

Public Management

PADM 214-01 / URBP 214-01

Class #48272 / Class #48583

- Instructor:** Donald K. Anders, M.Ed.
- Schedule:** Fall 2009 Wednesdays 6:00P – 8:45P August 26 – December 8, 2009
plus final exam.
- Classroom:** Clark Building 318
- Office Location** Clark Hall 404-D
- Office Hours:** 5:15-6:00P on class days, and after class when requested
- Instructor Phone:** (408) 476-9042
- Instructor Email:** padm214@yahoo.com
- Prerequisite:** Statistics, and Instructor Consent.
- Syllabus changes:** Please note that any changes to the syllabus during the semester will be made with fair notice. State furlough days may impact the schedule.

Course Description:

The successful 21st century public service manager (leader and executive) must have discipline, mastery, flexibility, creativity, and sensitivity regarding responsibilities that include, but are not limited to:

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| <input type="checkbox"/> Fiscal management | <input type="checkbox"/> Renewed focus on values and ethics |
| <input type="checkbox"/> Community and stakeholder collaboration | <input type="checkbox"/> Media relations |
| <input type="checkbox"/> Crisis and priority management | <input type="checkbox"/> Special interest pressures |
| <input type="checkbox"/> Legal sanctions | <input type="checkbox"/> Change management |
| <input type="checkbox"/> Risk assessment and management | <input type="checkbox"/> Human resource management and collective bargaining |
| <input type="checkbox"/> Team building and coaching | <input type="checkbox"/> Policy development and implementation |
| <input type="checkbox"/> Economic awareness | <input type="checkbox"/> Accountability and creating public value |

A student of public management need only read contemporary headlines or professional journals, or attend a local government meeting, to appreciate the fact that the above skill sets combine, in part, to determine the success (or not) of a public manager and leader. In addition, a manager's appreciation for the art of "gaming out" and giving consideration to intended, and potential unintended consequences, can only serve to benefit the decision making and managerial process. The adage of "ready-fire-aim" rarely has a place in public service when limited resources, organizational ethics, community values, and intense checks and balances are part of the equation. At the same time, circumstances and public dynamics are changing so rapidly, a public manager cannot afford the luxury of delayed study, or "paralysis analysis." There is often too much at stake. In addition, with the advent and evolution of sunshine laws and policies, a public

manager will find no quarter to shield them from the managerial and leadership decisions the public trust, and very interested stakeholders, have placed upon them. *It may well be that never in modern history has it been more important for public managers to “get it right.”*

It is the purpose of this graduate course to provide the students with an *active learning environment* that facilitates the understanding of managing in public service organizations. As outlined in the SJSU course catalogue, PADM 214 Public Management will be:

- A study of current theory, techniques, and practices for effectively managing public service organizations, (with) emphasis on planning, implementation, and evaluation processes.

Required Texts

Newell, Charldean, editor, The Effective Local Government Manager, (2nd or 3rd edition), International City/County Management Association, Washington, D.C., 2004

Banovetz, James M., editor, Managing Local Government: Cases in Decision Making, (2nd edition), International City/County Management Association, Washington, D.C., 1998

Student Learning Objectives

1. Understanding the evolution and renewal, characteristics, complexity, ethics, leadership responsibility, and political awareness of a public manager.
2. Understanding the community collaborative process, supporting stakeholders and community leaders, critical nature of foresight and vision, community assessment, and characteristics of successful community interaction.
3. Understanding the role of a public manager when facilitating effectiveness and efficiencies in public service, and creating public value.
4. Understanding the public managerial role in developing, shaping, planning, promoting, and leading the future of the community they serve.
5. Understanding the synergy of bringing multiple public management resources together to best serve the community.
6. Understanding the processes and considerations associated with policy development, implementation, evaluation, and essential characteristics of human resource management and leadership.
7. Understanding the complex dynamics, risks, challenges, benefits, and successful approaches to working with sub-organizations within the manager’s community and external to the community or governance body.

Course Requirements

This is a graduate-level course of instruction. The students should anticipate an active and engaging learning environment, with appreciation that some of the very best learning and understanding occurs when students collaborate, discuss, plan, and present in the classroom environment. Methods of instruction will include, but may not be limited to:

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| □ Lecture | □ Video |
| □ Group discussion and presentation | □ Question and answer |
| □ Brainstorming | □ Short in-class writing exercises |
| □ Case studies | □ Facilitated discourse |
| □ Guest speakers | □ Role playing |

Congruent with the tentative course schedule, students will be assigned reading material from the subject matter book (Newell) and the case study book (Banovetz). In addition, they may be assigned reading or observation outside of the two required texts, such as Internet posted articles or journals, press stories, or view Internet video of government proceedings and associated reports. Students are expected to read the assignments in advance of the next class meeting, to the extent they are prepared to actively contribute and participate in small group discussion, or answer questions about the reading material during class. Questions the student may anticipate from the reading of the subject matter and case studies will periodically be provided in advance. Homework assignments will be made, particularly directed toward questions associated with the assigned reading.

Students can anticipate group discussion and class presentation on a variety of course topics. Often, reading material such as articles will be provided during class for quick review, discussion, presentation, and debate.

Frequently, students will be challenged to role play a particular function that represents the role of a public manager or stakeholder.

Case studies (Banovetz) will be assigned as indicated on the tentative course schedule. Each student will have an opportunity to present two case studies to the class.

- The first case study (#1) will be done *individually*. The student will be assigned a case that relates to the current course topic. A paper will be required in a format that highlights a summary of the case, the comprehensive issues, and answers to assigned questions from the discussion section of the case chapter, plus any additional questions posed by the instructor. Finally, the format should provide a conclusion regarding the student's opinion about optional outcomes or a singular outcome. The student will be required to make a short presentation to the class outlining the content of their paper.

A particular case may be assigned to more than one student, however, different questions will be assigned to each student. If the same case is assigned, the class presentations on the case will occur separately, but on the same date.

Specificity and writing guidelines will be provided during the semester.

- The second case study (#2) will be done in a *group environment*. This process is often referred to as "gaming." Students will be assigned to a small project group and provided a case assignment. Each student will be assigned a specific stakeholder role (e.g. community member, mid-level department manager, politician, editor of the local community blog), and asked to research their role as it relates to the case. Each student will write a paper highlighting a summary of the case, the comprehensive issues, and a representation of the perspective-paradigm-view of their assigned stakeholder role. The group will make a classroom presentation, role playing their assignments, with an effort toward advocating their position, collaborating, contributing with data and information as it relates to their role, ultimately seeking some type of decision, consensus, or determination. Each group presentation will be facilitated by the instructor.

A group paper (#3) will be submitted at an assigned date following the class presentation. The paper should represent the format of a typical public service memorandum, research, or policy paper.

Specificity and writing guidelines will be provided during the semester.

In summary, students are expected to be prepared in advance of each weekly class, actively participate during class (small group discussion-in class writing-Q&A-classroom presentations-role playing), complete homework related to the reading or study assignments (typically written responses to questions related to the readings or similar assignments), complete two papers on different cases, actively contribute to a third group project paper, and complete the midterm and final exams.

Midterm and Final Exams

Review of material will occur in the classroom the week prior to each of the two exams. Both exams will be a combination of multiple choice / T-F / fill-in questions, but primarily written analytical blue/green book responses. The blue/green book prep material will be provided to the students in advance of the exam. The final exam will represent the coursework of the entire semester. The due date of the final exam will be congruent with the university final exam calendar.

Grading Components

Class and Group Participation	15 Points
Homework	12 Points
Individual Case Paper and Presentation	15 Points
Group Project Case Paper (Individual) and Presentation	15 Points
Group Project Final Paper	8 Points
Midterm Exam	15 Points
Final Exam	20 Points
Total	100 Points

Grade Values

A+	98 and above	A	93-97
A-	90-92	B+	88-89
B	83-87	B-	80-82
C	75-79	D	70-74
F	69 and below		

University, College and / or Political Science Department Information

- University Policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”
- Academic Integrity Statement from the Office of Student Conduct and Ethical Development: “Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. The policy on academic integrity can be found at http://sa.sjsu.edu/student_conduct
- Campus policy in compliance with the Americans with Disabilities Act: “If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC to establish a record of their disability.” Also note that special accommodations for exams require fair notice to the testing office and must be submitted to the instructor well in advance of the exam date.
- Dropping and Adding: You are responsible for understanding the policies and procedures about add / drops, academic renewal, and other information that can be found at http://sa.sjsu.edu/student_conduct Please remain aware of deadlines and penalties.
- A definition of plagiarism can be found at http://sa.sjsu.edu/student_conduct
- If you would like to include in your papers any material you have submitted, or plan to submit, for another class, please note that SJSU’s Academic Integrity Policy F06-1 requires approval by instructors.

From the Instructor

I strongly encourage you to take advantage of my office hours. In addition to my specifically posted office hours, I am available to meet or communicate by arrangement. Please DO NOT hesitate to contact me via email or phone as listed on the first page of this syllabus!