

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

January 24 to May 9

Course and Contact Information

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Office Hours:	Tue & Thur @ 3:30 – 4:30 PM,
Class Days/Time:	Thursdays, 6-8:45 pm
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Course Description:

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

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

situations and discuss ways in which theory may be used to inform practice. Finally, through readings, discussion, lecture, and potential guest lecturers, students will come to understand important research in the field. This is a seminar style course. This means that students will be responsible for reading, digesting, and discussing the readings and topics in the classes. There will be very little lecture. If necessary I will assign student lead discussants.

Required Texts/Readings

Textbooks

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

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

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

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

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

*Books may be borrowed from the library.

Other Readings:

as assigned by the professor.

Recommended Readings:

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

Library Liaison

Paul Kauppila. Paul.kauppila@sjsu.edu

CANVAS Messaging

The learning management system (LMS) for this course is CANVAS. All assignments and messages will be managed on this LMS. Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging

system through the Canvas to learn of any updates. No assignments will be accepted in paper format, or by email.

Goals and Learning Objectives

COURSE GOAL:

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

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

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

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

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

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

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

- CLO1:** Lead and manage in public governance: Students will understand core competencies necessary for helping to shape the organizational environment (broadly defined) in which they operate and for managing individuals, groups, clients, and programs and well-founded direction and guidance to changes in the public sector. This is assessed through the development of a Team project management report;

- CLO2:** Participate in and contribute to the policy process: Students will understand how to evaluate relevant stakeholders to public management issues and know how to participate as a member of a public policy design team. This is assessed through participation in a team project;
- CLO3:** Analyze, synthesize, think critically, solve problems and make decisions: Students will be aware of managerial tools and strategies and the conditions under which certain practices may be enacted for improving programmatic results and overall organizational effectiveness. 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, executive summaries, the team project and the staff report;
- CLO4:** Articulate and apply a public service perspective: Students will understand how public, private, and nonprofit organizations are similar and different from one another. Students will know how to diagnose problems and develop feasible solutions through the application of theories and frameworks to “real world” problems. This is assessed through student presentation of current events and analysis using theories discussed in class, and through the individual and team projects;
- CLO5:** Communicate and interact productively with a diverse and changing workforce and citizenry: Students will learn how to effectively summarize, appraise, and communicate technical and professional information, through both oral and written media communications. This is assessed by the topical staff report and topical book executive summary that will be presented both verbally and in written format.

Course Requirements, Assignments, and Grading

Plagiarism tutorial:

All students must complete the Plagiarism Tutorial on the library’s website at <http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>. Through this activity you will learn the SJSU rules regarding the use of quotations, paraphrases and citations. You will be expected to **know this material** and **apply it throughout the rest of the class**. When you have finished, you will receive a grade from the library’s automated system. Print the screen showing your grade in pdf format. Then submit the pdf file on Canvas by the due date. All students must pass the tutorial with a **grade of 80 or better**, or re-take it. This is a contribution to learning assignment. If you have taken this quiz in the last 12 months (i.e. for PADM 210), then show then inform the professor; 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.

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/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 and submit a copy of the certificate on Canvas. You will receive 25 points for each certificate.

Executive Summary Memo:

Each student will read three topical books related to the assignments. You will write an executive summary of each book, which will be due the night that the topic is discussed, as noted in the class schedule below. The executive summaries are **not to exceed 2 pages each, single spaced**. An example of an executive summary format is at the end of this syllabus (See Appendix B). **One cannot achieve a grade of "A" on the summary without relating the book being reviewed to the relevant issues presented in the textbooks, other provided readings, and classroom lectures and discussion on the topic.** This is an analytical summary, not just a summary.

The Executive Summary will be evaluated using the following criteria:

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

Team Project:

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

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

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

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

The Team Project Management Report will be evaluated using the following criteria:

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

The Team Presentation will be evaluated using the following criteria:

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

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

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 assessment.**

Staff Report (White Paper):

The class will form into 2-3 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. 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 on midnight of the date that this course would be scheduled to complete a final exam.

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.	15
b) The comprehensiveness and care with which the staff report describes the problem, the analysis and the suggested response/solution.	20
c) The appropriate application of concepts from <i>class discussion and readings to the analysis</i> .	20
d) The quality of critical analysis demonstrated in the report.	40
e) The use of CMS citations and reference list	5
TOTAL	100

Grading Policy

Graded Items	Grade
Contribution to Class Learning (other assignments as necessary added here)	15 %
Student Profile	100 Points
Plagiarism Tutorial	100 points
Contribution to class discussion & learning	100 points
Peer Course Contribution Evaluations	100 points
Assignments:	30%
FEMA Independent Studies x 4 (25pts each)	100 points
Executive Summaries- Think Like a Freak	100 points
Executive Summaries – Between a Dog and A Fire Plug	100 points
Executive Summaries – Big Data	100 points
Ethics Elevator Speech	100 points
TEAM Project:	25%
Presentation (Group Grade)	100 points
Team Report (Group Grade)	100 points
Team Peer Evaluations	100 points
Individual Staff Report	30%
Staff Report Presentation (Group Grade)	100 points
Staff Report Paper	100 points
Total	100%

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

University Policies

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

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

Workload and Credit Hour Requirements

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

Disclaimer

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

PADM 214 Public Management, Spring 2019 Course Schedule

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

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 24	Welcome & Course Introduction! Self-introductions, syllabus review, executive summary review, staff report format review, project management guide review. Final project topics selected. Project management teams formed and topic selected/assigned. Reading: Syllabus, Rainey Chap. 1
2	Jan 31	The Context of Public Management: Government Structure and Organization Reading: Emerson Chapt. 1 & 2; Rainey Chapt. 3 & 4 Getting to know you Discussion Thread due.
3	Feb 7	Tools for Public Managers: Critical Thinking Readings: Rainey, Chap 4; Levitt, <i>Think Like a Freak</i> & to be provided <i>Think Like a Freak</i> executive summary due by 6 pm today Class discussion of <i>Think Like a Freak</i> . FEMA Course 241.B – Decision Making and Problem Solving Certificate due by 6pm today.
4	Feb 14	Tools for Public Managers: Project Management Readings: Rainey, Chapt. 6 & 7; Emerson, Chapt. 9, others to be provided Guest speaker: Dan Goodrich, MPA, SJSU Foundation Thought questions: What is a project? What is project management? What is its structure? Why would government use public management techniques since it has no product to sell? How is government like a business? How does project management relate to the lenses of public administration?
5	Feb 21	Tools for Public Managers: Risk Management, Contract and Grant Management & Negotiation 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? Reserve Group Study Room in Library for next week!
6	Feb 28	Tools for Public Managers: Research resources Library Orientation – Paul Kauppila Plagiarism Tutorial Due ***** Project Management Initiation Process Reading: The entire project management guide in this syllabus, p. 25-32; handouts. Following the orientation, you will go to the group study rooms that each team will

Week	Date	Topics, Readings, Assignments, Deadlines
		have reserved. You will use the remaining class time for your first Project Management meeting (see p. 26): 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
7	Mar 7	Team Project Meetings II In Lieu of Class Hold 2 nd Project Meeting. Complete/assign all remaining Planning items. Teams may meet in the classroom or in any other mutually agreed upon venue.
8	Mar 14	Team Project meetings III In place of class the teams will each meet to develop the presentation on the assigned project using the Project Management format provided. Teams may meet in the classroom or in any other mutually agreed upon venue. Participation in the team meeting and the project development is part of your grade. Each team member will use the team grading sheet to evaluate himself and the other team members. Stop the process at the documentation point where you can show the complete plan for the project, including personnel, costs, time, and risk. Documents for class presentation and submission to the instructor include budget, risk analysis, time line/critical path, staffing, and phased work plan. Show at least 3 alternatives for managing the activity – the fastest, the cheapest and most effective - and why you chose this one (effectiveness/work disruption, time, cost?)
9	Mar 21	Team Project presentations: 1. Moving the planning department to the New City Hall 2. Installing new VOIP phones in City Hall
10	Mar 28	Skills for Public Managers: Part I: Leadership and Influence, Soft Skills” and managing people, Managing Internal Diversity Readings: Rainey Chapt. 11 & 12 ; Ashworth, <i>Caught Between the Dog and the Fireplug</i> Assignment: FEMA course 240.B. – Leadership and Influence <i>Caught</i> executive summary due by 6 pm today Class discussion of <i>Caught Between the Dog and the Fireplug</i> Team score sheets due by 6pm today
11	Apr 4	**** SPRING BREAK NO CLASS MEETING ****
12	Apr 11	Skills for Public Managers Civic Engagement, Communication and Cultural Competency, Managing External Diversity Readings: Rainey Chapt. 5; Emerson Chapt. 4 & 7; FEMA Course 242.B – Effective Communication Discussion on Written and Verbal Communications Skills required by Public

Week	Date	Topics, Readings, Assignments, Deadlines
		Managers Certificate due at 6pm today.
13	Apr 18	Skills for Public Managers: Ethical Behavior & Managing Corruption Readings: Emerson, chapt. 3, and to be provided Case Study: Ripe for Change: Just Food's Recovery from Executive Misconduct, view video here:< https://www.hubertproject.org/hubert-material/439/ > 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? Ethics Elevator Speech Pitch
14	Apr 25	Skills for Public Managers: Managing Big Data Reading: Mayer-Schonberger, <i>Big Data</i> Assignment: <i>Big Data</i> executive summary due by 6 pm toda. Class discussion of <i>Big Data</i> . Thought questions: Why does a public manager care about Big Data? How might Big Data help public management? Project management? What are the pitfalls of Big Data?
15	May 2	Student presentations 1, 2, 3, 4, & 5
15	May 9	Student presentations 6,7,8, 9, &10

Assignment Appednices

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

Executive Summary memo example w/out textual references

Joe Student

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

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

Your selection of the major findings in the book include: [major elements bulletized]

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

The author 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 not use information collected by others in the form of multiple interviews of different related professions and therefore does not provide a wide enough perspective. [One or two concise and critically analytical paragraphs.]

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

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 SURNAME					

Instructions:

Circle your team's topic.

Type your last name in the box provided

List the last name of each student on your team, including yourself, in alphabetical order under the heading

Consider the following factors in assigning a numerical value:

- 1. The value of this student's participation in each element**
- 2. This student's contribution was on time**

Give each team member – including yourself – a score of 0 to maximum based on your evaluation.

Complete score sheet is due to the professor on Nov. 1, 2017.

Team Project Guide

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

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

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

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

Some organizations use project management for construction or development work, and

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

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

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

PROJECT CHECKLIST

Initiation Process

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

Planning Process – Project

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

Suggested Meeting Agenda Topics – Moving/ VOIP Project

Meeting 1

Goal and Objectives – Develop

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

Logistics/Support – Identify issues specific to this project

Meeting 2

Location – Report on the options, then select best option

Manager – Discuss evaluation tools for goal and objectives

Logistics/Support – Identify resources

Meeting 3

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

Activity timeline – Complete and finalize

Manager – Ensure evaluation tools are synchronized and identify assignments

Logistics/Support – Confirm entities and commitment

Executing Process – Project

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

Controlling Process – Project

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

Closing Process – Project

- ☐ Project Director Reviews Documentation
 - ☐ Participant Feedback Forms
 - ☐ Evaluator Observation Forms
 - ☐ Notes from Manager Debrief
 - ☐ Notes from Hot Wash
- ☐ Prepare Draft Closing Report (**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 Report Guidelines

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:

- **10-12 page (double spaced) report using 12 point Times New Roman font, standard margins – writing complete yet succinct information is required! (Doesn't count endnotes)**
- List of Sources Consulted in **Chicago Manual of Style (CMS or Turabian) format using endnotes**.
- 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:

- **Choose an Accurate Title:** A good title is essential. It should clearly indicate what the reader will learn from the white paper. It should also be enticing.

Example: Bland: White paper on Law 123.4 Referencing Environmental Impact Assessments.

Enticing: The Rules are Changing: White Paper on the Environmental Impact Assessment Legislation Proposals in 2018

The phrase 'white paper' does not necessarily need to be in the title at all. Some audiences are seeking that authoritative indicator. Other readers may be scared off from valuable content because of the term. As always, think of what your audience would prefer.

- **Bottom Line Up Front Recommendation:** what action should the local government take? (This is a *brief statement of 1 sentence*)
- **Abstract:** The abstract offers the reader a brief overview of white paper's main points. It allows the reader to ensure they have found a document relevant to their needs. After reading, the reader should be able to know if they are "in the right place." (typically 150-250 words)
- **Problem Statement:** The problem statement specifies the issue the white paper will address. The

problem needs to be defined and placed into a context to ensure it's understood by the reader.

- **Background:** This section provides the background information required for the audience to grasp the problem and, ultimately, the solution. The content may be detailed and technical or broad and high-level. The content depends on the reader and the problem. If original research is completed for the white paper, the methods should be communicated.
- **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.
 - **Resource Requirements Analysis**
 - **Stake Holder analysis & 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**)
- **Solution(s):** The 'ta-da' moment of the white paper. Based on the preceding information, the solution is now presented. It is developed and argued for using the gathered evidence and the expertise of the author and their company.
- **Conclusion:** This section summarizes the white paper's major findings. Restatement of your recommendation regarding the city's/county's future policy/program tied to your analysis and based on the solution are provided.
- **References:** All sources used to develop the white paper must be collected and cited in this section. It adds validity to the document. It also gives the reader content for further research. Depending on your industry, follow CMS citation formats.

Staff Report Presentation:

Each presentation team must prepare **no more than 5 PowerPoint slides** to guide the oral presentation of the Council Report topic in class. This is a seminar presentation that is designed to engage the class with the topic and increase their knowledge of this area of public policy and programming. Therefore, the presentation will end with a discussion of the topic by the class that will be led by the presentation team using prepared discussion points/questions. **The presentation must be no more than 20 minutes, with discussion topics 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.

EACH STUDENT WILL WRITE AN INDEPENDENT PAPER

Only the PowerPoint presentation will be prepared jointly.

Topics for the Staff Report:

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

Top Five Things that keep local Government Officials Awake at night in 2018

< <https://www.icompasstech.com/ls-post/our-survey-shows-the-top-five-issues-that-keep-local-government-officials-awake-at-night/>>

2016 Topics taken from Governing.com < <http://www.governing.com/columns/smart-mgmt/gov-2016-management-issues.html>>

Older PADM 214 topics:

Environmental Regulations

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.)

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

The legislature created the cap and trade program, which is now generating millions of dollars each year. The City of San Jose wants to know how to access some of this funding for its environmental programs. The San Jose City Council has hired you to determine who is paying the carbon tax. How much has been collected each year? Where is the money going exactly? Sixty percent was allocated to specific programs.

What are they? What has happened to the other 40% since the program was started? What guidance has the League of Cities given to cities for getting their share of the funds?

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

Public Safety Issues

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

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

The City of San Jose has been coping with a homeless problem for many years. Regardless of the development of many shelters and programs there are those who do not wish to live in the existing facilities. Instead they continue to live outdoors in parks, river banks and other inappropriate places. After having The Jungle develop into a national disgrace and a pollution/public health problem the city has considered opening a “tent city” facility that would allow outdoor living but provide sanitation and trash collection. The mayor is opposed to a tent city but other council members see it as a short-term solution until the motel program for creating SROs can be implemented. The City of San Jose City Council has hired you to evaluate the cost and benefits of establishing an outdoor living space for homeless people who refuse existing shelter offerings. What other cities use tent cities? How are other Bay Area cities coping with people living in tents and other outdoor shelters? What problems does this outdoor living create? What non-profits would partner with the city to run the program? What would it cost the city to run the program? If social services are a county responsibility why would the city spend its funds for homeless issues?

AB 109 has been in place for 3 years. The Santa Clara County Jail appears to be becoming more violent, and the Jail Review Commission has criticized the Sheriff’s Department’s handling of the new jail environment, where inmates have been killed by jailers and fights among prisoners have broken out. The

Board of Supervisors wants to know how many prisoners have been diverted to County Jail and whether the funding from the state is covering all the costs of facilities and services. Have the reports from the Community Corrections Partnership for the county provided adequate information on the development of AB 109 programs? What alternative programs have been used instead of jail time? What is the benefit of these diversion programs? Have the diversion programs been successful in keeping people out of jail and saving money? You have been assigned to review the reports from the Sheriff's Department and the Community Corrections Partnership on the implementation of AB 109, and evaluate the changes to the county's jail, and write a report of your findings to the Board of Supervisors.

Finance

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

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