



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

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

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All students must complete the Plagiarism Tutorial on the library

section, complete the course, take the final exam. When you receive your certificate save it as an electronic file (preferably pdf) and submit a copy of the certificate on Canvas.

The purpose of the analytical memo is to distill a large amount of information down to the bare necessary pieces of information without losing any essential qualities of information necessary to inform decisions of leaders. This is a highly prized skill, that takes practice to develop. To support your p

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.

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

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

This course uses the Staff Report as the final Culminating evaluation. Students are expected to apply all learning objectives into the completion of this assignment. The assignment is due by the end of the period as designated for the course's final exam scheduled period, found on the Registrar's website: <http://info.sjsu.edu/static/catalog/final-exam-schedule-spring...istr.istr.....> 4 3.92ul am



Grade Values

|         |              |
|---------|--------------|
| A plus  | 97 and above |
| A       | 94 to 96.99  |
| A minus | 90 to 93.99  |
| B plus  | 87 to 89.99  |
| B       | 84 to 86.99  |

B minus



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

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

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| 1 | Jan 23 | <p style="text-align: center;">:</p> <p style="text-align: center;">Syllabus, Rainey Ch. 1 &amp; Kenneth J. Meier and Laurence J. O’Toole, “Comparing Public and Private Management: Theoretical Expectations,” <i>Journal of Public Administration Research and Theory</i> 21, no. suppl_3 (July 1, 2011): i283–99.</p> <p style="text-align: center;">: Complete required readings; Be prepared to lead a discussion on any of the article (in detail) in class.</p> |
| 2 | Jan 30 | <p style="text-align: center;">Emerson et al, App. B; Course Syllabus Appendices,<br/>Optional readings: Letourneau, <i>Mastering the Art</i>; Swain et al., <i>Effective Writing in the Public Sector</i></p> <p style="text-align: center;">Canvas Student Profile</p>   |
| 3 | Feb 6  |  |

Thought questions: Why does good critical thinking matter? What aspects of

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|   |        | Solving Certificate  |
| 5 | Feb 20 | :<br>Guest speaker: Dan Goodrich, MPA, Mineta Transportation Institute<br>Emerson, Ch. 9; Review the PMBOK Guide, Sixth Edition.<br><br>FEMA course 454 – Fundamentals of Risk Management.<br>Certificate due at 6pm today; Request library study rooms for team work. |

6 Feb 27

Dress casual and relaxed. Not gym clothes, but something that will let you conduct physical activity comfortably

Rainey, C. (2015). *Collaboration*. (17). P. 50-53. *PMBOK Guide*, 6th Edition. © 2014 &

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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.

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|    |        | <p>Class discussion of Kopsler's and Boyd's Catalyst</p> <p>Rainey, Ch. 13; Kopsler-Boyd, <i>Catalyst</i></p> <p><i>Catalyst</i> Analytical Memo due by 6 pm today</p>   |
| 15 | Apr 30 | <p>Emerson Ch. 3. Hubbard, E. (2017). Message to Garcia. Message to Garcia, 1. Retrieved from <a href="https://search-ebshost-com.libaccess.sjlibrary.org/login.aspx?direct=true&amp;db=ulh&amp;AN=21213188&amp;site=eh">https://search-ebshost-com.libaccess.sjlibrary.org/login.aspx?direct=true&amp;db=ulh&amp;AN=21213188&amp;site=eh</a>. (Audio: <a href="https://youtu.be/p4pgzs2C8jk">https://youtu.be/p4pgzs2C8jk</a>)</p> <p>Ethics Elevator Pitch</p> |
| 16 | May 7  | Staff Report presentations 1, 2, 3, 4 & 5  |



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.”  
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



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.

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.

### *Introduction*

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

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

### *Background*

Keeping in mind that different audiences need different amounts of background information (see above), follow your introduction with a concise summary of any







recommendation as enclosures at tabs. Summarize their key points in the decision memorandum.

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

(10) Paragraph 7, COORDINATION. This paragraph indicates with whom and when the action was staffed. Indicate concurrence/nonconcurrence by lining through the word that does not apply. Type or write the name and title of the individual who gave the feedback on the blank to the left of CONCUR/NONCONCUR. Type or write the date the individual provided feedback in the blank before DATE. Prepare each line as follows:

ORG \_\_\_\_\_ CONCUR/NONCONCUR \_\_\_\_\_ DATE

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

(12) Second page. If a decision memorandum is longer than one page, at the top of all continuation page, type the office name at the left margin, 1 inch from the top edge of the

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| Move   |  |  |  |  |
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For the purposes of this document the term \_\_\_\_\_ 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

to achieve the desired outcomes. The location, equipment and activities should all be reviewed to ensure that all personnel involved can be successful during all phases of the project. The evaluation may include not only the risk management personnel but all participating personnel with knowledge of operational practices related to the project. Application of risk management will ensure that adequate staffing, resources and experienced safety and oversight personnel are present. If this level of support is not available for cost reasons, it is recommended that the scope of the project be narrowed.

### *Suggested Meeting Agenda Topics – Moving/ VOIP Project*

Goal and Objectives – Develop

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

Logistics/Support – Identify issues specific to this project

Location – Report on the options, then select best option

Manager – Discuss evaluation tools for goal and objectives

Logistics/Support – Identify resources

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]

: (See PPT format on Canvas)

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

Executive Summary

Introduction

Facts and Assumptions

Key Data and Methodology of Analysis

COA developed

COA Testing

▪ FAS analysis results

▪ Evaluation Criteria for remaining COAs

COA comparison

COA Selection

COA Analysis (Wargaming)

Required Resources

Projected Budget

Project Timeline

Risk Analysis and Risk Management Plan

Other Challenges and solutions

Report Conclusion

# PROJECT CHECKLIST

## Initiation Process

- Identify Driver(s)
  - Contract
    -

## 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
  -



## **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
  -

- 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
  -

