

San José State University
POLS/MPA Program
PADM 214, Public Management, Fall 2018

August 23 to Dec 6

Course and Contact Information

Professor:	Leonard L. Lira
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Office Hours:	Tue & Thur @ 3:30 – 4:30 PM, Online WED by Zoom (https://sjsu.zoom.us/j/699863908) @ 1:30 to 2:30 PM, or by appointment
Class Days/Time:	Thursdays, 6-8:45 pm
Classroom:	Clark 306

Course Description:

The seminar examines contemporary theory, techniques, and practices necessary for management of public service organizations. It emphasizes planning, implementation, and evaluation processes. Students will assess and plan to develop their managerial skills.

The course involves key readings in the public management and the analysis of cases, concepts, theories, methods, and procedures in managing public organizations. Readings and lectures will orient students to basic concepts and research that inform our thinking on public management. Each student is responsible, through self-study, reading assignments, and class interaction, to learn relevant public management theory, concepts and applications. Another key component of the course involves familiarity with the processes of public management in San Jose, Santa Clara County, the state of California, and the federal government in general. Students are responsible for reading the Mercury News, LA Times, and Washington Post on a regular basis. Other sources of public management related news, such as GovExec.com, or similar websites or podcasts are recommended. As the course progresses and students become more familiar with the relevant theory, we will draw on current events for lecture and discussion. We will try to identify problems of leadership, planning, decision-making, and motivation in real-world public management situations and discuss ways in which theory may be used to inform practice. Finally, through readings, discussion, lecture, and potential guest lecturers, students will come to understand important research in the field. This is a seminar style course. This means that

students will be responsible for reading, digesting, and discussing the readings and topics in the classes. There will be very little lecture. If necessary I will assign student lead discussants.

Required Texts/Readings

Textbooks

*Rainey, H. G. (2014). *Understanding and Managing Public Organizations* (5th ed.), San Francisco: Jossey-Bass. ISBN: 9781118583715

Emerson, Menkus and Van Ness. (2011). *The Public Administrator's Companion*. Washington, DC: CQ Press. ISBN:978-0-87289-909-4.

*Ashworth, Kenneth. (2001) *Caught Between the Dog and the Fireplug, or How to Survive Public Service*. Washington, DC: Georgetown University Press. ISBN:978-0-87840-8474.

*Levitt and Dubner. (2014). *Think Like a Freak*. New York, NY: Harper Collins. ISBN:978-0-06-221833-9.

*Mayer-Schonberger and Cukier. (2013). *Big Data: A Revolution that Will Transform How You Live, Work and Think*. New York, NY: Houghton Mifflin Harcourt. ISBN: 978-0-544-00269-2

*Books may be borrowed from the library.

Other Readings as assigned by the professor.

Recommended Readings:

A list of other readings useful to the study of public management, including many of the field's primary sources, will be made available on Canvas.

Other readings may be assigned during the semester.

Library Liaison

Paul Kauppila. Paul.kauppila@sjsu.edu

CANVAS Messaging

The learning management system (LMS) for this course is CANVAS. All assignments and messages will be managed on this LMS. Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through the Canvas to learn of any updates. No assignments will be accepted in paper format, or by email.

Goals and Learning Objectives

COURSE GOAL:

To educate public administration and non-profit professionals about critical thinking, decision-making, leadership and project management in public and non-profit organizations. This course covers key management competencies such as strategic planning, performance management, incentives and human motivation, team processes, decision-making, leadership and ethics. Through the material in this course students will build capacity in the National Association of Schools of Public Administration and Affairs Core Competencies.

University Learning Goals (ULGs), Program Learning Outcomes (PLOs) & Course Learning Outcomes (CLOs)

The overall course goal is to educate public administration and non-profit professionals in public budgeting, theory, processes, and procedures so they achieve the SJSU University Learning Goals (ULGs) and demonstrate mastery of the NASPAA/SJSU MPA program learning outcomes. Upon graduation, San José State University students will have developed:

- ULG 1:** Social and Global Responsibilities
- ULG 2:** Specialized Knowledge
- ULG 3:** Intellectual Skills
- ULG 4:** Integrative Knowledge and Skills
- ULG 5:** Applied Knowledge

Upon completion of the Master of Public Administration program, the student will be able to:

- PLO 1:** Lead and manage in public governance;
- PLO 2:** Participate in and contribute to the policy process;
- PLO 3:** Analyze, synthesize, think critically, solve problems and make decisions;
- PLO 4:** Articulate and apply a public service perspective;
- PLO 5:** Communicate and interact productively with a diverse and changing workforce and citizenry.

Upon successful completion of this course, students will be able to:

- CLO1:** Lead and manage in public governance: Students will understand core competencies necessary for helping to shape the organizational

environment (broadly defined) in which they operate and for managing individuals, groups, clients, and programs. This is assessed through the development of a Team project management report;

CLO2: Participate in and contribute to the policy process: Students will understand how to evaluate relevant stakeholders to public management issues and know how to participate as a member of a public policy design team. This is assessed through participation in a team project;

CLO3: Analyze, synthesize, think critically, solve problems and make decisions: Students will be aware of managerial tools and strategies and the conditions under which certain practices may be enacted for improving programmatic results and overall organizational effectiveness. This is assessed through class discussions of cases, executive summaries, the team project and the staff report;

CLO4: Articulate and apply a public service perspective: Students will understand how public, private, and nonprofit organizations are similar and different from one another. Students will know how to diagnose problems and develop feasible solutions through the application of theories and frameworks to “real world” problems. This is assessed through student presentation of current events and analysis using theories discussed in class, and through the individual and team projects;

CLO5: Communicate and interact productively with a diverse and changing workforce and citizenry: Students will learn how to effectively summarize, appraise, and communicate technical and professional information, through both oral and written media communications. This is assessed by the topical staff report and topical book executive summary that will be presented both verbally and in written format

Course Requirements, Assignments, and Grading

Plagiarism tutorial:

All students must complete the Plagiarism Tutorial on the library’s website at <http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>. Through this activity you will learn the SJSU rules regarding the use of quotations, paraphrases and citations.

You will be expected to **know this material and apply it throughout the rest of the class**. When you have finished, you will receive a grade from the library’s automated system. Print the screen showing your grade in pdf format. Then submit the pdf file on Canvas by the due date. All students must pass the tutorial with a **grade of 80 or better**, or re-take it. This is a contribution to learning assignment.

FEMA Independent Studies:

Students will complete four FEMA Independent Study Courses as part of the course instruction. These can be found at <http://www.training.fema.gov/is/crslst.aspx> Select the appropriate course for the section, complete the course, take the final exam. When you receive your certificate save it as an electronic file and submit a copy of the certificate on Canvas. You will receive 25 points for each certificate.

Topical Book Executive Summary:

Each student will read three topical books related to the assignments. You will write an executive summary of each book, which will be due the night that the topic is discussed, as noted in the class schedule below. The executive summaries are **not to exceed 2 pages each, single spaced**. An example of an executive summary format is at the end of this syllabus. You may use a graphic presentation method instead of an essay for one book of your choice. These methods include mind mapping, captioned photographs, videos and similar techniques.

The executive summary is due as noted in the syllabus. **One cannot achieve a grade of “A” on the summary without relating the book being reviewed to the relevant issues presented in the textbooks, other provided readings, and classroom lectures and discussion on the topic.** The summaries are due on the night that the related topic will be discussed.

The Executive Summary will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the summary is presented: clarity, appearance, grammar, spelling, appropriate word choice, “voice”; citations are correct.	20
b) The comprehensiveness and care with which the summary describes the main points of the book.	20
c) The appropriate application of concepts from <i>readings to the summary</i> .	20
d) The quality of critical thinking demonstrated in the selection of bullet points and the conclusion.	40
TOTAL	100

Team Project:

While most professional work is done independently, team work is required in some settings, and collaboration on projects is required in many organizations. Therefore we will form 2 teams that will each carry out a project. Students will rate their teammates on their teamwork in the development of answers to the project’s questions and in-class leadership. The average score for each student will become part of the final grade. The team scoresheet is attached to this syllabus.

The class will form two teams. One team will use the project management approach to manage the Planning Department’s move from the Old City Hall to the New City Hall. The second team will use the project management approach to manage the installation and implementation of a new telephone system in City Hall, including a phone tree and call center, but not including the PSAP/9-1-1 center.

Each team will create a plan that documents the exact steps to be taken, following the project management steps and elements. A project management checklist/guide is at the end of the syllabus that lists the steps and their elements. Each team will jointly create a report documenting choices that were considered (better, faster, cheaper), the selected

work plan for each project and all its required elements, as appropriate for a public agency.

On the night assigned the team will present their plan to the other team and professor. Each team may use charts, PowerPoint or other materials to support the presentation. A budget, risk management document, timeline and staffing plan will be submitted to the professor. The team members will each grade all team members, using the attached form.

The Team Report will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the report is presented: clarity, appearance, grammar, spelling, appropriate word choice, “voice”; citations are correct.	20
b) The comprehensiveness and care with which the summary describes the main points of the project.	20
c) The appropriate application of concepts from <i>readings to the project management strategy</i> .	20
d) The quality of critical thinking demonstrated in the project management approach, development of critical path and selection of strategy.	40
TOTAL	100

The Team Presentation will be evaluated using the following criteria:

Criteria	Points
a) The professionalism with which the presentation is made: clarity, appearance, voice, & transitions.	20
b) The Organization, comprehensiveness and care with which the presentation describes the main points	20
c) The inclusion of appropriate concepts from <i>readings to the project management strategy</i> .	20
d) The quality of critical thinking displayed in the presentation detailing the project management approach, development of critical path and selection of	40
TOTAL	100

Staff Report:

We will spend a part of a class session going over the staff report format, which is attached. Papers must be **10 pages of double-spaced, word processed or typewritten text in Times New Roman 12-point font**, and emphasize practical information. While public agency staff reports do not have in-text citations, **because this paper is being written as an academic project you will follow the APA citation format**, including in-text citations in the staff report. Even in a real staff report the careful writer will keep a list of sources consulted. A separate page(s) at the end of the staff report will contain the list of **Sources Consulted in APA format**. Papers should be based on **at least 10 references (in addition to the textbooks)**. Since the topics relate to local government decisions, access any relevant agenda and meeting minutes at the government’s website. You must

include at least one peer reviewed article related to the topic. Newspaper articles from major newspapers (NY Times, LA Times, Mercury News, Washington Post and such), articles from reputable magazines (New Yorker, Economist, Atlantic and such) and books are also acceptable sources.

You may not use any wiki, Answers.com, or similar encyclopedia-type websites!

Staff Report Format:

- **10-page (double spaced) report using 12 point Times New Roman font, standard margins – writing complete yet succinct information is required!**
- List of Sources Consulted in **APA format**.
- Pages will be numbered and each section will have the heading in **bold print**. Be sure that all the points in each section listed below are covered in your paper.

Examples of staff reports are available at the City of San Jose City Clerk website. The paper will have the following topic headings typically found in staff reports used as dividing points within the paper:

- **Recommendation:** what action should the local government take? (This is a *brief statement* of **1 sentence**)
- **Background:** description of issue, problem or program (**typically 2-3 pages**)
- **Analysis:** the impacts of this issue in the context of the political situation, community situation, societal concerns, preceding/ existing policies or programs; who were the stakeholders involved in the policy making and how was the balance of power represented in the policy development outcomes so far? The analysis must both **support your recommendation and acknowledge all sides of the issue** (e.g., opposition, alternatives) (**4-5 pages**). Be sure to include appropriate references to Constitutional and legal issues related to your topic. Remember that this is a STAFF REPORT not an argument or legal brief, so you are providing a balanced and supported view, not arguing!
- **Budgetary impacts:** costs and benefits of this policy, and how these are reflected in the community's/organization's budget (**1-1 1/2 pages**). You may have specific dollar amounts, or you may have information on funding sources and impacts.
- **Public outreach:** how should the public be informed of this decision if your recommendation were adopted? How would the public be involved in making the decision? At what level would outreach need to occur? Is there one group or area more affected than others? Are there businesses or other community groups that would be part of the decision-making process? Are there language or cultural issues that need to be addressed as part of the public outreach effort? What departments within the government (city, county, state) would need to be part of the development of the policy or program? (**1 page**)
- **Conclusion:** Restatement of your recommendation regarding the city's/county's future policy/program **tied to your analysis**. (**1 paragraph**).

The staff report will be evaluated using the following criteria:

Criteria	Points
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Criteria	Points
a) The professionalism with which the staff report is presented: clarity, appearance, grammar, spelling, appropriate word choice, “voice”; citations correct.	15
b) The comprehensiveness and care with which the summary describes the problem, the analysis and the suggested response/solution.	20
c) The appropriate application of concepts from <i>class discussion and readings to the analysis</i> .	20
d) The quality of critical thinking demonstrated in the report.	40
e) The use of APA citations and reference list	5
TOTAL	100

EACH STUDENT WILL WRITE AN INDEPENDENT PAPER

Only the PowerPoint presentation will be prepared jointly.

Topics Report:

Because the text focuses on federal public administration, the research papers will have a **local government focus**. Resources include academic journal articles, credible non-academic periodicals such as *The Economist, New Yorker*; books, staff reports, government documents on the topic, newspaper articles/editorials about the topic, and interviews of elected/appointed officials familiar with the topic. The paper will be written in academic report format, **with appropriate citations throughout. See details above.**

Environmental Regulations

1. The City of San Jose is considering mandating double piping on all new residential developments. This would use recycled water for bathroom flushing and exterior irrigation systems. You have been assigned to research the problem and determine over what period of time such a system would become cost beneficial, taking into account the current drought and long-term climate change possibilities, and the cost of double piping. Does the city’s existing recycled water footprint support such a proposal? How much more purple pipe installation would be needed? You have been assigned to evaluate the cost/ benefit of a residential program over a five-year period (based on the number of homes projected to be built and the cost of potential additional purple pipe installations.)

2. The City of Santa Clara is trying to figure out how to manage the storm water drainage from its system. Federal and state laws govern “non-point source” pollution of waterways, such as from storm water run off. They have hired you to determine what other mid-sized California cities are doing to protect bodies of water from pollution through storm water run-off. The law suit against San Jose for allowing the Coyote Creek to get polluted from The Jungle is a good example of the peril cities face. What is that case and on what basis is San Jose being sued? What risk does Santa Clara have for storm drainage into San Francisco Bay, Guadalupe River and other bodies of water?

3. The legislature created the cap and trade program, which is now generating millions of dollars each year. The City of San Jose wants to know how to access some of this funding for its environmental programs. The San Jose City Council has hired you to determine who is paying the carbon tax. How much has been collected each year? Where is the money going exactly? Sixty percent was allocated to specific programs. What are they? What has happened to the other 40% since the program was started? What guidance has the League of Cities given to cities for getting their share of the funds?

4. Since the recognition of the drinking water quality problems in Flint, Michigan there is public concern about the quality of their drinking water from public sources. The City of San Jose has hired you to investigate the sources of the drinking water that is delivered by various private entities to the residents of San Jose. What companies actually are the retail sellers of drinking water within the city? How is the water treated, where and by whom? How is water quality tested? What standards govern which pollutants and the level of pollutants that can be present in drinking water delivered to homes? What pollutants are allowed? Who monitors the levels to keep them within limits? What can be done to educate and reassure the public about the quality of the drinking water delivered within the City of San Jose?

Public Safety Issues

5. The VTA is trying to improve traffic flow in the county. There have been proposals for bus rapid transit routes. One is underway in East San Jose and is having problems with implementation. One is proposed for El Camino Real through Palo Alto and Mountain View. The Mountain View City Council is asking for a report on the pros and cons of a bus rapid transit route on El Camino Real and a recommendation on whether it should be built, and whether the route should be curbside or mid-street, considering traffic impacts and pedestrian safety. What lessons have been learned from the San Jose construction effort?

6. Los Gatos is concerned about panhandlers in the downtown core on weekend evenings. What steps can the town take to discourage panhandlers? Are there any existing ordinances that they could use? What do other cities in the county do to prevent panhandling outside stores and restaurants? You have been assigned to research this issue and write a report to City Council about public safety implementation. They are not interested in a report on social justice issues or homelessness, just how to stop the disruption of their businesses.

7. The City of San Jose has been coping with a homeless problem for many years. Regardless of the development of many shelters and programs there are those who do not wish to live in the existing facilities. Instead they continue to live outdoors in parks, river banks and other inappropriate places. After having The Jungle develop into a national disgrace and a pollution/public health problem the city has considered opening a "tent city" facility that would allow outdoor living but provide sanitation and trash collection. The mayor is opposed to a tent city but other council members see it as a short-term solution until the motel program for creating SROs can be implemented. The City of San Jose City Council has hired you to evaluate the cost

and benefits of establishing an outdoor living space for homeless people who refuse existing shelter offerings. What other cities use tent cities? How are other Bay Area cities coping with people living in tents and other outdoor shelters? What problems does this outdoor living create? What non-profits would partner with the city to run the program? What would it cost the city to run the program? If social services are a county responsibility why would the city spend its funds for homeless issues?

8. AB 109 has been in place for 3 years. The Santa Clara County Jail appears to be becoming more violent, and the Jail Review Commission has criticized the Sheriff's Department's handling of the new jail environment, where inmates have been killed by jailers and fights among prisoners have broken out. The Board of Supervisors wants to know how many prisoners have been diverted to County Jail and whether the funding from the state is covering all the costs of facilities and services. Have the reports from the Community Corrections Partnership for the county provided adequate information on the development of AB 109 programs? What alternative programs have been used instead of jail time? What is the benefit of these diversion programs? Have the diversion programs been successful in keeping people out of jail and saving money? You have been assigned to review the reports from the Sheriff's Department and the Community Corrections Partnership on the implementation of AB 109, and evaluate the changes to the county's jail, and write a report of your findings to the Board of Supervisors.

Finance

9. The governor dismantled the cities' redevelopment agencies in 2011, but the cities are left with the projects and their bonds that have to be repaid. After many law suits and some legislative action it appears that 2015's SB 107 will now guide the repayment process. The City of San Jose has hired you to advise them on how to proceed with the dissolution process and its oversight by the Successor Agency. How much redevelopment-based revenue is being generated by San Jose? What bonds are owed on its projects? What revenue is being used to repay the bonds?

10. The City of Sunnyvale is considering how to deal with Uber, Lyft and AirBNB, as well as future aspects of the "sharing economy." The city council has hired you to evaluate the possible approaches to addressing the code enforcement and tax revenue aspects of this issue. Consider strategies used by San Francisco, San Jose, Sacramento and Truckee in developing your recommendations.

Seminar Presentation:

Each presentation team must prepare **no more than 5 PowerPoint slides** to guide the oral presentation of the Council Report topic in class. This is a seminar presentation that is designed to engage the class with the topic and increase their knowledge of this area of public policy and programming. Therefore, the presentation will end with a discussion of the topic by the class that will be led by the presentation team using prepared questions. Students without prior experience making PowerPoint slides may receive a tutorial guide from the professor upon request. **The presentation must be no more than 20 minutes, with questions developed for an additional 10 minutes of discussion. All PPTs must**

be sent to the professor by noon on the day prior to the presentation class for loading on the laptop. Everyone will use the same laptop to conserve class time.

Grading Policy

Graded Items	Grade
Contribution to Class Learning	15 %
Student Profile	100 Points
Plagiarism Tutorial	100 points
Contribution to class discussion & learning	100 points
Peer Contribution Evaluations	100 points
Assignments:	30%
FEMA Independent Studies x 4 (25pts each)	100 points
Executive Summaries- Think Like a Freak	100 points
Executive Summaries – Between a Dog and A Fire Plug	100 points
Executive Summaries – Big Data	100 points
Ethics Elevator Speech	100 points
TEAM Project:	25%
Presentation (Group Grade)	100 points
Team Report (Group Grade)	100 points
Team Peer Evaluations	100 points
Individual Staff Report	30%
Staff Report Presentation (Group Grade)	100 points
Staff Report Paper	100 points
Total	100%
Extra credit for joining ASPA, www.aspanet.org ; Student electronic rate recommended. Proof of membership with member number due by Nov 15, 2017.	5 points/ 105% potential

Mapping Assessments to CLOs, PLOs, & ULGs in PADM 218			
Assessment	Course Learning Outcomes	Program Learning Outcomes	University Learning Goals
Contribution to Learning	1- 5	1 - 5	1 & 3
FEMA IS	1	1	2
Executive Summaries	3, 4, 5	3, 4, 5	3
Ethics Elevator Pitch			
Team Project	1, 2, 4	1 - 5	3 & 4
Staff Report	2-5	2-5	1, 3, 4, & 5

Grade Values

A+	97 and above
A	94-96.99
A-	90-93.99
B+	87-89.99
B	84-86.99
B-	80-83.99
C	75-79.99
D	70-75.99
F	69 and below

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](#) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Make-up Policy

Serious personal or dependent family illness that can be documented is the only acceptable excuse for not turning in work on time. If you are ill, you will be given a reasonable extension for submission of missing work. **There are no make-ups for missed presentations or in-class case work.** Incompletes are discouraged.

Participation

Students may be called upon by name to address concepts from the readings. Students should take the time and effort to read the materials when they are assigned, and be prepared to actively participate in discussion of the topics, using both citations of the readings and their own defended views. Small group discussions during class will only enhance learning if each participant is prepared to contribute to the group’s learning. Regular attendance is expected and will enhance your grade simply because you will have knowledge necessary to complete assignments that might not otherwise be available except from class discussion.

Classroom Protocol

It is expected that when you come to class you will give the material your undivided attention. Please ensure that communication devices are on vibrate, and quietly leave the learning space if you need to take a call during class. Do not engage in any behavior that will detract from a positive learning environment for other students. To develop a collegial working environment, students may address me by my go-by name, Len.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>”. Please peruse these policies at the link, as they apply to issues such as accommodations for students with learning or other challenges, religious holidays, and what is considered cheating or plagiarism.

Workload and Credit Hour Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course

Disclaimer

All information in this syllabus, including due dates for evaluation instruments such as exams or papers may be subject to change with fair notice by the instructor, the Department of Political Science or San Jose State University.

PADM 214 Public Management, Fall 2018 Course Schedule

This schedule is subject to change with fair notice through the CANVAS notification.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 23	<p>Topic: Welcome & Course Introduction!</p> <p>Introductions, syllabus review and assignments review; Final project topics selected; Project management teams formed and topic selected/assigned.</p> <p>Reading: Syllabus, Rainey Chap. 1</p> <p>Assignment & Deadlines: N/A</p>
2	Aug 30	<p>Topic: The Context of Public Management: Government Structure and Organization</p> <p>Reading: Emerson Chapt. 1 & 2; & Rainey Chapt. 3 & 4</p> <p>Thought questions: What are some constitutional limitations on government management in the US? How do these features constrain public managers? What are some unique features of California local government? How do these features constrain public managers?</p> <p>Assignment & Deadlines: N/A</p>
3	Sept 6	<p>Topic: Tools for Public Managers: Critical Thinking</p> <p>Thought questions: Why does good critical thinking matter? What aspects of public management require good critical thinking skills?</p> <p>Reading: Rainey, Chap 4; Levitt, <i>Think Like a Freak</i></p> <p>Class discussion of <i>Think Like a Freak</i></p> <p>Assignment & Deadlines: <i>Think Like a Freak</i> executive summary; FEMA Course 241.B – Decision Making and Problem Solving Certificate</p>
4	Sept 13	<p>Topic Tools for Public Managers – Project Management</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Guest speaker: Dan Goodrich, MPA, SJSU Foundation Thought questions: What is a project? What is project management? What is its structure? Why would government use public management techniques since it has no product to sell? How is government like a business? How does project management relate to the lenses of public administration?</p> <p>Readings: Rainey, Chapt. 6 & 7; Emerson, Chapt. 9, others to be provided</p> <p>Assignment & Deadlines: N/A</p>
5	Sept 20	<p>Topic: Tools for Public Managers: Risk Management, Contract and Grant Management</p> <p>Thought questions: How does an organization estimate risk? What tools help to manage risk? Why does managing risk matter to a public agency? How does a public agency manage contracts and grants? How does that differ from the private sector's approach?</p> <p>Reading: Emerson 15 & 16</p> <p>Assignment & Deadlines: Reserve Group Study Room in Library for next week!; FEMA course IS 454 – Fundamentals of Risk Management. Certificate</p>
6	Sept 27	<p>Tools for Public Managers: Research resources</p> <p>Library Orientation – Paul Kauppila *****</p> <p>Assignment & Deadlines: Project Management Initiation Process</p> <p>Reading: The entire project management guide in this syllabus, p. 25-32; handouts. Following the orientation we will go to the group study rooms that each team will have reserved. You will use the remaining class time for your first Project Management meeting (see p. 28): Goal and Objectives – Develop Location – Identify options for phasing, overlap; hot site/cold site Logistics/Support – Identify issues specific to this project Identify stakeholder registry – support and opposition to the project. Review Planning elements and assign tasks Outcome: plan of action, assignments for team members</p>
7	Oct 4	<p>Topic: Skills for Public Managers – Civic Engagement, Communication and Cultural Competency</p> <p>Thought questions: Why does good communication matter to a public manager? Why should a public manager be culturally competent? How can a public manager enhance his or her cultural competency skills? How does civic engagement and communication relate to project management for a public agency?</p> <p>Readings: Rainey Chapt. 5; Emerson Chapt. 4 & 7; others to be provided</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Assignment & Deadlines: FEMA Course IS-242.B – Effective Communication </p> <p>After the break hold Meeting 2. Complete/assign all remaining Planning items.</p>
8	Oct 11	<p>Topic: Skills for Public Managers – Leadership and Influence Class discussion of <i>Caught Between the Dog and the Fireplug</i> Thought questions: What is the role of the public manager as a leader? How does this relate to the elected officials? How does a senior staff work in a city? How can project management advance leadership and influence?</p> <p>Readings: Rainey Chapt. 11; Ashworth, <i>Caught Between the Dog and the Fireplug</i></p> <p>Assignment & Deadlines: <i>Caught</i> executive summary due by 6 pm today; FEMA course IS 240.B. – Leadership and Influence Certificate due at 6pm today.</p>
9	Oct 18	<p>Team Project meetings In place of class the teams will each meet to develop the presentation on the assigned project using the Project Management format provided. Teams may meet in the classroom or in any other mutually agreed upon venue. Participation in the team meeting and the project development is part of your grade. Each team member will use the team grading sheet to evaluate himself and the other team members. Stop the process at the documentation point where you can show the complete plan for the project, including personnel, costs, time, and risk. Documents for class presentation and submission to the instructor include budget, risk analysis, time line/critical path, staffing, and phased work plan. Show at least 3 alternatives for managing the activity – the fastest, the cheapest and most effective - and why you chose this one (effectiveness/work disruption, time, cost?)</p>
10	Oct 25	<p>Team Project presentations: 1. Moving the planning department to the New City Hall 2. Installing new VOIP phones in City Hall</p>
11	Nov 1	<p>Topic: Skills for Public Managers – Class discussion of <i>Caught Between the Dog and the Fireplug</i> Thought questions: What is the role of the public manager as a leader? How does this relate to the elected officials? How does a senior staff work in a city? How can project management advance leadership and influence? “Soft Skills” and managing people</p> <p>Readings: Rainey Chapt. 12 Thought questions: Why does team building matter? What works better: management by sheer terror or management by walking around? What management limitations exist in government that do not exist in the private sector? What is the relative value of competence and collegiality? What is “emotional work”? Why does all this matter in times of cut backs in staffing, reduced benefits packages, and loss of respect for public service?</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Deadline: Team score sheets and Reports due by 6pm today
12	Nov 8	<p>Topic: Tools for Public Managers – Big Data</p> <p>Class discussion of <i>Big Data</i>. Thought questions: Why does a public manager care about Big Data? How might Big Data help public management? Project management? What are the pitfalls of Big Data?</p> <p>Reading: Mayer-Schonberger, <i>Big Data</i></p> <p>Assignment & Deadlines: <i>Big Data</i> executive summary due by 6 pm today</p>
13	Nov 15	<p>Skills for Public Managers: Ethical Behavior</p> <p>Thought questions: Why does ethical behavior matter in the public sector? Why are ethical constraints different for public managers than for private sector managers? What laws are in place in California that constrain public sector managers' behavior? How is conflict of interest understood? What about gifts and dinners and travel? Does it matter whether it is to Hawaii or Sacramento?</p> <p>Readings: Emerson, chapt. 3, and Case Study: Ripe for Change: Just Food's Recovery from Executive Misconduct, view video here:< https://www.hubertproject.org/hubert-material/439/></p> <p>Assignment & Deadline:</p>
14	Nov 22	***NO CLASS DUE TO THANKSGIVING BREAK***
15	Nov 29	Student presentations 1, 2, 3, 4 & 5
16	Dec 6	Student presentations 6, 7, 8, 9, & 10

Spelling and Grammar Guidance

Common Graduate Student Mistakes!!

1. Never use a long word when a short word will do. (George Orwell)
2. Never use “etc.” in a professional paper. It is meaningless. If you want to indicate that your list is only part of a larger potential list, say, “grapes, peaches and pears, *for example*,” or “*among other things*,” or a similar phrase.
3. Use your grammar checker, THEN proof read to be sure you selected the right usage in context.
 - a. Be careful of the “passive voice rule.” It is often appropriate, and if it should be changed to active voice, the suggested wording almost never makes sense.
 - b. Never use “change all” for a grammar rule, as it will lead to odd usages. Just read each suggestion and decide whether to change based on each sentence.
4. Use your spell checker, THEN proof read to be sure you selected the right word in context.
5. Check to be sure you are using the right homonym: Check especially for these four frequently misused sets:
 - a. Their, there
 - b. Right, write, rite, wright c.
Sight, site, cite
 - d. Its, it’s
6. Do not use contractions in formal writing unless it is a direct quote: Don’t, Can’t, It’s, Won’t, and all the others!
7. Check on capitalization. A sentence begins with a capital letter, as does a proper name of someone or someplace or an organization. Federal, state, city and local are only capitalized if they start a sentence or are part of a title or proper name. The federal government is not a proper name but the United States Government is, for example.
8. Capitalize at the start of most quotes, even when they are inside a sentence. Here is an example. I went to class and Professor Edwards said, “Do not ever use a contraction when writing for this class.” Titles are only capitalized when they come before a name (Professor Edwards, the professor).
9. If you want to use an abbreviation or acronym (e.g., FEMA), be sure to spell it out the first time you use it. For example, “When James Lee Witt was head of the Federal Emergency Management Agency (FEMA), he came to San Jose. He wanted to show FEMA’s support for Mayor Susan Hammer.”
10. Be careful that you use “then” and “than” properly. “Then” is related to time sequences. For example, I went to school, **then** I took a nap.” A mnemonic that

will help you to remember the right order is that “Then” is related to “Time” and both have an “e”. “Than” is a comparison, such as, “I like cherries more **than** bananas.” Both have “a”.

11. Be careful in using the apostrophe for possessive and plural. For a plural word in English you just add the letter “s” or sometimes “es” or “ies.” **There is no punctuation for plural.** In general, to form a possessive you use “ ’s”. For example, “my **dog’s** bone.” The only exception is the word “its” which means “belonging to it” but does not take the punctuation. **It’s** means “**it is**,” a contraction, and you do not use contractions in formal writing.
12. In general you do not use commas after prepositional phrases. “In support of his position John gave two examples.” However, if you have several prepositional phrases before the main sentence you may set them off with commas to make it clear what relates to what. “In supporting his team for the finals, John wore a Shark’s shirt to school.”
13. Hyphens are used to join words that modify another word. For example, political-science professor, little-used car, pickled-herring merchant. Without the hyphens it might be hard to tell if the science professor was running for president, the used car was small, or the fish seller was drunk!
14. Abbreviations are only used for titles (Mr., Ms., Dr.) or standard suffixes (Jr., Sr., Ph.D.). States are abbreviated only when using a proper address, not in prose.
15. Numbers: spell out the word for numbers over two words, and all numbers that begin a sentence (One hundred fifty boys went to school.) Write out the numbers if over 100 (e.g., 101 because that would be “one hundred one”). Always use the numbers for percentages, money, road routes or scientific calculations.
16. Italics within a sentence should be used for titles of works (books, movies, plays, poems, television programs), but not for Bible or Constitution. Italics are also used for foreign words, such as *vis a vis*. Avoid foreign words unless you are very sure you are using them correctly.
17. None and neither are always singular words. They were originally contractions that became their own words – none= no one, not one, and neither = not either one. So, singular verb forms are used with none and neither.
18. The verb agrees with the subject number. “There is one child here.” “There are no children here.” The verb does not agree with the complement. “**None** of the boys **is** going to the game.”
19. Gerunds are always singular. “**Encouraging** good writing **is** important.”
20. Pronouns must match the noun and verb. “The doctors finished their rounds.” When you do not know the gender, use masculine. “The doctor finished his rounds.” Singular generic nouns must take “he” or “she.” Do not use “they” to avoid the gender problem!

[Executive Summary Guide]

Joe Student

Author. (date). *Title*. City, State: Publisher.

This author points out that recent acts of terrorism in Israel and the surrounding areas have prompted Israeli law makers to change gun laws and loosen requirements to own a pistol. [A ONE SENTENCE summary/introduction.]

Dorfner interviewed multiple Israeli citizens, including a Rabbi and an active IDF member, to determine whether or not the increase of people owning a gun would add to Israeli safety, or be more detrimental to society. The book provides two main arguments for and against civilian concealed carry and ownership. First, the book looks at the problem of “friendly fire”, a situation where one civilian kills another, believing he is the aggressor or terrorist. Second, the book points out that very few instances of friendly fire exist, while many instances of thwarted attacks have been reported. Dorfner looks at both arguments to determine that in the time of increased terrorist activity, friendly fire is a risk many are willing to take in order to protect themselves and their country.

The author came to his conclusion using data and statistics found in documents similar to an American census. He informs the reader of where most Israelis keep their guns, how many gun license applicants there have been over recent years, how much the average pistol costs, and how many Israelis own a gun. The author did use information collected by others in the form of multiple interviews of different related professions. [One or two BRIEF summary paragraphs.]

The major findings in the article include: [major elements bulletized]

- More Israelis are carrying weapons
- The Jewish holy day of Shabbat used to ban weapon carry, but Israeli officials have recently made it legal.
- A minority of Israelis actually own a gun.
- Acts of terrorism have occurred, causing many to apply for a gun license, more than can be processed in one day.
- Even though the risk of friendly fire exists, citizens are willing to take the risk to protect themselves and each other. [You may have up to 20 bullets that extend to the second page.]

The author’s conclusion is that while gun laws were made to be stricter after key incidents in the 1990’s, the loosening of gun regulation and licensing is necessary in order to help Israeli citizens protect themselves. [One to two sentence conclusion.]

Team Project Evaluation Sheet

TEAM Move	Participation in research	Contribution to the plan	Contribution to the presentation development	Participation in the presentation	Total
Phones					
Maximum Point Value	20	30	30	20	100
<My name>					
STUDENT SURNAMES					

Instructions:
Circle your team’s topic.
Type your last name in the box provided
List the last name of each student on your team, including yourself, in alphabetical order under the heading
Consider the following factors in assigning a numerical value:
1. The value of this student’s participation in each element
2. This student’s contribution was on time
Give each team member – including yourself – a score of 0 to maximum based on your evaluation.
Complete score sheet is due to the professor on Nov. 1, 2017.

Team Project Guide

For the purposes of this document the term ***project management*** is defined as

the application of knowledge, skills, tools, and techniques to achieve a specific goal, with a discrete beginning and end. Project management is accomplished through the appropriate application and integration of 47 logically grouped project management processes, such as human resources and risk management, which are categorized into five process groups. These five process groups are: initiating, planning, executing, monitoring and controlling, and closing. Due to the tremendous variance in organizational form, the supporting structures may exist in a variety of designs to support the five basic activities. This guide uses the five processes as the framework for managing the project development and implementation from beginning to end.

A sample checklist is provided to demonstrate the application of the project management methodology to the project development activities.

As with all project management-driven activities, the project development starts with the Initiation Process, which ends with the creation of the project's charter. The second phase is the Planning Process, which theoretically remains open until the closing process. However, due to the short time frame for the execution process, modification of the plan is not recommended except as an evolutionary process. Therefore, additional effort is required during planning to ensure the highest likelihood of success. This can be accomplished by including details of the project, as soon as they are identified, in the planning process.

Development of a project is a complex process that requires the coordinated participation of several departments within an organization, and possibly also outside organizations. The method for spreading this work among various groups is called the work breakdown structure (WBS). The project development work may be conducted using a WBS based on either a model previously created by your organization, or the Incident Command System's five part organization structure: management, operations, logistics, planning/intelligence and finance/administration.

Some organizations use project management for construction or development work, and may already use a project management software product. An internally known software package may provide structured guidance for organizing the various streams of work that have to be done in concert by different groups. Alternatively a timeline can be constructed using Excel, paper and pen, or any method that adequately collects the needed data.

Because there are multiple agencies involved in many projects, it is important to determine exactly which knowledge, skills and abilities (KSAs) will be used by each participant in this project. As the planning progresses it is possible that participants may wish to augment their KSAs, which may make the planning

process unmanageable. Therefore, documentation of KSAs and scope during charter development is critical.

When using the project management approach the project must be evaluated for its likelihood of success. This evaluation is known as ***risk management***, and informs the project developer about whether the project as designed is worth the investment in time and cost, and whether it is likely to achieve the desired outcomes. The location, equipment and activities should all be reviewed to ensure that all personnel involved can be successful during all phases of the project. The evaluation may include not only the risk management personnel but all participating personnel with knowledge of operational practices related to the project. Application of risk management will ensure that adequate staffing, resources and experienced safety and oversight personnel are present. If this level of support is not available for cost reasons, it is recommended that the scope of the project be narrowed.

PROJECT CHECKLIST

Initiation Process

- Identify Driver(s)
 - Contract
 - Specific wording concerning project.
 - Grant
 - What was stated in the grant/application?
 - Code/Legislative Requirement
 - What does the code/legislation state and require?
 - Political
 - For what specific purpose?
 - Internal
 - What is motivating this change?
- Identify Stakeholders
 - Establish Stakeholder's List
 - Name
 - Organization
 - Contact Information
 - Position
- Identify Funding Streams
 - Discretionary
 - General Fund - Budgeted for project
 - Grant Funding
- Identify Scope of Project
 - Who will be the lead agency?
 - Who are the participants?
 - General Services
 - IT
 - Telephone company
 - Planning Department
 - All city departments
 - Moving company
 - Equipment vendor
 - Call center
 - Residents/businesses
 - Public Service Center
 - Other?
- Establish Charter
 - Identify Project Director
 - Internal and External Restrictions
 - Funding restrictions
 - Timing restrictions
 - Identify Goal and Objective(s) of Project

Planning Process – Project

- Establish Design Team
 - Technical (field)
 - Procedural (management)
 - Legal
- Resources List and Their Sources
 - Handouts
 - Project sponsor
 - Location Description/Map
 - Existing Plans
 - Budget
- Plan Development
 - Goal/Objective(s) Addressed
 - Phasing?
 - Able to be accomplished within resources
- Human Resources Analysis
 - Where will the personnel come from for each task?
 - Which personnel will perform each task?
- Risk Analysis
 - List all possible risks to the success of the project
 - For each risk identify the mitigation measure: insurance, redundancy, other
- Location Set-Up and Tear-Down plan
(who brings what; sets it up/takes it down)
 - Personal desk items
 - Break room items, including refrigerator
 - Computers
 - Phones
 - Copy machines
 - IT-related wiring
 - New phone sets
 - Old phone sets
- Project Documentation
 - Print

Suggested Meeting Agenda Topics – Moving/ VOIP Project

Meeting 1

Goal and Objectives – Develop

Location – Identify options for phasing, overlap; hot site/cold site

Logistics/Support – Identify issues specific to this project

Meeting 2

Location – Report on the options, then select best option

Manager – Discuss evaluation tools for goal and objectives

Logistics/Support – Identify resources

Meeting 3

Location – Confirm date, time and point of contact for move/installation

Activity timeline – Complete and finalize

Manager – Ensure evaluation tools are synchronized and identify assignments

Logistics/Support – Confirm entities and commitment

Executing Process – Project

- Issue Project Documentation (as required)
- Begin Project
 - Document time project begins
 - Follow timeline, resource use
- Terminate Project
 - Document time project ends

Controlling Process – Project

- Controllers
 - Monitor and adjust project implementation
 - Interact with participants to address additional information requests
- Project Hot Wash
 - Conducted by Project Director
 - Include all participants, project staff, managers, project planners
 - Discuss project goal(s), objectives, actions taken, what went right/wrong, and areas for improvement
 - Document discussion
 - Thank participants for attendance
 - Collect Participant Feedback Form
- Controller Debrief
 - Conducted by manager immediately following Hot Wash
 - Ensure all management team are included
 - Discuss course of project events
 - Document conversation
 - Submit findings to Project Director

Closing Process – Project

- Project Director Reviews Documentation
 - Participant Feedback Forms
 - Evaluator Observation Forms
 - Notes from Manager Debrief
 - Notes from Hot Wash
- Prepare Draft Closing Report (**Search for an appropriate template online and modify to use**)
 - Incorporate comments related to goal and objectives
- Convene Closing Conference
 - Invite management team
 - Review draft Report
 - Create final Report
 - Establish list of action items for inclusion in the Improvement Plan
- Project Director Creates Improvement Plan
 - Each improvement element is tied to one of the core actions
 - Each improvement action is assigned to a specific organization with start/ending dates
- Project team uses improvement plan in future project execution

COUNCIL AGENDA:00-00-00

ITEM: xx

TO: HONORABLE MAYOR AND
CITY COUNCIL

FROM: Joe Student

SUBJECT: STAFF REPORT TITLE

DATE: 00-00-00

Recommendation

What your agency should do: adopt, continue, change or eliminate the program/policy. (1 sentence)

Background

Description of issue or program. This must include all the facts on which you will base your analysis. (not to exceed 3 pages)

Analysis

The impacts of this issue in the context of the political situation, community situation, societal concerns, preceding/ existing policies or programs; who were the stakeholders involved in the policy making and how was the balance of power represented in the final policy development outcomes? Demonstrate thorough and mature critical thinking **Be sure to acknowledge the pros and cons of your position and the existence of opposition, if any.** (4-5 pages)

Budgetary impacts

Costs and benefits to the agency of this policy, and how these are reflected in the community's/ organization's budget (1-1 1/2 pages- need not have specific dollar amounts if they are difficult to calculate.)

Public outreach

Was the public involved in the original decision? If so, how? If not, who made the decision and how was the public informed? Was there a Council presentation or discussion? Was there a vote taken in public? If so, was the voting body split or unanimous? Much of the voting information will be in the official minutes of



the public meeting, usually available at the City Clerk or Clerk of the Board's web page. How should the public be involved and informed this time? (1 page)

Conclusion

Summation of analysis in support of recommendation regarding the city/county's future policy/program: enlarge, stay the same, down size, eliminate/stop? DO NOT INTRODUCE NEW INFORMATION. (1 paragraph)