San José State University
POLS/MPA Program
PADM 214, Public Management, Fall 2019

Course and Contact Information

Professor:	Leonard L. Lira
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Office Hours:	Tue & Thur @ 4:30 – 5:45 PM, or by Appointment
Class Days/Time:	Thursdays, 6-8:45 pm
Classroom:	DMH 149A
Prerequisites:	Statistics

Course Format

In-Class; Seminar Style; Technology Intensive; Access to Adobe, Microsoft Office Word, Excel, and PowerPoint, Zoom, and Canvas required

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu (or other communication system as indicated by the instructor) to learn of any updates. **It is required that you set your Canvas email to the email you use so that you do not miss any updates or announcements**.

Course Description

A study of current principles and practices of effectively managing public service organizations. Emphasis on critical thinking, project management, and implementation processes.

This 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.

Course Goals

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 and well founded direction and guidance to changes in the public sector. This is assessed through the assessment of Team project and Staff 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 and the Staff Analysis Report;
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. Students will be able to be able to independently identify issues concerning management in the public sector and develop and subsequently defend well□founded proposals/solutions. This involves all phases of the management cycle: preparation, development, implementation, and evaluation. This is assessed through class discussions of cases, analytical memos, team project Decision Paper, 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 ethics elevator pitch, 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 analytical memos that will be presented both verbally and in written format.

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: .

*Levitt and Dubner. (2014). *Think Like a Freak.* New York, NY: Harper Collins. ISBN: .

Kopser, Joseph, and Bret Boyd. 2018. *Catalyst: Leadership and Strategy in a Changing World*. Seattle, Washington: Amazon Digital Services LLC. ISBN 978-1-5445-1015-6.

*Books may be borrowed from the library.

Other Assigned Readings will be provided on Canvas.

Recommended Readings:

Letourneau, Tamara Sue. *Mastering the Art: A Step-by-Step Guide to Writing a Quality Staff Report*. CreateSpace Independent Publishing Platform, 2017.

Swain, John W., Kathleen Dolan Swain, and Kathleen Dolan Swain. 2015. *Effective Writing in the Public Sector*. Routledge.

Library Liaison

Paul Kauppila. Paul.kauppila@sjsu.edu

Course Requirements and Assignments

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. If you have taken this quiz in the last 12 months (i.e. for PADM 210), then show me your grade and you will be excused from taking the quiz.

Contribution to Learning:

Students learn at least as much from one another as from their instructors in a collaborative learning community. I will probably learn as much, if not more from you. I consider each student's contribution to be a critical component of every course, so it also is a critical component of your grade. Students will contribute to learning via discussion and other in-class activities over the course of the semester. Attendance is not the primary method of measuring participation. But if students are not in class, they are not participating. Student participation in online discussion boards will count.

There is no "recipe" for conducting or evaluating class contribution, but we can isolate some of the characteristics of relatively successful or unsuccessful performances in this category. There will be a rubric attached to this assignment in Canvas. It provides a profile, or composite of characteristics within graded performances in class contribution. Not all must be uniformly present in a given class member or across every class session and conduct of individual participants over the weeks of a term frequently will combine attributes from multiple performance profiles. Therefore, while these profiles begin to speak to criteria at work in evaluating class contribution, they are not offered here as definitive benchmarks (hence not made to coincide exactly with numerical scales or grade equivalents) and are furnished only to dramatize some nuances in-class contribution behaviors, as well as distinctions made in assessing performances.

In the end, I score contribution using a combination of three modes of assessment: individual assessments (a student's development and progress during the term), comparative assessments (what members of the same section, or class, demonstrate is possible), and contextual assessments (what students whose work I have evaluated over the years suggests about the full spectrum of class contribution performances). You may not agree utterly with my scoring of your performance (and I do not ask you to agree), but I want you to have clarity about how I understand the process of assessing class contribution. See the Course Canvas Assignment page for a rubric on this assignment.

Professional Development Assignments: FEMA Independent Certificate Courses

Students will complete four FEMA Independent Study Courses as part of the course instruction. These can be found at https://training.fema.gov/is/crslist.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 (preferably pdf) and submit a copy of the certificate on Canvas.

Analytical Memo:

The purpose of the analytical memo is to distill a large amount of information down to the bare necessary pieces of information without losing any essential qualities of information necessary to inform decisions of leaders. This is a highly prized skill, that takes practice to develop. To support your practice in this skill each student will read three topical books related to the assignments. You will write an executive summary of two of the three books, 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 (See Appendix B). **One cannot achieve a grade of "A" on the summary without relating the book being analytically reviewed to the relevant issues presented in the textbooks, other provided readings, and classroom lectures and discussion on the topic.** This is an analytical summary, not just a summary or book review.

See the Analytical rubric on the Canvas Course Assignments page for how these assignments will be graded.

Team Project, Decision Memo, and Closing Report:

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.

See the Team Project Presentation and Team Project Management Report rubrics on the Canvas Course assignment page for how this assignment will be evaluated.

See appendix C for more guidance and format of Team Project Management Report.

In addition to the Team Project Management Report each student will write a decision memorandum recommending the decision that the individual student would recommend if he or she were the team leader.

Ethics Elevator Speech:

The ability to effectively present complex ideas in a succinct way is essential for today's public managers.

For your presentation, imagine that you are interviewing for a City Manager position, and the city council has asked you about your personal code of ethics. You will have 5 minutes to present your Ethics Statement to the city council. [This presentation is worth 100 points.] When your time is up (signaled by a timer) you must stop and sit down. Enthusiastic applause by the city council (your classmates) in response to your presentation is encouraged.

Each presenter will be graded based on the quality of their elevator speech. This includes the content of your presentation, as well as how well you communicated your ideas clearly and succinctly. Your peers also will provide you feedback. **There will be no slides or ppt for this assignment.**

Information Memo, Staff Report Presentation, and Staff Report

The class will form into 4 person staff analysis groups. Each group will identify a public management problem that local and state governments are facing and conduct a staff analysis of the problem. Individual members will write an information memorandum that provides facts in a clear and concise format that both informs the members of the staff analysis group and the professor about the topic of the staff report. The professor will authorize the topic after submission of the info paper. After collection of data and analysis, the groups will report the analysis in staff group report (i.e. white paper) and staff group presentation. See the appendices at the end of this syllabus for potential topics. Groups will conduct joint research and do a joint presentation of the research at the end of the course. However, students will conduct independent analysis and develop recommendations individually for their final reports. The staff report constitutes the culminating assessment experience, in lieu of a final exam. It will be due at midnight of the date that this course would be scheduled to complete a final exam.

See the information memo, staff report presentation & report rubrics on the Canvas Course assignment page for how this assignment will be evaluated.

Final Examination or Evaluation

This course uses the Staff Report as the final Culminating evaluation. Students are expected to apply all learning objectives into the completion of this assignment. The assignment is due by the end of the period as designated for the course's final exam scheduled period, found on the Registrar's website: http://info.sjsu.edu/static/catalog/final-exam-schedule-fall.html. (Thursday, December 12, 1715-1930)

Grading Information

Graded Items	Grade	Due
Contribution to Class Learning (other assignments as necessary added here)	**15 %**	
Student Profile	100 Points	29 AUG
Plagiarism Tutorial	100 points	26 SEP
Contribution to class discussion & learning	100 points	6 DEC
Analytical and Professional Development Assignments:	**25%**	
FEMA Independent Studies x 4	100 points	12,19 SEP; 31 OCT; 7NOV;
Executive Summaries - Think Like a Freak	100 points	5 SEP
Executive Summaries – Between a Dog and A Fire Plug or Catalyst	100 points	31 OCT; 14 NOV
Ethics Elevator Speech	100 points	21 NOV
TEAM Project Assignments:	**30%**	
Presentation (Group Grade)	100 points	24 OCT
Team Project Decision Memo (Individual Grade)	100 points	24 OCT
Team Report (Group Grade)	100 points	31 OCT
Team Peer Evaluations	100 points	31 OCT
Staff Analysis Group Assignments:	**30%**	
Staff Report Information Memo (Individual Grade)	100 points	10 OCT
Staff Report Presentation (Group Grade)	100 points	5 DEC
Staff Report Paper (Individual Grade)	100 points	12 DEC
Total	**100%**	

Mapping Assessments to CLOs, PLOs, & ULGs in PADM 214			
Assessment	Course Learning Outcomes	Program Learning Outcomes	University Learning Goals
Contribution to Learning	1 - 5	1 - 5	1 & 3
Professional Development	1 & 4	1 & 4	2
Written Memo Assignments	1, 3, 4, 5	1, 3, 4, & 5	1 & 3
Ethics Elevator Pitch	1	1	1
Team Project	1, 2, 4	1, 3, 4 & 5	3 & 4
Staff Report	1 - 5	1 - 5	1, 3, 4, & 5

Grade Values

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

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.

Required Policy Statements

Please review of the following sources and policies:

- *University Syllabus Policy S16-9* at http://www.sjsu.edu/senate/docs/S16-9.pdf.
- Office of Graduate and Undergraduate Programs' *Syllabus Information web page* at http://www.sjsu.edu/gup/syllabusinfo/

The *University Policy S16-9*, Course Syllabi (http://www.sjsu.edu/senate/docs/S16-9.pdf) requires the following language to be included in the syllabus:

"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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

PADM 214 Public Management, Fall 2019, Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 22	**Topics**: **Welcome & Course Introduction; Leadership & Management: From Theory to Practice** **Reading:** Syllabus, Rainey Ch. 1 & Kenneth J. Meier and Laurence J. O'Toole, "Comparing Public and Private Management: Theoretical Expectations," *Journal of Public Administration Research and Theory* 21, no. suppl_3 (July 1, 2011): i283–99. **Assignment & Deadlines**: Complete required readings; Be prepared to lead a discussion on any of the article (in detail) in class.
2	Aug 29	**Topic: Communication - Writing, Speaking, & Listening** **Reading:** Emerson et al, App. B; Course Syllabus Appendices, Optional readings: Letourneau, *Mastering the Art*; Swain et al., *Effective Writing in the Public Sector* **Assignment & Deadlines:** Student Canvas profile
3	Sept 5	**Topic: Critical Thinking& Critical Reasoning** Thought questions: Why does good critical thinking matter? What aspects of public management require good critical thinking skills? **Reading:** Rainey, Ch. 4; Paul & Elder, Critical Thinking: Concept and tools; Levitt & Dubner, *Think Like a Freak* **Assignment & Deadlines:** *Think Like a Freak* Analytical Memo; Staff Groups prepared to actively participate in the Class discussion of *Think Like a Freak*
4	Sept 12	**Topic: Decision Making, Planning, Strategy and Risk Management** **Readings:** Rainey, Ch. 7; Emerson et al, Ch. 5 & 6; H. R. Yarger, Chapter 3: "Toward a Theory of Strategy: Art Lykke and the US Army War College Strategy Model," in the *US Army War College Guide to National Security Issues* 1, edited by J. Boone Bartholomees, Jr. (2010): 45–51. **Assignments Due:** FEMA Course 241.B – Decision Making and Problem-Solving Certificate
5	Sept 19	**Topic**: **Project Management** Guest speaker: Dan Goodrich, MPA, Mineta Transportation Institute **Readings:** Emerson, Ch. 9; Review the PMBOK Guide, Sixth Edition. **Assignments Due:** FEMA course 454 – Fundamentals of Risk Management.

Week	Date	Topics, Readings, Assignments, Deadlines
		Certificate due at 6pm today; Request library study rooms for team work.
6	Sept 26	**Topic: Research resources For Public Managers** Library Orientation – Paul Kauppila ** Project Management Initiation Process MTG 1 Following the orientation, you 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: 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; **Readings:** Syllabus Appendix, The project management guide in this syllabus **Assignments Due:** Plagiarism Tutorial
7	Oct 3	**Topic: Project Management Meeting 2** Complete/assign all remaining Planning items. **Readings: N/A** **Assignments Due:** All Team Designated Due outs from 1st Project Meeting.
8	Oct 10	**Topic: Negotiations, Collaboration and Team Building** Dress casual and relaxed. Not gym clothes, but something that will let you conduct physical activity comfortably **Readings:** Rainey, Ch. 5, “Collaboration in Public Management, pgs. 141-144; Rainey, Ch. 12; Emerson et al., Ch 10, “The Negotiation Process”, pgs. 116- 224; Vincent Gooden, “Contracting and Negotiation: Effective Practices of Successful Human Service Contract Managers,” *Public Administration Review* 58, no. 6 (December 11, 1998): 499–509. **Assignments Due:** Staff Report Information paper.
9	Oct 17	**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,

Week	Date	Topics, Readings, Assignments, Deadlines
		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?) NASPAA Conference 16-19 **Readings:** N/A **Assignments Due:** All Team Designated Due out from 2nd Project Meeting.
10	Oct 24	**Topic: Team Project presentations:** 1. Moving the planning department to the New City Hall 2. Installing new VOIP phones in City Hall **Readings:** N/A **Assignments Due:** Team Presentation & Individual Team Project Decision Memo
11	Oct 31	**Topic: Civic Engagement and Cultural Competency** **Readings:** Rainey Ch. 5; Emerson Ch. 4 **Assignments Due:** FEMA Course IS-242.B – Effective Communication;_Team score sheets and Team Reports due by 6pm today
12	Nov 7	**Topic: Leadership and Influence** Class discussion of *Caught Between the Dog and the Fireplug* 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? **Readings:** Emerson et al., "Leadership Management Development," pgs 184-188; Rainey Ch. 11; and Rainey Ch. 12; Ashworth, *Caught Between the Dog and the Fireplug* **Assignments Due:** *Caught* Analytical Memo due by 6 pm today; FEMA course IS 240.B. – Leadership and Influence Certificate due at 6pm today.
13	Nov 14	**Topic: Change Management** Class discussion of Kopser's and Boyd's Catalyst **Reading:** Rainey, Ch. 13; Kopser-Boyd, *Catalyst* **Assignment Due:** *Catalyst* Analytical Memo due by 6 pm today
14	Nov 21	**Topic: Ethics and Integrity** **Readings:** Emerson Ch. 3. Hubbard, E. (2017). Message to Garcia. Message to Garcia, 1. Retrieved from https://search-ebscohost-

Week	**Date**	**Topics, Readings, Assignments, Deadlines**
		com.libaccess.sjlibrary.org/login.aspx?direct=true&db=ulh&AN=21213188&site=eh. (Audio: https://youtu.be/p4pgzs2C8jk) **Assignments Due:** Ethics Elevator Pitch
15	Nov 28	*****NO CLASS DUE TO THANKSGIVING BREAK*****
16	Dec 5	Staff Report presentations 1, 2, 3, 4 & 5

Syllabus Appendices

Appendix A

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!

Appendix B: Writing Assignment Descriptions

Information Paper

As stated earlier, an information paper provides facts in a clear and concise format to briefly inform leaders. Information papers are often used for used in a discussion paper or trip book to bring the leader up to speed on a particular issue. They are normally only 1 page long and provide enough information for the leader to digest and understand the issue on a cursory level.

Format:

INFORMATION PAPER

Office/Agency Name
Full Date

SUBJECT: Information Paper Format

1. Purpose: To provide guidance on the preparation and use of an information paper.

2. Facts:

a. An information paper provides facts in a clear and concise format (e.g., for use in a discussion paper or trip book.) The format may be altered to meet a specific need.

b. Include the subject and the purpose. Paragraphs will contain only the essential facts concerning the subject. Papers will be self-explanatory and will not refer to enclosures except for tabular data, charts, or photographs.

c. Papers should not exceed one page in length and need not be signed but must include the staff member's name and telephone number in the lower right corner. Include an approval line below the staff member's name and number to indicate agency approval by principal, deputy, or director (initial, if possible).

d. Avoid using acronyms and abbreviations. Except for those that are familiar outside of your agency/office (e.g., DoD, US, CA, etc.)

e. Avoid using sensitive or classified information when it does not contribute to understanding the issue.

f. The preparing agency will furnish the requesting official an original and one copy.

g. The information paper is also a medium used to provide data for trip book for government leaders and officials.

h. Each local, state, or federal agency will have their own format for an information paper. Modify this one to match the requirements of your agency.

Staff Members Name / Phone #
Approved by: Name / Phone #

Analytical memo:

An analytical memo isn't a summary. Though this may seem obvious in theory, it's more difficult in practice. If you read your memo and it sounds a lot like a book report, it's probably only summarizing events or issues.

One way to figure out if you're summarizing instead of analyzing is to look at your support. Are you simply stating what happened, or are you providing a critical analysis of the information?

In short, this type of memo requires you to apply critical analysis of a topic or source material and distill it for more than a cursory level of information by leaders or heads of agencies. This helps shed light on the larger picture, and inform future decision making processes. A well-written analytical memo reflects attention to purpose; it is well organized; and it has a clear, concise style.

Determining and responding to your audience

In most cases, you will know the audience for your work because you have been hired by that individual or organization. Think carefully about the needs and expectations of your audience. For example, if your audience is an elected official seeking analysis on a highly technical matter, you should generally assume that the official lacks substantial technical expertise. You will need to define technical terms and provide enough background about the situation you are discussing that such a "lay" audience can grasp your arguments. On the other hand, if you are writing for a technically trained audience, you will waste time and energy providing background information that your readers already know.

Organizing an effective analytical memo:

Introduction

One distinguishing characteristic of an analytical memo is that a summary of the document's conclusion(s) and/or recommendation(s) is placed right at the beginning of the memo.

Remember that the purpose of the document is generally to provide your audience advice about a particular topic, decision, project, or policy stance. Thus, you open the memo by summarizing the problem or situation about which you are writing, and by providing a very brief summary of the conclusions/recommendations you have reached during your analysis. The rest of the memo is designed to support the conclusions or recommendations you present.

Background

Keeping in mind that different audiences need different amounts of background information (see above), follow your introduction with a concise summary of any historical or technical information that your audience needs to understand the arguments you are building. (It may be that no background information is needed at all.)

Supporting arguments or analysis

Once you have set the stage for your audience, show how this information leads logically to the conclusions/recommendations you have provided.

Style and format

Your ideas will be no more meaningful to the reader of your memo than you are able to make them. Meaning is not just embellished by style; rather, the two must function together. Muddled writing reflects hazy thinking. Your prose should be simple, clear, and easy to read; you will confuse, not impress, your readers with sophisticated vocabulary. Your reader should be able to describe your conclusions and the general arguments you used to reach them after only one reading of your memo.

Some tips on achieving an effective writing style:

(1) Choose the simplest words available to express your ideas. When discussing technical information avoid the use of jargon--or at least define your terms clearly.

(2) Make your sentences "active"; avoid phrases such as "there are" or "it is."

(3) Use one paragraph to develop one idea or argument. Make that idea or argument explicit within the first one or two sentences of the paragraph.

(4) PROOFREAD CAREFULLY. Don't distract your readers from the content of your memo with poor spelling or grammar.

The format of the memo should be as follows:

(1) Memos must be typed on 8.5 X 11" or A4 paper with margins of one inch on all sides. (digital version for this course only please).

(2) Paragraphs should be single-spaced and should be separated by a double space.

(3) **Memos may follow the Information paper format**. You may use any standard conventions for the layout of your memo, including numbering, bullets, indentation, etc. Do address the memo to your audience at the top of the page.

Length

The length of your policy memo assignment will be no more than 2 pages. Do not exceed this length limit! I am enforcing this rule for several reasons:

(1) I assume that you will continue to write persuasive documents for clients and/or colleagues in the future. Like you, most of these people are busy. They rarely have time to review lengthy documents; these generally wind up unread in a filing cabinet or waste basket. I'm hoping to help you craft documents that are concise and of use to your clients or colleagues.

(2) Confining yourself to a particular page limit encourages careful editing, establishing priorities, and paring your arguments down. In general, these practices also improve the flow and impact of your writing.

(3) Tightly written memos have a much better chance of influencing others toward a particular point of view.

Decision Memorandum:

Use a decision memorandum to obtain decisions from a Director, Agency Head, or Board of Directors. Prepare this special-purpose action in plain paper memorandum format in accordance with your jurisdictional agency's policies or standards of operating procedures. For this class you will use the San Jose City Format (found on their website). Do not exceed two pages, excluding supporting documents.

a. General. Use of 1-inch margins for the plain paper memorandum. Font should be Times New Roman, size 11 or 12. The memorandum content should represent the complete situation, without relying on enclosures. Summarize issues and reserve enclosures for a detailed analysis or explanation of the summary presented in the memorandum. If enclosures are necessary, identify enclosures contained at tabs in the body of the decision memorandum. Keep information in the memo brief, with a purpose statement, short background summary, and coordination.

b. Format of the decision memorandum.

(1) Office/Agency name. Type the office symbol of the proponent office at the left margin, 1-inch below the top of the page.

(2) Date. Type or stamp the date of the decision memorandum at the right margin on the same line as the office symbol.

(3) Address. Address the decision memorandum FOR the person making the decision.

(4) Paragraph 1, Decision. Paragraph 1 states: FOR DECISION. Indicate who is the decision maker.

(5) Paragraph 2, PURPOSE. In one concise sentence state the action to be taken (for example, "To gain Director's approval of the issues developed at the Watershed Conference held at Santa Clara convention Center, 23-24 Oct 20XX).

(6) Paragraph 3, RECOMMENDATION(S). This paragraph contains specific recommendations; for example, "The Director sign the enclosed memorandum." Under each recommendation type:

"APPROVED_________ DISAPPROVED_________ SEE ME_________"

(7) Paragraph 4, BACKGROUND. This paragraph explains the origin of the action and conveys assumptions and facts necessary to understand the recommendation. Present facts as a chronological summary of actions or events leading to or bearing on the issue.

(8) Paragraph 5, DISCUSSION. This paragraph lists/assesses the alternatives considered. Assess the alternatives considered for the decision in terms of advantages and disadvantages. Include documents that support the recommendation as enclosures at tabs. Summarize their key points in the decision memorandum.

(9) Paragraph 6, IMPACT. This paragraph indicates impact of the recommended decision. A staff action may have an impact on personnel, equipment, funding, stationing, etc.

(10) Paragraph 7, COORDINATION. This paragraph indicates with whom and when the action was staffed. Indicate concurrence/nonconcurrence by

lining through the word that does not apply. Type or write the name and title of the individual who gave the feedback on the blank to the left of CONCUR/NONCONCUR. Type or write the date the individual provided feedback in the blank before DATE. Prepare each line as follows:

ORG___________CONCUR/NONCONCUR _______DATE

(11) Paragraph 8, Point of Contact. Include POC name, title, telephone number, and e-mail address.

(12) Second page. If a decision memorandum is longer than one page, at the top of all continuation page, type the office name at the left margin, 1 inch from the top edge of the paper, and the subject line on the next line below the office name. Begin typing the text on the third line below the subject line.

Appendix C

Team Project Management Guidelines

Team Project Evaluation Sheet

TEAM Move Phones	**Participation in research**	**Contribution to the plan**	**Contribution to the presentation development**	**Participation in the presentation**	**Total**
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.

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.

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]

Team Project Decision Brief: (See PPT format on Canvas)

Project Closing Report (Use the general outline below or search the internet for an appropriate template online and modify to use)

- Executive Summary
- Introduction
- Facts and Assumptions
- Key Data and Methodology of Analysis
    - COA developed
    - COA Testing
        - FAS analysis results
        - Evaluation Criteria for remaining COAs
    - COA comparison
    - COA Selection
    - COA Analysis (Wargaming)
- Required Resources
- Projected Budget
- Project Timeline
- Risk Analysis and Risk Management Plan
- Other Challenges and solutions
- Report Conclusion

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

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 **(Use the general outline below or search the internet for an appropriate template online and modify to use)**
  - Executive Summary
  - Introduction
  - Facts and Assumptions
  - Key Data and Methodology of Analysis
  - Required Resources
  - Projected Budget
  - Project Timeline
  - Risk Analysis and Risk Management Plan
  - Other Challenges and solutions
  - Report Conclusion
    - Above format based on "How to Write a Project Management Report" @ https://www.wikihow.com/Write-a-Project-Management-Report
  - ☐ 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

Appendix D

Staff Analysis Report Guidance

Staff Report Presentation: Each Staff Analysis Group 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 facilitated by the staff group with the class. Staff group should engage the class with 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 submitted on CANVAS by noon on the day prior to the presentation class for loading on the professor's laptop. Everyone will use the same laptop to conserve class time.

Staff Report format (in memo format, following Letourneau's format):

- Recommendation
    - What your agency should do, adopt, continue, change or eliminate about the program/policy
- Background
    - Problem statement & description of issue or program. This must include all the facts on which you will base your analysis.
- 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.**
- Alternatives
    - It is necessary to thoroughly analyze all alternatives and state the consequences of such actions as objectively as possible.
- Budget/Fiscal Review
    - 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?
- Legal Review
    - A Determination if a legal review is necessary. Why or why not?
- 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)