course involves familiarity with the processes of public management in San Jose, Santa Clara County, the state of California, and the federal government in general. Students are responsible for reading the Mercury News, LA Times, and Washington Post on a regular basis. Other sources of public management related news, such as GovExec.com, or similar websites or podcasts are recommended. As the course progresses and students become more familiar with the relevant theory, we will draw on current events for lecture and discussion. We will try to identify problems of leadership, planning, decision-making, and motivation in real-world public management situations and discuss ways in which theory may be used to inform practice. Finally, through readings, discussion, lecture, and potential guest lecturers, students will come to understand important research in the field. This is a seminar style course. This means that students will be responsible for reading, digesting, and discussing the readings and topics in the classes. There will be very little lecture. If necessary, I will assign student lead discussants.

Course Goals

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

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

The overall course goal is to educate public administration and non-

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

CLO3: Analyze, synthesize, think critically, solve problems and make decisions: Students will be aware of managerial tools and strategies and the conditions under which certain practices may be enacted for improving programmatic results and overall organizational effectiveness. Students will be able to be able to independently identify issues concerning management in the public sector and develop and subsequently defend well founded proposals/solutions. This involves all phases of the management cycle: preparation, development, implementation, and evaluation. This is assessed through class discussions of cases, analytical memos, team project Decision Paper, the team project and the staff report;

CLO4: Articulate and apply a public service perspective: Students will understand how public, private, and nonprofit organizations are similar and different from one another. Students will know how to diagnose problems and develop feasible solutions through the application of theories and frameworks to "real world" problems. This is assessed through student ethics elevator pitch, presentation of current events and analysis using theories discussed in class, and through the individual and team projects; CLO5: Communicate and interact productively with a diverse and changing workforce and citizenry: Students will learn how to effectively summarize, appraise, and communicate technical and professional information, through both oral and written media communications. This is assessed by the topical staff report and analytical memos that will be presented both verbally and in written format.

Required Texts/Readings

Textbooks

*Rainey, H. G. (2014)..o(/) 3 s

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

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Grading Information

Graded Items	Grade	Due
Contribution to Class Learning (other assignments as necessary added here)	15 %	'

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Grade Values

97 and above
94-96.99
90-93.99
87-89.99
84-86.99
80-83.99
75-79.99
70-75.99
69 and below

Make-up Policy

Serious personal or depe

PADM 214

Week	Date	Topics, Readings, Assignments, Deadlines
		Certificate due at 6pm today; Request library study rooms for team work.
6	Sept 26	Topic: Research resources For Public Managers
		Library Orientation – Paul Kauppila
		Project Management Initiation Process MTG 1 Following the orientation, you will go to the group study rooms that each team will have reserved. You will use the remaining class time for your first Project Management meeting: Goal and Objectives – Develop Location

Week	Date	Topics, Readings, Assignments, Deadlines
		risk analysis, time line/critical path, staffing, and phased work plan. Show at least 3 alternatives for managing the activity – the fastest, the cheapest and most effective - and why you chose this one (effectiveness/work disruption, time, cost?) NASPAA Conference 16-19
		Readings: N/A
		Assignments Due: All Team Designated Due out from 2nd Project Meeting.
10	Oct 24	Topic: Team Project presentations:
		Moving the planning department to the New City Hall Installing new VOIP phones in City Hall
		Readings: N/A
		Assignments Due: Team Presentation & Individual Team Project Decision Memo
11	Oct 31	Topic: Civic Engagement and Cultural Competency
		Readings: Rainey Ch. 5; Emerson Ch. 4
		Assignments Due: FEMA Course IS-242.B – Effective Communication; Team score sheets and Team Reports due by 6pm today
12	Nov 7	Topic: Leadership and Influence Class discussion of Caught Between the Dog and the Fireplug Thought questions: What is the role of the public manager as a leader? How does

Week	Date	Topics, Readings, Assignments, Deadlines
		com.libaccess.sjlibrary.org/login.aspx?direct=true&db=ulh&AN=21213188&site=eh. (Audio: https://youtu.be/p4pgzs2C8jk)
		Assignments Due: Ethics Elevator Pitch

Syllabus Appendices

Appendix A

Spelling and Grammar Guidance

Common Graduate Student Mistakes!!

- 1. Never use a long word when a short word will do. (George Orwell)
- 2. Never use "etc." in a professional paper. It is meaningless. If you want to indicate that your list is only part of a larger potential list, say, "grapes, peaches and pears, for example," or "among other things," or a similar phrase.
- 3. Use your grammar checker, THEN proof read to be sure you selected the right usage in context.
 - a. Be careful of the "passive voice rule." It is often appropriate, and if it should be changed to active voice, the suggested wording almost never makes sense.
 - b. Never use "change all" for a grammar rule, as it will lead to odd usages. Just read each suggestion and decide whether to change based on each sentence.
- 4. Use your spell checker, THEN proof read to be sure you selected the right word in context.
- 5. Check to be sure you are using the right homonym: Check especially for these four frequently misused sets:
 - a. Their, there
 - b. Right, write, rite, wright
 - c. Sight, site, cite
 - d. Its, it's
- 6. Do not use contractions in formal writing

Appendix B: Writing Assignment Descriptions

Information Paper

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

Analytical memo:

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

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

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

Determining and responding to your audience

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

Organizing an effective analytical memo:

Introduction

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

historical or technical information that your audience needs to understand the arguments you are building. (It may be that no background information is needed at all.)

Supporting arguments or analysis

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

Style and format

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

ORG	CONCUR/NONCONCUR	DATE
-----	------------------	------

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

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

Appendix C

Team Project Management Guidelines

Team Project Evaluation Sheet

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

Team Project Guide

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

to achieve the desired outcomes. The location, equipment and activities should all be reviewed to

PROJECT CHECKLIST

Initiation Process

Identify Dri	ver(s)
☐ Contrac	ot en
	Specific wording concerning project.
☐ Grant	
	What was stated in the grant/application?
☐ Code/L	egislative Requirement

Planning Process – Project | Establish Design Team | Technical (field) | Procedural (management) | Legal | Resources List and Their Sources | Handouts | Project sponsor

Executii	ng Process – Project
	☐ Document time project begins ☐ Follow timeline, resource use
Control	ing 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 Par at .24 90 492.72 cmBT 50 1at .24 90 492.72 cmBT 50 1at () 9 BT 45 0 0dt 7(31) 72(48)24)450) 18(0) 15(24)