participants • Communication plan to influence decision makers 	<ul style="list-style-type: none"> • Discussion Question Look at the one-page outlines from module one of two or more classmates. These will be involving different projects and frequently different disciplines – but you should be able to learn something regardless. What did your classmates include (or leave out) that make you say “I wish I had done that?” • Assessment assignment – Generate a detailed outline of the course project, clearly identifying the contribution to the organization in the short and long term, the primary operational and/or implementational constraints (including financial implications), the time frame for execution, and the key participants who must be take part. Identify who must be “convinced” to go along, and sketch a communication plan to convince them. (20%) [note: read ahead to the following assessment assignments and consider how this piece will fit into the broader project as you go through the course] • Lecturette: Projects fall under three categories. Some are basically trial and error – you have a general idea of where you want to go but not a specific outcome in mind nor a precise path to get there. Much creative work falls in to this category. The second is the project that starts with the outcome – clear, concise and measurable, and based on either exploiting a particular opportunity or solving a particular problem. The desired goal is clear to both the project manager and the eventual users of the project outcome. You can then build a project plan, identify and collect the resources needed to execute the plan, and build in testing and revision opportunities. For the vast majority of you, the course project should fall in to this category. <p>The third category is probably the most common – and usually the least productive. That is the project is driven by the project manager’s abilities and interests on the faith that someone will want the outcome of the project. To be sure, some fine work can come out of this approach; however, these are the projects built on the assumption that “if I build it, they will come.” Another description used for such projects is “if all you have is a hammer, the whole world looks like a nail.”</p> <p>Managers are employees. They certainly can and should display creativity – but they are paid to contribute to the mission of the organization. Even</p>
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<p>3</p>	<p>Controls and Forecasts</p> <ul style="list-style-type: none"> • Quality • Cost • Schedules • Risk 	<ul style="list-style-type: none"> • Reading Resources <ul style="list-style-type: none"> ○ Find two readings either from a previous class related forecasts and projections, or find two independent articles on forecasting relevant to your project • Discussion question We know that almost all projections are going to be wrong to some degree. How close is “good enough”? And how do you know? • Lecturette: Any change initiative worth doing will have implications for quality and/or range of services, use of resources (financial, human, and other), some kind of timeline and some level of risk. Any one of these factors may be easy to measure or difficult. Quality almost certainly means different things to different stakeholders. A project may have a formal budget or grab resources from any available source. And risks may come in different forms and levels. But the combination of these factors, constitute the contribution to the mission. <p>Without doubt, the better the planning and control processes, the better the final project – but that isn't quite the same thing as the greater the value of the effort. Indeed, a common execution problem is that we over-commit resources to tracking the project – and then under-perform on the project itself.</p> <p>In short, the rule of thumb is conceptually easy but practically difficult. That is, so long as additional efforts at control and forecasting add value, we add more controls. When the cost of controls exceeds the value added to the project, we take risks on controls.</p>

<p>4</p>	<p>Preparing for Change</p> <ul style="list-style-type: none"> • Process Map • Start-Up Issues • The message and the medium in communicating project issues 	<ul style="list-style-type: none"> • Find two or three current examples of change. At the federal level, there are projects discussed in the press every day but try to dig deeper to find projects directly relevant to your career. Do not just use newspaper articles but you are free to choose practical analyses (e.g. dozens of books written on health care initiatives) • Discussion Question How are different groups going to perceive specific changes? When a change clearly serves the community at large, is it reasonable to expect all stakeholders to support the initiative? • Lecturette: While the manager of a change initiative must keep all of the pieces of the process under control, on a day-to-day basis, the implementer (most often, that same manager) must deal with the people issues associated with a change more than any other factor. So identifying what the change means to the nearest stakeholders becomes critical. <p>Several factors need to be addressed and this list is not exhaustive. The first two factors are closely linked – “what incentives and disincentives are present for individuals to cooperate/support the change”, and “who are the winners and losers in the change”?</p> <p>The closer the link is between the value to the organization and the value to the individuals that need to change, the easier the process will be. These may be tangible links – employees end up with more work but more pay – or intangible better systems once learned lead to less frustrating jobs. And the links may be short term (or even immediate) or they may occur over the longer term. If the link is positive and over the longer term, cooperation is dependent upon the clarity of the link and the confidence in the long term.</p> <p>Certainly, in those changes where the project leads to “wins” for all stakeholders, getting support is easier and more likely. However, many changes will have winners and losers. For example, when banks merge and back-office systems are combined, some employees getting better jobs and more job security, others have comparable jobs (perhaps with</p>
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5	<p>Managing & Institutionalizing Change:</p> <ul style="list-style-type: none"> • Project Execution Issues • Project Completion 	<ul style="list-style-type: none"> • Discussion Question Do people really fear change as a predisposition? If not, why do so many change initiatives fail to generate support? If yes, what does that suggest to us about how to approach individuals pushed into change situations? • Assessment Provide a detailed summary of the project to date. Bullet points and an extended outline is fine for some issues – graphs, charts, tables, and some narrative should also be included where relevant. Include at this point an analysis of pressure points of the project, particularly those related to individuals who seem reluctant to support (or actively in opposition to) the project. For purposes of this class, the project completion date cannot be modified (a possibility in some professional settings) so if serious problems arise, the only option is revision of the project itself. Provide an adjusted

		<p>project plan if necessary that includes a statement of what problems are arising, what it means for the project itself (e.g. whether reducing the scope or modifying the goals) and, if appropriate, how the project would be modified differently if changing the timeline were possible. (20%)</p> <ul style="list-style-type: none"> Lecturette: Excellent ideas fail with mediocre execution. Conversely, “OK” ideas can be successful if well executed (that does not suggest that the goal should be “just OK”). The adage “the devil’s in the details” came about for a reason. For example, the underlying idea of No Child Left Behind is hard to fault but few people would argue that the execution has led to any where near the benefits we had hoped. <p>What resources are needed to execute the change successfully? And are they available (or at least can they be made available if the project passes check points with appropriate outcomes)? Is the success of the project dependent upon the efforts of particular individuals as individuals, or are the skills and competencies embedded in the institution? That is, when the project leader leaves for a competitor, will the project and can the project go forward with the successor?</p> <p>Related to this, all of the individuals will continue to learn during the execution phase. Is there a process by which these learnings are captured and “learned” by the organization, or does person leave with critical knowledge, requiring extensive reinvestment in the next group of employees?</p> <p>A final warning is the tendency for the goal of projects to shift from expressed outcomes to processes. For example, the Baldrige awards recognize exceptional quality. Yet, many Baldrige award winners find themselves in trouble within a few years of winning the award, at least partially because the focus has shifted from the quality that led to the award to the process of competing for the award. Quality in the absolute sense may still be there, but the contribution to the organization has been lost.</p>
6	Seen and unforeseen	

<p>consequences</p> <ul style="list-style-type: none"> • Organizational power and politics • Incentives and disincentives for participation and acceptance • Open systems and second- or third-order changes required 	<ul style="list-style-type: none"> • Find “On the Folly of Rewarding A, While Hoping for B” by Steven Kerr, and read it • Discussion Question Give a specific example of a professional instance in which you “rewarded A while hoping for B”. What went wrong and why? Are the concerns raised by Kerr more or less likely to occur in public sector situations than private sector? • Lecturette: A highly respected finance professor tells a story of completing is nationally respected MBA and then working in heavy industry and being given the assignment to “justify the capital expenses of buying new tug boats for the fleet.” Being well trained in financial analysis and also committed to maximize the total return to shareholders, he conducted the analysis and compared the capital cost of buying the tug boats to leasing options and contractors. He quickly found that under no circumstances could he justify the investment so he carefully documented the analysis and presented the division head with the best investment options for the company, sending a carefully written report to the senior person. Two days later, the division head called him into the office, took the lengthy analysis, dropped it in the wastebasket and said, “I didn’t ask you what we should do. I told you to justify what I’m going to do.” <p>The professor revised the report – and took the first opportunity to go back for his PhD and avoid such decisions in the future. But most of us must figure out how to function in a world where we know that not all people share the same corporate mission. And even many who share the mission may legitimately disagree on what success means (this is particularly true in the non-profit world but relevant to all).</p> <p>Dealing with conflicting goals as well as vague goals is simply part of managerial life. So is the realization that entirely successful projects will eventually lead to the need for additional changes. And that the changes we make will lead to changes that other organizations make, requiring yet more changes on our part.</p> <p>We all need to manage our tolerance for change but</p>
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		<p>to think we will reach the “equilibrium” of classic economics is folly. We will have periods of rapid and less rapid change, and occasionally periods of stability that don’t even seem like change. But our systems to continue to evolve.</p> <p>Larry Greiner’s work goes one step further. He argues that the solution to the problem today is the cause of the problem at some future point. That doesn’t mean we should not solve the problem today.</p>
<p>7</p>	<p>Communicating Project Outcomes</p> <ul style="list-style-type: none"> • Reporting to Stakeholders • Project Evaluation and debrief • Good projects that don’t work and bad projects that succeed • Building to the next project 	<ul style="list-style-type: none"> • Discussion Question When is a project that fails a good project? How do we know? And assuming we can agree on that, how do we avoid constantly rationalizing failures as “good tries”? • Assessment (35%) Submit the final project in the combination of formats that best suit the target audience. A typical format (but not a required format) would be an executive summary (less than 2 pages of narrative) with supporting data analysis, documentation, etc. The supporting documentation will generally be a combination spreadsheets, presentation slides, graphs, charts, and perhaps lengthier narrative analysis. Audio and/or video materials are also appropriate for some projects. The entire package of materials should be sufficient to convince the intended audience of (a) the value of the initiative/change/project to the organizations and generate commitment to execute the project. Also included should be a risk analysis, including but not limited to financial risks, that clearly identifies where the key decision points and project barriers are likely to be found. Also necessary to include is the project evaluation plan that clearly outlines the meaning of project success as well as how and when one will know if the project succeeded. <p>Finally, each project should include a brief – again, no more than 2 pages – summary to the faculty member explaining how this project might generalize to either a related topic for the same organization, to be used for a similar project in a substantially different environment, or some other</p>

		level of generalizability or transferability appropriate to the effort. [note: some good projects do fail. In this last part of the analysis, the response may legitimately be that it is unlikely to be transferable to any other situation. If that is the case, explain why – and also when you realized it could not be transferable]
8	Lessons Learned <ul style="list-style-type: none"> The Art and Science of Effective Change 	<ul style="list-style-type: none"> Read Franken article

Grading Scale

A	100 – 93 %
A-	92 – 90 %
B+	89 – 88 %
B	87 – 83 %
B-	82 – 80 %
C+	79 – 78 %
C	77 – 73 %
C-	72 – 70 %
F	69 and below

Grading Requirements

<i>Discussion Participation</i>	25%
<i>M3 Formative Assignment</i>	20%
<i>M4 Formative Assignment</i>	20%
<i>M7 Formative Assignment</i>	35%
	100%

Library

All resources in Argosy University’s online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

All resources in Argosy University’s online collection are available through the Internet. Students can access the online collection by logging into the student portal and clicking on the library link. Library Resources: Argosy University’s core online collection features over 48, 889 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>.

In addition to online resources, Argosy University’s onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarian.

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the current edition of the *Publication Manual of the American Psychological Association*. Students are encouraged to purchase this manual and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.