

JSGS 884: Professional Planning and Portfolio

	UNIVERSITY OF REGINA CAMPUS	UNIVERSITY OF SASKATCHEWAN CAMPUS
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OFFICE LOCATION:	314 College building	
TERM:	Winter 2020	
ROOM:	On Line	
DATE AND TIME:	TBD	

CALENDAR DESCRIPTION

This course requires the development, submission, presentation and validation of a professional portfolio at the end of the student’s MPA program. Each student will gather, archive, organize, assess and demonstrate evidence of a standard level of proficiency attainment in each of the six core MPA competency areas.

LEARNING OBJECTIVES

JSGS 884 is intended to enhance knowledge and competencies learned in other JSGS courses and in your related work and life experiences. It aims to help you to systematize your framework for thinking about public administration, public policy development and your leadership in a public sector setting as part of a lifelong learning process. Objectives of the class are the following:

To demonstrate the knowledge gained throughout the MPA program and how you have developed the required competencies associated with policy professionalism and public management

To produce a portfolio (capstone) presentation that demonstrates your ability to think critically, show leadership and demonstrate a high level of professionalism.

To assess the effectiveness of the MPA program in achieving its mission, goals and objectives.

Students will be required to complete a series of reflective assignments and put together a research presentation that, as a whole, will help demonstrate an understanding and ability to find, assess, use, and recommend “the best” evidence applicable to public policy/management issues; understanding of relevant public policy institutions, democratic processes, and organizational environments, and (e) ability to communicate in a clear and professional manner.

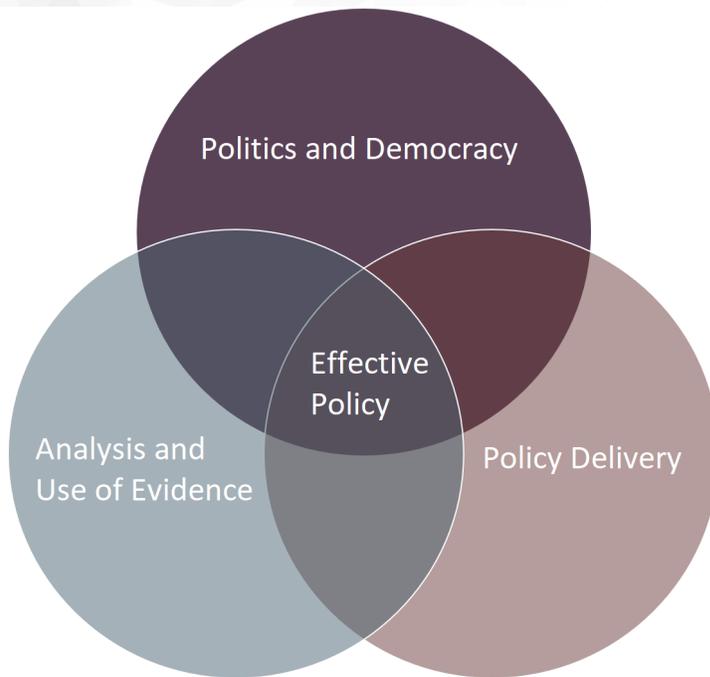
COURSE CONTENT AND APPROACH

JSGS 884 is a required course for all MPA students to be taken in the last semester of their MPA program. It is the companion class to JSGS 883 and is used to display, through an individualized plan, how competencies have been developed over the program and provide a guide for future development as you move into a professional career in public service or advance in your current career. This class requires you to begin to think about the next stage of your career trajectory, either moving towards an internship, full-time work as a professional public servant, or a promotion to a greater level of responsibility with your current employer.

We expect our MPA graduates to be prepared to “meet the challenges of a rapidly changing world.” In JSGS 883 you were introduced the competencies and the processes that will allow you to acquire them, and in JSGS 884 you will demonstrate your development within these attribute areas. These two courses serve as a bridge from your entry to you exit from the program. JSGS 883 marks the beginning of your development as a professional and JSGS 844 will mark the end of one stage of your formal preparation and the beginning of the next phase of your career as a public service leader.

Consideration of the required competencies creates a broad context in which each student writes and shares his or her capstone presentation that marks the culmination of the JSGS MPA program. This presentation will focus on a specific policy topic that reflects an area of interest that the student has focused on during their program or is part of their current work environment. Students in JSGS 883 have been told to begin to concentrate on a particular area and be prepared to discuss it in terms of the career standards of policy professionals list below.

Policy Professionals Standards for Career Development



Analysis and Use of Evidence – ensuring that MPA graduates know how to use evidence and other analytical skills in the policy development process:

Politics and Democracy – ensuring that MPA graduates have a deep understanding of the role of politics and democracy in public policy development including the roles of the various institutions and policy actors; and,

Policy Delivery – ensuring that MPA graduates understand the importance of effective delivery and ongoing evaluation of public policy.

Below, you will find a schedule of what you need to do to fulfil the requirements of JS GS 884. There will be three required seminars that you must attend.

Important Note: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the professors may therefore, at their discretion, change content and requirements during the semester. Should this occur, all students will receive the updated syllabus and the impact of any changes will be considered in grading.

DESCRIPTION OF ASSIGNMENTS

The following assignments are to be completed on an ongoing basis throughout the semester, and all will be required to pass the class and will form the basis of your individual presentation/portfolio.

This class requires that you prepare the following items to be submitted in the form of a portfolio at the end of the class along with a presentation in front of a panel.

1. Resume

2. Reflections on your program and your future

This section asks you to consider what you think is key to the practice of any public policy professional by integrating what you have learned in the MPA program, your life experience to this point in time and your work history. It will provide brief and concise statement of how you envision the practice of public administration and public policy development and how this reflection will influence your career.

Things to consider:

Reviewing your knowledge, skills, aptitudes, attitudes, and abilities

What are you good at? What are your strengths? In what areas do you need to develop further? Consider the following in this section:

People management

Time management

Project management

Writing

Oral presentation

Budgeting and fiscal management

Problem solving and decision making

Teamwork

Assess your professional development and competency acquisition while a student in the MPA program

What has being a part of the MPA program contributed toward your professional development?

In what way has the MPA program affected your perspective on how you would (or do) engage in the practice of public administration and your career as a public policy professional?

Also reflect on your favorite courses and your least favorite courses.

Write and share orally in a seminar your philosophy of practice which identifies the most compelling or useful concepts, ideas, skills gleaned from your coursework in the MPA program to date, with comments regarding why you want to include the one publication studied during your MPA program that you have found to be most valuable.

3. Final Presentation and Report

Final Capstone Presentation

The final presentation will consist of a short 10 page summary of your chosen topic of interest based on material that you have developed in your program to this point in time. Using a policy area that you have written about in your classes to this point in time. You are really shaping work that you have already done in a way that demonstrates your competencies, particular around the issues of evidence, democracy and service delivery noted above..

Students will need to be prepared to present to a panel of public service professionals, professors and alumina. The panelists will be tasked with evaluating the presentations as well as providing valuable feedback to the presenters. Treat the presentation like a job talk. It is important to know that while the presentations will be evaluated by the panelists, those evaluations will not be part of the student's grade, rather the evaluations will be used to help assess program competencies.

Possible Project Approaches

- Case study
- Action research
- Program evaluation
- Management analysis study
- Policy analysis study
- Work process analysis/process improvement

- Organizational analysis
- Strategic plan

Possible Project Techniques/Methodologies/Evidence base

- Surveys
- Content analysis
- Interviewing
- Cost/benefit analysis
- Focus groups
- Performance measurement • Forecasting
- Observation

- Quantitative data analysis

Project Outline

Regardless of the project approach and methodology used, the final project should explicitly apply concepts drawn from MPA course work, reading and practice that aid in understanding the political, social, economic, managerial other factors relevant to the context and issues of the project. The outcome should be improved understanding of professional practice in a public policy environments . The project may also result in recommendations for action that could change an organization or program.

Each student’s final written product will be a report divided into seven sections as described below.

1. Executive Summary: Written when all other sections of the report are completed, this section provides the reader an overview of sections of the paper below.

2. Introduction: Describes the issue studied, including its development over time and the political and organizational context (or other relevant context such as public health). Describes the relevance or significance of the issue, problem, or project. Presents a concise and clear statement of the research question, as well as the likely outcome(s) of not addressing the issue/problem.

3. Analytic Framework/Literature Review: Presents a full and balanced review of theoretical and practice-oriented concepts drawn from the appropriate scholarly and professional literature, comparing and contrasting different perspectives and analyzing their application to the research question. This is sometimes referred to as the “literature review.” The purpose of a review of previous research and various theoretical approaches to a topic is to develop an analytic framework that establishes the elements of the project, lays out the theoretical basis of the project, and integrates the project into the larger body of systematic knowledge about public management and public policy. The References section (see #7 below) should be turned in at the same time as this section. **Please remember, this section is not simply a summary of scholarship related to your research question, rather it is meant to help you frame your**

research question, identify shortcoming in the existing research and serve as a guide for your methodological approach.

4. Methodology: Articulates specific research questions/hypotheses and describes the research methodology, such as selection of persons interviewed, use of survey techniques, or data analysis. Carefully describes the specific steps taken to ensure the validity of the research design or project methodology and the credibility and utility of the research results.

5. Findings: Describes findings relative to the hypotheses or research questions with analysis and interpretation of the data or evidence collected.

6. Conclusion: Discusses the potential impact of the research on practice and the public interest. Relates the findings to previous research and existing theory and practice. Identifies shortcoming in research design and identifies areas for future research (if resources or time weren't issues, what would be an ideal research design). Presents **implications and recommendations** derived from the findings as appropriate.

7. References: A complete and accurate list of references *must* be included, in the style of the American Psychological Association *Publication Manual*.

8. Tables: A departure from the style guide will be that all tables, figures and graphics should be included in the body of the report as close as possible to the text discussion of the item. Please also make sure that you reference the tables in the text.

9. Appendices: Appendices may be used to include lengthy and detailed material not directly discussed in the body of the report. This might include material such as transcripts of in-depth interviews, frequency distributions of survey items, and special computations related to the project (e.g., details of a benefit/cost analysis).

When submitting each section, please submit all prior sections so that I may examine the continuity among the sections.

Guidelines for Creating and Presenting Capstone POWERPOINT Presentations

Each student will make a presentation of their capstone project using POWERPOINT. While each student should use his or her discrete research and findings to prepare this presentation, the following guidelines will help to ensure uniformity, understandability, and timeliness in all presentations.

Students can use a maximum of 12 slides for their capstone presentation. This should result in a presentation of approximately 8-12 minutes, followed by a question and answer exchange with

attendees. The purpose of the following guidelines is to help you make an impressive, professional presentation of your research in the time allotted.

Presentation Design:

Preparing a good presentation always takes longer than you anticipate. The key is to start early and allow enough time to adequately prepare. Knowing the material well and being prepared are the best keys to success in giving a presentation. The following guidelines will assist you in adequately designing a well done presentation.

First Thoughts

- o What does the audience know about the material?
- o What do you want them to learn?
- o Try starting with the last slide first. If you do not know where you are going it is highly unlikely that you will be able to get there. Plan the conclusion first. Know what you want to convey to the audience, then make the rest of the slides lead to and support your final results.
- o Write out an introduction. Start with a 15 word summary. If you can't summarize your idea in fifteen words, rewrite it and try again until you can.
- o Outline your story. You want your presentation to have a logical flow. You are telling a story that should have a beginning, a middle, and an end. Tell you audience what you are going to tell them (beginning), tell it (middle), and then summarize it (end).
- o Stick to the key concepts. Avoid description of specifics and unnecessary details.
- o Strive for clarity. Are the words you are using unfamiliar jargon or acronyms? Are the words unambiguous?
- o Background: You need to give a sufficient but not a comprehensive background for your subject. Do not get bogged down covering your literature review, rather focus on your research and findings.

Preparing Your Slides:

Use only one message per slide. Each slide should address a single concept. Slides should follow a logical progression, with each building upon the other.

Guidelines for Creating and Presenting Capstone POWERPOINT Presentations

Use brevity: Your presentation should contain no more than 12 slides. In general, using a few powerful slides is the aim.

Do not overload your slides with too much text or data. Too much text makes a slide unreadable. Stick to a few key words. If your audience is reading the slides they are not paying attention to you. Keep your points/fragments short, usually 10 to 20 words.

Maintain Parallelism: Use fragments not full sentences.

Use a font of 44 for titles, 28 to 34 for subtitles, and 28 to 34 with a bold font for text.

Use no more than five lines of text on any one slide and use both upper and lower case text, not all caps.

Use contrast: Light on dark background or dark on light, and be consistent. Colors appear lighter when projected so look at on a projection screen ahead of time.

Use as few numbers as possible (they are confusing to the audience). Numbers should never be ultra-precise. Revenues of \$660,101.83 looks silly. Just say \$660 thousand.

If you use statistics, use the same scale for numbers on a slide. Cite your source on the same slide as the statistic, using a smaller size font.

Maintain professionalism, do not use animations or “cute” templates in your presentation.

Have all text appear at the same time that the slide does. Do not have text that appears as the speaker talks.

Number each of your slides and give them a title.

If you use charts remember that numbers in charts can be very hard to read. Ask yourself, is there a better way to present this information? Clearly label all charts.

Presentation Guidelines:

Content and Timing – Practice your presentation:

Talk through your presentation to see how much time you use for each slide. It can be helpful to use the “timer” tool in PowerPoint.

Make a list of keywords/concepts for each slide.

Do not attempt to memorize your text.

Do not use PowerPoint or note cards as a “crutch”. Know the content of your presentation.

DO NOT READ YOUR SLIDES. Your audience can read them much faster than you can talk.

Step out from behind the podium.

Avoid distracting mannerisms in both speech and movement (i.e. saying “um” or shifting your weight from side to side, etc.)

Have a rehearsed opening statement and use it. Do not attempt to improvise at the last moment.

Always have a prepared handout when giving a POWERPOINT presentation. You never know what will happen.

To end on time, you must PRACTICE! When practicing try to end early.

Guidelines for Creating and Presenting Capstone POWERPOINT Presentations

Presentation Style:

Arrive early, do not fight an LCD projector in front of an audience. o Always stand, you are the expert on this topic.

Always introduce yourself whenever you talk.

Be in control, save questions for the end.

Speak clearly with sufficient volume, be loud and clear.

Think about breathing. This limits the “ums” and “aahs” of your presentation.

Make eye contact with the audience.

Think SLOW! You are almost always going faster than you realize.

Have a conclusion and reiterate. Stress again your value added (tell the people what you told them), this is why you are presenting. What do you want your audience to do? What do you want them to remember?

Always leave time at the end for a few questions. If you have trouble answering a question you can always use statements such as, “that’s a really good question,” or “I’m glad you asked me that,” to buy yourself time to organize your response.

Do not be afraid to say “I don’t know” or “give me your card and I will get back to you on that question.”

Class Schedule

Final presentations

Second Seminar

Written Reflections

Third Seminar Preparing your presentation

The final presentation is an exit examination in which students make a presentation in front of a panel of professors, policy fellows and executives in residence.

You should have a working knowledge of the following concepts and be able:

To offer definitions of the public and the public interest.

To explain the principles of motivation and identify some of the strategies for fostering motivation

To offer definitions of governance, government, and machinery of government.

To Describe the form of government in Canada and its application at the federal and provincial levels.

To adapt your writing style to different purposes, motivations, and readability levels in order to communicate with different groups of the public.

To explain the purposes and roles of each arm of government and the independence and interdependence of the three arms of government (legislative, executive and judicial).

To Describe the relationship of public administration to good government and good government to good governance

To be aware of preparations within the bureaucracy for an election.

To identify common organizational structures of government and to explain when they are used and some of their strengths and limitations.

To identify several key institutions that are used to safeguard democracy, to explain their purposes and to identify some of the issues relevant to these institutions.

To describe the functions of cabinet.

To identify a variety of instruments that governments use to achieve objectives. •

To understand the principles that guide public service in Canada.

To recognize the significance of the budget process and describe how budgets are prepared and brought into effect.

To identify some of the steps in the evolution of cabinet systems.

To describe the decision-making and implementing system and major factors to consider in developing this type of a system.

To identify several types of legislative instruments and to describe how legislative instruments are developed and put into place.

To identify a variety of other processes that governments require to function effectively and their linkages to the overall decision-making system

To describe some of the major steps in putting a government into place, including major decision points

To understand the concepts of, professionalism, duty, and ethics.

To understand the purpose and use of codes of conduct.

To understand the roles and • responsibilities of senior officials.

To establish your own values, principles, standards, and guidelines for you own conduct as a learner, leader, employee,

To understand that you are responsible for your own competencies, for your career and for your happiness in this career

EVALUATION

This course is graded on a Pass/Fail basis.

Each element will be evaluated individually and all are weighted equally. The student's grade is solely the responsibility of the instructor. In order to pass the course, students must participate in all in-class activities, including self-and peer-assessment, submit all assignments and earn a minimum overall grade of Pass/Fail

LATE ASSIGNMENTS

All assignments must be submitted by the due date. Late assignments will not be accepted, except by previous arrangement with the instructor.

STUDENTS WITH SPECIAL NEEDS

University of Regina (U of R): Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact the Coordinator of Special Needs Services at (306) 585-4631.

U OF S: Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact Disability Services for Students (DSS) at 966-7273.

Students Experiencing Stress

University of Regina (U of R): Students in this course who are experiencing stress can seek assistance from the University of Regina Counselling Services. For more information, please see the attached document, visit this website:

<http://www.uregina.ca/student/counselling/contact.html>, or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

ACADEMIC INTEGRITY AND CONDUCT

U of R: Ensuring that you understand and follow the principles of academic integrity and conduct as laid out by the University of Regina (available at <http://www.uregina.ca/gradstudies/grad-calendar/policy-univ.html>) is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor to discuss your questions.

U OF S: Understanding and following the principles of academic integrity and conduct as laid out in the University of Saskatchewan's Guidelines for Academic Conduct is vital to your success in graduate school (available at www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php). Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions.