AGILE GOVERNMENT EDUCATION

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Agile Government Education

I. The Need for Reform

The Hobby School of Public Affairs at the University of Houston aims to transform how we prepare students for roles in public service.

It has been over 50 years since a purposeful and wide-ranging analysis and examination formed the curricula offered today in most public affairs schools. Over the years, public affairs programs have grappled with the challenge of balancing a rigorous research agenda with teaching practical skills and instilling a keen understanding of the complexities of the public sphere. This balance is rarely reached among academic research and the public affairs field, as the profession grows in complexity, magnitude and scope.

This is a large and growing gap in the ability of public affairs schools to give their students the expertise needed to navigate and guide public work. Piecemeal reforms to our programs are simply not enough. We must shift from traditional, repetitive ways of designing and delivering our programs and fundamentally transform how we teach and develop students.

We must also recognize the gap between the Academy and actual practice. We are obligated to our students and the professional community to bridge that gap. If we do not, then our students will be unprepared. If we are unaware of the real issues and problems of the public sector, the focus of our teaching and research will not be relevant. We need to develop ways to expose the public sector to the ideas and research we developed, or it will not be used.

The Hobby School is in a strong position to lead this transformation. As the dean, I need your help. Giving our students the intelligence, know-how, and guts to be public servants today will take the courage to admit we need to change and the elbow grease to implement changes.

If we do not identify what our students need, appreciate the urgency for change, be prepared to tackle the challenges we will face, and imagine new ways of preparing new generations for public service, then at best, we will be stuck doing what we've always done, and at worst, we will become irrelevant. The knowledge, skills and abilities that students need today are expansive and multi-dimensional, and it is imperative that we understand them and identify how to integrate them into our curriculum. This requires new ways of teaching and learning, which in turn may require not only adjusting what we teach, where we teach, and who teaches, as well as greater interaction with the profession and enhanced roles for practitioners.

The standard academic emphasis is necessary but insufficient for the day-to-day challenges our graduates face. Academic training provides a good foundation for developing tools for analysis and research, but that is simply not enough. The experience of seasoned public servants is at least as important as research. Their participation, counsel and advice are critical to the success of these reforms. Their hands-on knowledge and insights in public affairs can prepare students for the challenge they will face as they formulate and implement public policy. We must create new, robust opportunities for students to gain experience while they study at the Hobby School.

To be specific, experienced public servants know first and foremost that they are in a *relationship business*. Our graduates must understand this. They will not spend their workdays in a cubicle with spreadsheets; They will more likely be interacting with individuals, groups and agencies— all of whom experience changes that might easily redefine relationships and shift alliances. Indeed, when graduates enter the workforce, they will quickly learn how little their jobs deal with research and analysis. Without insights into how policy is perceived and the people skills needed to promote policies and understand their consequences, their well-researched reports and technical skills risk irrelevancy. It will be difficult for administrators to assess and choose successful implementation strategies. The requirement for these skills is even more evident when executing that strategy and working with the organizations and people attempting to implement policy and carry on the day-to-day operations of any public entity. These skills are demanded when trying to balance the tension between the expectations to operate effectively, efficiently, and equitably and succeed in all these competing objectives.

The value of practical experience in understanding how policy is made and executed cannot be overstated. Public affairs programs need to elevate the value of practical experience in a student's mind. Getting to know, work with and learn from those who have been in the public arena, from those who have had responsibilities for running public entities and programs and the communities they serve, and from those who have experiences in the day-to-day limitations and challenges of public service, should be highly valued and emphasized.

Public entities have seen the need to respond to the changing needs of their communities. As in all aspects of life, the rate of change has accelerated. In this environment, governments need to

learn to be agile. An agile government is responsive to those it serves by being mission-focused, practical, prompt, informed by metrics and data, constantly improving, persistent, collaborative, team-oriented, and most importantly, innovative. They need professionals who have practiced with agility and know how to integrate it into public service work. The Hobby School must develop a highly trained, agile workforce.

Changing the status quo in academia is always difficult, given institutional biases, tenure regimes and long-standing regulations and protocols. If we are to teach agility, we must be agile ourselves. Piecemeal reform is not enough; adapting to reality always seems to trump transforming it. Our colleagues consistently react to situations as they always have rather than initiate new and creative ways to transform the way they teach. Developing the public servants of tomorrow demands that we tackle our curriculum and pedagogy today. The Hobby School is not about adaptation, but rather, it is about transformation.

II.   The Unique Value of Public Affairs

Public problems are not unidimensional but result from a range of conditions and influences. Addressing these problems often requires harvesting knowledge from a variety of disciplines and then applying that knowledge to real-world problems in coordination with others. Students must learn how to contribute to policy deliberations and implementation protocols and integrate the multidisciplinary knowledge and expertise that they acquire into solutions to real-world dilemmas. We must learn how to communicate better and offer new ideas and cutting-edge research results to graduate students and practicing professionals.

Traditionally, we have taught critical thinking and problem-solving skills. In our public administration program, the focus has long been on managing people. Graduates of public affairs programs are expected to enter a public setting knowing how to identify, attack and solve problems immediately. We have also emphasized communication skills, especially in writing and spoken presentations. Is this enough, and is the way we teach preventing us from developing additional skills such as *leading without authority, managing change, conducting anticipatory analysis, innovation, and communication* in new ways and across new technical platforms?

In summary, this is our mission: we must transform how we train students to focus on real policy problems, design feasible solutions to those problems and navigate the political and public processes to implement them. To succeed, we must break down the division between the academy and the profession.

We will do this by determining whom we teach, what we teach, who teaches, how we teach and where learning takes place. Our success in transforming public affairs education depends on how we build programs to answer these questions.

III. Early Challenges

To begin our deliberations on how best to achieve the needed transformation, we must consider the following:

First, we must build a consensus on what should be achieved and our purpose.

Second, we must determine how to change our core competency targets, integrate them into the current curricula, and develop new courses to meet those goals. More importantly, we need to determine how we can improve the way we teach that curricula, especially by including experiential learning and other approaches.

Third, we must discover the needs of the public sector and validate our new approaches with the profession to ensure our approaches and curricula will give students the knowledge, skills and abilities required in the job market.

Fourth, we must establish benchmarks to measure our progress and identify successes and obstacles.

Fifth, we must determine who will be the early champions of transformation. The dean must take the lead on this. Both academic and community partners must be involved, building on our undergraduate and graduate student councils and alumni. Some resistance may be expected; we must be prepared to answer questions and address and mitigate any concerns.

Finally, faculty need to be a part of this vision and understand that the changes will enhance the foundational curriculum and pedagogy of public affairs education. It is about advancing collaboration and interdisciplinary input and resisting the comfort of the familiar. Our work will continue by examining how we will introduce, integrate and grow these concepts into the curriculum and the culture of the Hobby School.

IV.   Program Planning

For logistical reasons, the program will be implemented in stages. The first stage will be strategic planning. The later stages will include:

- Designing core competencies and goals

- Developing instructional curricula

- Developing and designing new approaches and pedagogies for teaching these competencies

With this in mind, the following action items are listed chronologically, knowing that many activities will be undertaken simultaneously and may be adjusted as we progress.

Action Item 1: Strategic Planning and Validation

The first stage will be to develop a strategic plan for our MPA program and the Hobby School to be a model for the education of agile government principles and skills. The process will involve outreach to the constituencies we work and serve, public sector leaders, students, alumni, and faculty. We need to identify new knowledge, skills and abilities (KSAs), which we believe will include **communicating effectively, innovation, managing change and leading without authority**. We also will focus on the best methods we should use to teach. If we reach a consensus on our move towards agile government education, the process will validate our need for change.

Action Item 2: Concept Development and Design

We must develop a plan for our learning objectives and how we will give students more experience exercising their knowledge and skills. As our MPP program is NASPAA accredited and we will

also be seeking accreditation for the MPA program, we must review the NASPAA core competencies and determine how this new approach will align with them. We can offer a broader interpretation of the current competencies and add to them the elements that we believe are missing. Currently, these competencies are:

1. To lead and manage in public governance.

2. To participate in and contribute to the public policy process.

3. To analyze, synthesize, think critically, solve problems and make evidence-informed decisions in a complex and dynamic environment.

4. To articulate, apply and advance a public service perspective.

5. To communicate and interact productively and in culturally responsive ways with a diverse and changing workforce in society at large.

We would open our discussion by offering a chance to competency #2 by adding the concept of "implementation" which is the focus of so much of what public administrators do. In addition, we would add two new competencies that reflect those necessary for agile governance. For example:

6. To innovate, manage change and create a culture that accepts different perspectives, new ideas and new technologies.

7. To lead without authority, collaborate, build networks and build relationships.

We have been invited to work with NASPAA's curriculum committee to share our work on competency building.

Appendix A sets out the seven proposed competencies and the learning objectives, as well as the knowledge, skills and abilities we are trying to teach, develop and enhance in our students. While the list is not exhaustive, it is a starting point for our discussion.

Action Item 3: Course Design and Pedagogy

Courses that provide the subject matter set out in the core competencies will need to be added to our curriculum. These courses must be developed especially to address the new competencies listed above.

We also need to expand experiential learning opportunities. This will reflect a strategic change in our approach to teaching and learning. We want to enhance the relationship between our school and the practice. This can be done by creating opportunities to bring more practitioners into the classroom and in the Hobby School community. The Hobby School aims to expand the teaching environments in which learning takes place to include alternatives to the traditional classroom setting. This would result in offering more learning opportunities in actual communities and could eliminate extant barriers between the Academy and the profession.

Appendix B sets out some ideas to enhance these goals as a starting point for our discussions.

Action Item 4: Review and Assessment

We will need to develop assessment protocols to measure student success and find ways to improve. We need to assess whether we are meeting the needs of public administrators and preparing our students to enter the profession successfully.

V. Program Introduction

Action Item 1: Announcement

Once our strategic plan and the parameters of the initiative are known and agreed upon, an announcement will formally acknowledge the beginning of the transformation to redesign and develop our curriculum. The school will use all available means of communication to make all students aware of what is coming.

Action Item 2: Dean Day and Student Sessions

This is an opportunity for students to get to know the dean, his vision and expectations of them and this transformation. Discourse and interactivity allow students to express why they chose to study public affairs at the Hobby School. Students will participate in exercises intended to break their biases, communicate the complexity of public policy problems and appreciate the value of interdisciplinary engagement. Faculty workshops would be held throughout the academic year with deep dean involvement to expand on this learning and reinforce its importance.

VI. Program Development

Action Item 1: Application To Policy Education

If the pilot with the MPA program is successful, the Hobby School will then turn its focus to the MPP program to address the development of agile skills. The core competencies may be adapted to policy development and analysis. We will go through a process similar to the one for the MPA program in developing the cultural and programmatic changes necessary to make the policy program agile.

Action Item 2: Specializations

As the program grows over the next five years, the Hobby School will be able to begin to provide portfolios or tracks and areas of specialization for our students. Each student would follow an individualized educational plan depending on the portfolio or track selected. For example, a student may wish to focus on budget and finance, environmental management, nonprofit management or emergency management. Such specializations would require a specific design of core courses, electives and practicums. The areas of focus should be developed based on the needs of the hiring community, student preferences and the availability of faculty who specialize in those particular areas. This individualized professional plan would be developed and reviewed regularly by a team of faculty, including at least one practitioner, in consultation with the student.

An example of the Portfolios or Tracks is set out in **Appendix C**.

APPENDIX A

The five competency domains plus two additional that address agile government.

1.   To lead and manage in public governance.

     a.   Identify the mission of the organization and its goals.
     b.   Apply public management and organizational theories.
     c.   Identify and apply strategic planning processes.
     d.   Observe and assess the organizational environment.
     e.   Lead and manage people effectively, whether volunteers or compensated.
     f.   Manage large and complex programs and projects.
     g.   Manage budgetary, financial, informational, human and other resources.
     h.   Lead or operate in networks of people and organizations.
     i.   Understand the legal and regulatory authority and constraints of the organization.
     j.   Apply risk management principles to support organizational mission.

2.   To participate in and contribute to the public policy process [and implementation].

     a.   Demonstrate the ability to define and analyze policy problems, solutions and alternatives using a variety of frameworks and tools.
     b.   Apply techniques for program evaluation and forecasting.
     c.   Understand the value of resident participation and social inclusion in the policy process.
     d.   Incorporate interest groups, executive-legislative relationships, judicial decision-making and the media in the political process.
     e.   Understand the budget process and the budgetary impact of policies.
     f.   Describe and work within the institutional structure and political contexts of policy making and implementation.
     g.   Understand the impact of the implementation process on policy.
     h.   Analyze the financial, technical, human and other resources required to implement a policy.
     i.   Determine the organizational systems and procedures added, changed or removed to implement policy.

3.   To analyze, synthesize, think critically, solve problems and make evidence informed decisions in a complex and dynamic environment.
     a.   Apply methods for measuring and improving organizational, program, project and individual performance.

    b.   Demonstrate the ability to apply various analytical tools for collecting, analyzing, presenting and interpreting data.

    c.   Understand and apply models and theories of decision-making.

    d.   Identify challenges, opportunities and stakeholder interests in public sector decision-making situations.

    e.   Develop, critique and evaluate alternatives.

4.   **To articulate, apply and advance a public service perspective.**

    a.   Understand and apply concepts and values of democracy, transparency, due process, justice, public participation, inclusion, and social equity to public service.

    b.   Act and encourage others to act ethically and with integrity.

    c.   Understand the short and long-term fiscal, environmental, economic, budgetary, and social consequences of programs and policy decisions.

    d.   Demonstrate and encourage professionalism.

5.   **To communicate and interact productively and in culturally responsive ways with a diverse and changing workforce and society at large.**

    a.   Communicate effectively in writing by preparing clear, concise, and well-organized written materials with the audience appropriate level of expertise and language.

    b.   Communicate effectively in speech by orally presenting accurately, clearly, concisely, and persuasively to a particular audience.

    c.   Demonstrate interpersonal communication skills required to understand, respond to, and serve empathetically and effectively diverse sets of people.

    d.   Adapt behavior and work methods to individual and organizational differences in thought, communication style, perspective, and culture.

6.   **To innovate, manage change and create a culture that accepts different perspectives, new ideas and new technologies.**

    a.   Understand the process and structure of innovation within an organization.

    b.   Understand the organizational values necessary to embrace innovation and change.

    c.   Demonstrate the ability to lead change in a complex environment.

    d.   Understand and apply iterative and agile processes.

    e.   Adopt agile technologies to solve complex mission problems.

    f.   Foster team building, commitment, creativity, curiosity, persistence and performance.

    g.   Be able to address the need for risk-taking and mitigate risk.

h.   Understand and apply inductive reasoning and how to make decisions with no or limited data.

7.   To lead without authority, collaborate, build networks and build relationships.

a.   Understanding the need for respectfulness, tolerance, inclusiveness, reliability, and trust in developing relationships.
b.   Identify stakeholders and their goals and interests.
c.   Achieve commonality of purpose.
d.   Identify and mitigate problems that threaten success.
e.   Identify and procure necessary resources.
f.   Understand and apply emotional intelligence.
g.   Understand how to create trust and respect.

APPENDIX B

Agile Government Education Program Design and Implementation Plan for The Hobby School

The key element of agile government is breaking down the strict divide between the academy and the administration practice. Our MPA program currently uses case studies as a primary approach to our courses, and we also make extensive use of practitioners as classroom speakers; however, we need more robust input from professionals in the field, more exposure for students to the actual practice of public administration, improved ways to teach stronger critical thinking and problem-solving and partnerships that allow educators to help improve the practice of public administration. If we ask for more substantial input and interaction with the professionals in the field with our students, we must offer something in return. The plan below provides some of the first steps that may be taken to fundamentally change the way we teach and to enhance the Hobby School's relationship with the profession and *vice versa.*

Agile Government states, "Professional training that develops new expertise, showcases relevant knowledge resources, and builds networks of skilled, agile leaders can seed agility and foster resiliency in public administration." While to do so is essential, it is not enough to focus on the needs of students, developing skills that will allow them to engage with agile responses to community needs and place them in a governmental situation that lacks the desire and the ability to promote agile governance. Such seeds will not take root unless they are nurtured. To succeed, we must serve our students and serve administrators and leaders in the community. The academy can help foster agile government by focusing on the needs of our students and the governance community.

To that end, the initial implementation of Agile Government Education will entail incorporating six distinct concepts and programs.

1. **Innovation**. Agile government education states that the most essential principle is the championing of innovation. This should be the starting point for our implementation. Innovation training should be provided for our students and local governments. The focus of innovation is being aware of the organization's culture, analyzing what needs to be changed to improve its innovative capacity and undertaking the necessary leadership to make those changes. To take the lead in championing innovation, the Hobby School will undertake the following:
    a. Continue teaching the course Innovation in the Public Sector, which we will incorporate as a permanent course within the MPA curriculum.
    b. Develop outreach training, a two-day seminar on innovation that can be brought to local governments.
    c. Develop an innovation showcase. This could take the form of a conference where different governmental entities demonstrate and present their innovative ideas and programs. The showcase would offer workshops, panel

discussions and other informal idea exchanges on a range of topics from problem identification and program development to creating an innovation-supporting culture. The purpose would be to expose the community to these successful innovations to see how agility and innovation are working in the public sector to make government more efficient and effective and to encourage local governments to be more innovative. This would be an excellent program to place at the Ion, which wants to be "the home for Houston's innovation community, cultivating a transformative culture of people, places, ideas and experiences that build the world we want to see, creating a better quality of life for all of Houston."

B. **Interactive learning through tabletop exercises**. We will develop tabletop exercises (TTX) for students to simulate complex situations facing public entities. Tabletop exercises are a common and regularly used tool to provide organizations with a way to simulate certain events to see how the organization's plans and structure would respond to that event. The exercises are in-depth and sophisticated. The tabletop exercise will bring real-life situations to students acting in specific roles as they face decision-making to address particular problems facing their organization. The exercises will tax students' knowledge of public administration, critical thinking skills, agility and problem-solving abilities. Each exercise will require the team to work through a scenario, identify potential issues and problems, work through solutions while understanding the constraints, collaborate and negotiate with students in other roles, and anticipate the impact on the community. The tabletop exercise will focus on different administrative issues a local government could face.
   a. Prior to the exercise, students will focus on understanding the role that they will be undertaking for the exercise through reading and shadowing an individual in that role in a local government.
   b. Administrative leaders in the community will be asked to sit in on the exercise as resources and to assess the students' responses to the problems addressed in the scenario.
   c. Unanticipated issues will be introduced to determine the agility of the students.
   d. The after-action reports drafted by the students will allow us to assess the effectiveness of our program.
   e. Tabletop exercises can be brought to outside public sector entities to assess their own community's response.

C. **Semester in the City.** This program involves students being placed in a partner city on a full-time basis, where they may rotate through several departments and take on specific projects. They will also be engaged in classes. For example, teaching hospitals both practice medicine and attend to the needs of their patients, but also attend to the needs of students and the needs of society by developing the next generation of physicians, nurses and technicians who will serve the public and

continue to expand the knowledge of the entire field of medicine. This form of pedagogy relies on students' engagement in real problems, collaboration with, and exposure to practitioners who can do their jobs effectively and teach while they do so. The concept of the teaching city is similar because it envisions the academic program embedded within the operational context of a municipal government or county.

    a. Students will get 9 hours of course credit.
        i. Internship (3 hrs.)
        ii. They must take the course Innovation in the Public Sector. (3 hrs.)
        iii. They must take the Survey of Expertise course described below. (3 hrs.)
    b. Students will be paid. We will look to Workforce Solutions and grants for funding so that the local government will not have the expense.

D. **Leading.** Leading would be an advanced management course following Public Management, enhancing our engagement in managing change and leading without authority. An additional course in management is a necessary addition to our curriculum. It would focus on leading change, leading teams, leading with emotional intelligence, mentoring and preparing new leaders. The course would foster and promote leading with integrity and empathy, managing ideas and getting the best out of people. Since leadership can take place anywhere in an organization and does not require a title or designation, leadership skills are necessary for everyone in an agile organization. Because leaders often have to teach themselves new approaches, the course would have a series of student-led modules where the students would work in teams, develop the materials, design exercises, lead the class and assess peers.

Workshops. Workshops would be one-week-long courses for up to one hour of credit but also open to the public to receive a certification in that area. These would be the second week of January before the beginning of the semester and the third week of May after the spring semester. The workshops would include, for example:

    a. Project Management
    b. Cyber Security and Risk Management
    c. Purchasing
    d. Human Resources PHR/SPHR
    e. Social Media Management
    f. Court Management
    g. Leading without Authority
    h. Anticipatory Analysis

E. **Survey of Expertise Course**. Cross-functional learning is an essential aspect of agile government. While skills are imperative, knowledge is equally crucial because lacking information may lead a civic leader to make poor choices. The example of the city manager is telling the number of areas and professions they must oversee and

manage. The institutional silos within any university are particularly strong. Working with each of these other departments will help illustrate the ability to create and the necessity of cross-functional cooperation.

    a. The course will address what a city manager should know about the particular subject matter to be knowledgeable enough to ask the right questions and understand the operations. Sessions taught once a week for three hours in the evening will include but not be limited to the following:

        i. Water and Sewer Management
        ii. Road Construction and Maintenance
        iii. Public Safety and Policing
        iv. Fire and Emergency Management
        v. Court Management
        vi. Juvenile and Adult Probation
        vii. Parks and Recreation
        viii. Traffic and City Planning
        ix. Environmental Management
        x. Corrections and Jail Management
        xi. Public Health
        xii. Human Resource Management

F. **The Open Class**. While all students may enroll in Innovation and Survey of Experts classes, those in the Semester in the City must take them. In addition, these will be open classes that anyone in the community can take. Administrators may wish to pick and choose the sessions of the Survey that they or their staff would like to attend. The Hobby School may want to designate other courses as open each Semester. Community members would not technically be enrolled or get master's level credit. This is a low-cost approach to introducing the community to the benefits of the educational offering of the Hobby School.

G. **Engaged Capstones**. While the MPP program has a more directed capstone project approach that students work on collaboratively and which usually addresses a specific research issue or problem that may be a benefit to the community, the MPA capstones are individual research subjects and projects that may or may not have much bearing on the local communities. Switching to a more directed, team approach capstone – orientation similar to the MPP – may allow us to create more real-world projects and engage students more directly in problem-solving, working collaboratively and addressing community needs..

While the MPA program at the Hobby School currently needs more students to create multiple programming portfolios, we can and should think about designing programming for pre-service and mid-career service education. We should also consider inviting graduate students interested in policy but pursuing other professions (engineering, social work, business, law, etc.) to

participate in courses when appropriate and potentially enhance the understanding of public affairs' role in all walks of life.

APPENDIX C

Portfolio Track A - Generalist: Designed to allow students to explore various disciplines and functions without specializing in any particular course of study. This would be similar to existing programs that offer a "generalist" approach to curricular development. This track can align most directly and strongly with building agile governance competencies such as undertaking public investigations, developing new government initiatives, conducting strategic planning operations, and forming intergovernmental coalitions.

Portfolio Track B - Role-Based: This track is designed for students who know the role or position they seek in public service after graduation. Courses and experiences would focus on the knowledge and skills needed to succeed in operational positions in the public service arena, such as program management, public finance, risk management, cybersecurity, human resources and program evaluation. Learning settings include governmental offices, public/private partnerships, public administrative offices and budget and finance offices, etc. Currently, the Hobby School's MPP program emphasizes this track.

Portfolio Track C - Policy Area: This track is designed for students who want to work in a particular policy or issue area. This portfolio exposes students to the knowledge and tools used in specific disciplines to conduct policy analysis, policy research, program evaluation and microeconomic analysis. Settings include university research centers, think tanks, governmental policy offices, foundations and nonprofits. Currently, the Hobby School's MPP program emphasizes this track.

Portfolio Track D - Exploration: Designed as a portable portfolio that schools of public affairs can offer to graduate students seeking advanced degrees in discipline-specific areas outside of public affairs. This track helps students who are interested in understanding how policy works, giving them the mechanisms and tools used to engage with the public affairs community. For example, they would take classes on policy development, political communication and writing for impact. The classes could be tailored to various clusters of disciplines, such as physical sciences, natural sciences, medicine, fine arts or architecture.

Portfolio Track E - Pulse: This portfolio is designed as a "pulse" portfolio that addresses students' unique individual interests. It awards formal recognition of program completion and can be used as credit toward enrolling in Portfolio A-C. It would include courses of study such as negotiation, data analytics and organizational change. These programs can be designed as formal certificate programs with specified, required courses offered over some time (weekends, weeks or months) or simply as unique, one-off classes.

APPENDIX D

Skills Chart

COMPETENCY	KNOWLEDGE	SKILL	ABILITY
Communicating Effectively	• Convening/leading dialogue • Interpreting regulations • Separating truth from opinion • Using rulemaking	• Speaking/writing • Managing expectations • Listening to others	• Persuasiveness
Innovation	• Collecting/analyzing data • Creating/sustaining a clear purpose	• Speaking/writing • Learning outside formal academic settings	• Curiosity • Persuasiveness
Managing Change	• Determining where and what change is needed • Developing an agenda • Understanding what drives decision-makers' actions • Procuring resources	• Identifying/understanding/ mobilizing stakeholders • Risk-taking • Expressing need for change • Appreciation for action • Finding/recruiting allies • Managing conflict	• Sense of timing • Perseverance • Adaptability • Willingness to confront conflict
Leading without Authority	• Decision-making without data • Decision-making Ignoring data • Tracking decisions • Procuring resources	• Applying "equity lens" • Respectfulness • Inclusiveness • Tolerance	• Decisiveness • Self-reflection • Self-confidence

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