

**San José State University
COSS/POLS/MPA Program
PADM 214, Public Management, Spring, 2016**

Course and Contact Information

Instructor:	Frances L. Edwards, MUP, PhD, CEM
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Office Hours:	Monday 4:00 pm-5:30 pm; Tuesday 4:00 pm – 5:30 pm
Class Days/Time:	Tuesday, 6-8:45 pm
Classroom:	Dudley Moorehead 149A

**NOTE: THIS IS A GREEN CLASS
ALL PAPERS WILL BE SUBMITTED ELECTRONICALLY
THROUGH THIS E-MAIL ADDRESS ONLY!
NO HARD COPIES ACCEPTED!!**

Course Description:

Intended for persons working in or preparing for professional careers in government or non-profit agencies, this seminar emphasizes the activities of professional administrators.

- Describes the theory and application of public management practices, emphasizing critical thinking, project management skills, leadership of public organizations and applications.
- Uses a combined lecture/case study/seminar/guest speaker format, emphasizing students' critical analysis of readings, and application of theory to real situations.
 - *Lectures and Self-Studies* provide foundation information and theories regarding public management
 - *Guest speakers* provide insight into real world experiences in public management, including leadership and project management
 - *Case studies* allow students to examine common real world events and apply the foundation information and theories to those events
 - *In-class projects* allow students to practice the skills of critical thinking and project management

Throughout the course we will use practical situations to evaluate the connection between theory and practice.

Course Goals and Student Learning Objectives

GOAL: To educate public administration and non-profit professionals about critical thinking, decision making, leadership and project management in public and non-profit administration.

OBJECTIVES:

1. Ensure that the student can lead and manage in public governance. This is assessed through the development of a project management report.
2. Analyze, synthesize, think critically, solve problems and make decisions. This is assessed through class discussions of cases and the final project.

COURSE CONTENT LEARNING OUTCOMES:

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

LO1- Lead and manage in public governance: Apply the project management approach to public management models

LO 2 – Lead and manage in public governance: Manage projects

LO 3 – Articulate and apply a public service perspective: understand Big Data challenges

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

SLO 1- Think critically about public and non-profit agency challenges and find solutions

SLO 2 - Provide leadership in public and non-profit agencies

Required Texts/Readings

Textbooks

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

Ashworth. (?) *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

Other Readings

To be provided by the instructor.

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, which you must cut and paste and e-mail to me by the due date. All students must pass the tutorial with a **grade of 80 or better**, or re-take it.

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 e-mail me a copy of the certificate. You will receive 5 points for each certificate.

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, *principally bulleted***. 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 textbook and other provided readings 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.	2
b) The comprehensiveness and care with which the summary describes the main points of the book.	2

c) The appropriate application of concepts from <i>readings to the summary</i> .	2
d) The quality of critical thinking demonstrated in the selection of bullet points and the conclusion.	4
TOTAL	10

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, as shown above. 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 will be provided that lists the steps and their elements. Each team will jointly create a report documenting the 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. Each team may use charts, PowerPoint or other materials to support the presentation. 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.	2
b) The comprehensiveness and care with which the summary describes the main points of the book.	2
c) The appropriate application of concepts from <i>readings to the summary</i> .	2
d) The quality of critical thinking demonstrated in the selection of bullet points and the conclusion.	4
TOTAL	10

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
a) The professionalism with which the staff report is presented: clarity, appearance, grammar, spelling, appropriate word choice, "voice"; citations correct.	2
b) The comprehensiveness and care with which the summary describes the problem, the analysis and the suggested response/solution.	3
c) The appropriate application of concepts from <i>class discussion and readings to the analysis</i> .	4
d) The quality of critical thinking demonstrated in the report.	4
e) The use of APA citations and reference list	2
TOTAL	10

EACH STUDENT WILL WRITE AN INDEPENDENT PAPER

Only the PowerPoint presentation will be prepared jointly.

Topics Report PADM 214

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 Town of Los Gatos is trying to decide whether to ban plastic bags in its stores. They note that Palo Alto, San Jose and Sunnyvale have such bans, and maybe other cities in the county. What is the cost/benefit of the existing programs? You

have been assigned to research the problem and make a recommendation to the City Council.

2. The City of Milpitas is trying to decide whether to ban Styrofoam take-out food containers from its restaurants. The City of Cupertino has such a ban, and maybe other cities in the county. What is the cost/benefit of the existing programs? You have been assigned to research the problem and make a recommendation to the City Council.
3. The City of Cupertino wants to determine the value of the induction street lighting that was installed a few years ago. Has it proven cost effective? Was it a better choice than the LEDs that would have required new poles? You have been assigned to evaluate the street lighting program for environmental benefits and cost/benefits to the city thus far, and write a report to the City Council.
4. 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.)

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 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 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.
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.
7. The City of Los Altos has received numerous complaints about people walking their dogs off leash in public parks and along the town center streets. How should the police officers respond to complaints from callers about off-leash dogs? Mountain View currently permits off-leash dogs in some parks. Should the City

Council take any action? You have been assigned to research this issue and write a report to City Council.

8. AB 109 has been in place for 3 years. 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. 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 advisory committee, and evaluate the changes, and write a report of your findings to the Board of Supervisors.

Health

9. The City of Gilroy is considering levying a sugared beverage tax to try to stop children from drinking so much soda and juice to try to fight obesity. Would this be an effective program? What has happened in other Bay Area cities that tried a soda tax? Are there any national studies on such taxes and whether they are effective? Do soda sales go down? Are merchants hurt? You have been assigned to review reports from other communities and other areas and write a report to the City Council.
10. The City of Palo Alto wants to ban the sale of single serving plastic water bottles on the grounds that such water is unregulated and may be unsafe. They are also concerned about the impact on the environment. They are not sure if they can take such an action. You have been assigned to research these issues, determine the possible cost/benefit of a plastic water bottle ban, and write a staff report to the City Council.

Seminar Presentation:

Each presentation team must prepare **exactly 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

Class Participation	10 points
Plagiarism Tutorial	5 points
FEMA Independent Studies 4 @ 5	20 points
Team Project – Moving the Department; Installing Phones	10 points

Executive Summaries- Between a Dog and A Fire Plug	10 points
Executive Summaries – Big Data	10 points
Executive Summaries – Think Like a Freak	10 points
Individual Staff Report	15 points
Staff Report Presentation/PPT	10 points
Total	100
Extra credit for joining ASPA, www.aspanet.org ; Student electronic rate recommended. Proof of membership with member number due by March 15, 2015.	5 points

Grade Values

A+	98 and above
A	92-97
A-	90-91
B+	88-89
B	82-87
B-	80-81
C+	78-79
C	75-77
D	70-74
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.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

Common courtesy and professional behavior dictate that you notify someone when you are recording him or her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your **private, study purposes only**. The recordings are the **intellectual property of the instructor**; you have not been given any rights to reproduce or distribute the material.

Likewise, you must obtain the written permission of any guest speaker and every class member if you will be recording presentations or class discussions.

Students desiring to record any part of any class must justify the need to record the material and obtain the instructor's written permission. Students with functional limitations should obtain a letter from the Accessible Education Center.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, PowerPoint shows or homework solutions without the specific written instructor consent.

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct) is available at <http://www.sjsu.edu/studentconduct> **Sanctions for academic dishonesty in this class include a failing grade, regardless of previous class standing and grades accumulated to that point. University sanctions will be in addition to failing this class.**

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a mobility or functional limitation, or if you need to make 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with such limitations requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the

instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](#) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](#) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](#) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](#) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on

Facebook. (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

PADM 214 / Public Management, Spring 2016 Course Schedule

This schedule is subject to change with fair notice through the class e-mail account.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Feb 2	<p>Welcome!</p> <p>Self-introductions, syllabus review, executive summary review, staff report format review, project management guide review.</p> <p>Final project topics selected.</p> <p>Project management teams formed and topic selected/assigned.</p> <p>Reading: syllabus.</p>
2	Feb 9	<p>The Context of Public Management: Government Structure and Organization</p> <p>Reading: Emerson Chapt. 1 & 2</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>
3	Feb 16	<p>Tools for Public Managers: Critical Thinking</p> <p>Readings: Levitt, <i>Think Like a Freak</i> & to be provided</p> <p>Assignment: <i>Think Like a Freak</i> executive summary due by 6 pm today</p> <p>Class discussion of <i>Think Like a Freak</i>.</p> <p>FEMA Course 241.A – Decision Making and Problem Solving Certificate due by 6pm today.</p> <p>Thought questions: Why does good critical thinking matter? What aspects of public management require good critical thinking skills?</p>
4	Feb 23	<p>Tools for Public Managers: Project Management</p> <p>Readings: Emerson, Chapt. 9, others to be provided</p> <p>Guest speaker: Dan Goodrich, MPA, SJSU Foundation</p> <p>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>
5	Mar 1	<p>Tools for Public Managers: Research resources</p> <p>Library Orientation – Paul Kauppila</p> <p>Following the orientation we will take a break, then stay in the library to conduct research to support the staff reports. I will stay on the second floor and be available to discuss individual projects, provide coaching for the staff reports or answer research-related questions.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
6	Mar 8	<p>Tools for Public Managers: Risk Management, Contract and Grant Management</p> <p>Reading: Emerson 15 & 16 FEMA course 454 – Fundamentals of Risk Management. Certificate due at 6pm today 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>
7	Mar 15	<p>Skills for Public Managers: Civic Engagement, Communication and Cultural Competency</p> <p>Team score sheets due by 6pm today Readings: Emerson Chapt. 4 & 7; others to be provided FEMA Course 242.A – Effective Communication Certificate due by 6pm today 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>
8	Mar 22	<p>Team Project meetings</p> <p>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.</p> <p>Use the class time to hold all 3 meetings with work done between each by the sub-units of the team. Stop the process at the documentation point where you can show the complete plan for the project, including personnel, costs, time, and risk.</p>
	Mar 29	NO CLASS – SPRING BREAK

9	Apr 5	<p>Team Project presentations:</p> <ol style="list-style-type: none"> Moving the planning department to the New City Hall Installing new VOIP phones in City Hall
10	Apr 12	<p>Skills for Public Managers: Ethical Behavior</p> <p>Readings: Emerson, chapt. 3, and to be provided</p> <p>Guest speaker: Kevin Duggan</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>
11	April 19	<p>Tools for Public Managers: Big Data</p> <p>Reading: Mayer-Schonberger, <i>Big Data</i></p> <p>Assignment: <i>Big Data</i> executive summary due by 6 pm today</p> <p>Guest speaker on using big data in public agencies.</p> <p>Class discussion of <i>Big Data</i>.</p> <p>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>
12	April 26	<p>Skills for Public Managers: Leadership and Influence</p> <p>Readings: Ashworth, <i>Caught Between the Dog and the Fireplug</i></p> <p>Assignment: <i>Caught</i> executive summary due by 6 pm today</p> <p>Class discussion of <i>Caught Between the Dog and the Fireplug</i></p> <p>FEMA course 240A. – Leadership and Influence</p> <p>Certificate due at 6pm today.</p> <p>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>
13	May 3	<p>Skills for Public Managers: “Soft Skills” and managing people</p> <p>Readings: To be provided</p> <p>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>
14	May 10	Student presentations 1, 2, 3, 4, 5
	May 17	No class...”dead day”
“Final	May 24	Student presentations 6,7, 8, 9, 10

Exam Day”		Class party NOTE: CLASS WILL MEET AT 6:00 PM
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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!

John Student

Executive Summary (Two Pages - Example)

Author. (date). *Title*. City: Publisher (Book)

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.]

Derfner 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. Derfner 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 provided only as bullets! THIS IS THE BULK OF THE PAPER!!!!]

- 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 sentence conclusion.]

Team 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	2	3	3	2	10
<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 April 12.

COUNCIL AGENDA:00-00-00

ITEM: xx

TO: HONORABLE MAYOR AND
CITY COUNCIL

FROM: Joe Student

SUBJECT: 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)

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
 - 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