

Course and Contact Information

Professor:	Dr. Leonard L. Lira
Office Hours:	Tuesdays 4:00 PM to 5:00 PM & Wednesdays 130 AM to 1:00 PM or by appointment
Office Location:	On Zoom: Tuesdays and Wednesdays
Telephone:	(408) 924-5565
Email:	Primary via Canvas Messenger; leonard.lira@sjsu.edu
Class Days/Time:	Tuesday, 6-8:45 pm
Classroom:	On Zoom (← Click this hyperlink) Password is 295991
Canvas Link:	https://sjsu.instructure.com/courses/1430311
Prerequisites:	Statistics

Course Format

On-Line Synchronous Seminar Style Technology Intensive Access to Adobe, Microsoft Office Word, Excel, and PowerPoint, Zoom, and Canvas required

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) at <http://my.sjsu.edu> (or other communication

As of:

Required Texts/Readings

Textbooks

Emerson, Menkus and Van Ness. (2011). *Public Administrator's Companion*. Washington, DC: CQ Press. ISBN: 978-0-7289-909-4.

* Rainey, H. G. (2014). *Understanding and Managing Public Organizations* (5th ed.), San Francisco: Jossey-Bass. ISBN: 9781118583175; Available online @ [MLK Library](#)

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ISBN: 978-1506346359

* Levitt and Dubner. (2014). *Think Like a Freak*. New York, NY: Harper Collins. ISBN (Paperback) 9780062278418; E-Book: 9780062218360

* Books may be borrowed from the library.

Other Assigned Readings will be provided on Canvas.

Recommended Readings:

* Ashworth, Kenneth. (2001). *Caught Between the Dog and the Fireplug, or How to Survive Public Service*. Washington, DC: Georgetown University Press. ISBN: (Paperback: 9780878408474; E-Book: 9781589012936).

Letourneau, Tamara Sullivan. *Mastering the Art: A Step-by-Step Guide to Writing a Quality Staff Report*. CreateSpace Independent Publishing Platform, 2017.

Kopser, Joseph, and Bret Boyd. (2018). *Catalyst: Leadership and Strategy in a Changing World*. Seattle, Washington: Amazon Digital Services LLC. ISBN 9781-5445-1015-6.

Swain, John W., Kathleen Dolan Swain, and Kathleen Dolan Swain. (2015). *Writing in the Public Sector*. Routledge.

Library Liaison

Paul Kauppila. Paul.kauppila@sj.edu

Course Requirements and Assignments

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 (albeit online) activities over the course of the semester. Attendance is not the primary method of measuring participation. But if students do not attend scheduled lesson meetings, they cannot make a contribution to learning. Student contributions 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 characteristics must be uniformly presented by each student in every class session. The conduct of individual participants over

See the Analytical rubric on the Canvas Course Assignments page below these assignments will be graded.

Team Project, Decision Memo, and Project Management Presentation:

While most professional work is done independently, teamwork is required in many 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 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 and implementation of a new telephone system in City Hall, including a phone tree and call center, but not including the PSAP/9-1 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 posted to Canvas that lists the steps and their elements. Each team will jointly create a report documenting choices that were considered, 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.

See the Team Project Presentation rubric on the Canvas Course assignment page for how this assignment will be evaluated.

To complete the Team Project Management assignment each student will write a decision memorandum recommending the decision that the individual student would recommend if he or she were the team leader. Lastly, each student will evaluate the performance (participation and contribution) of their teammates and themselves.

Ethics Elevator Speech:

The ability to effectively present 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 feedback. **There will be no slides or ppt for this assignment.**

Information Memo, Staff Report Presentation, and Staff Report

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 memo format that both informs the members of the staff analysis group and the professor about the potential topic of the staff report.

Graded Items	Grade	Due
Analytical Memo- Think Like a Freak	100 points	Sep 14th
Analytical Memo The Ethics of Disse	100 points	Nov 16
Ethics Elevator Spee	100 points	Nov 30
TEAM Project Assignments:	30%	
Presentation (Group Grade)	100 points	Nov 9th
Team Project Decision Memo (Group Grade)	100 points	Nov 9th
Team Peer Evaluations (Individual Grade)	100 points	Nov 9th
Staff Analysis Group Assignments:	30%	
Staff Report Information Memo (Individual Grade)	100 points	SEP 28
Staff Report Presentation (Group Grade)	100 points	Dec 7th
Staff Report Paper (Group Grade)	100 points	TBD
Total	100%	

Mapping Assessments to CLOs, PLOs, & ULGs in PADM 21			
Assessment	Course Learning Outcomes	Program Learning Outcomes	University Learning Goals
Contribution to Learning	1 - 5	1 - 5	1 & 3
Professional Development	1 & 4		

Make-up Policy & COVID-19 Clause

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 where you have not informed the instructor prior to or immediately after.** Incomplete assignments are discouraged. If you know you will be absent during a presentation or when an assignment is due, coordinate with your workgroup to make your contribution complete, make a video recording of your individual presentation, or complete the assignment in advance and submit prior to the absence. As with all policies, extreme circumstances may beg for exceptions. P12 792 re W* n BT /F8 12 Tf 1 0

and picture, prior to recording) You must get permission from me in advance for this accommodation

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 pa

PADM 214 Public Management, Fall 2021, Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 24	Topics: Welcome & Course Introduction

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Readings:</p> <p>_____ American review of public administration 42, no. 5 (2012): 507-522.</p> <p>_____ -144; Rainey, Ch. 12; Emerson et al. Ch. _____, pgs. 190-195; Vincent Ser _____ <i>Public Administration Review</i> 58, no. 6 (December 11, 1998): 499-509.</p> <p>Assignments Due: N/A</p>
9	Oct 19	<p>Topic: Civic Engagement and Cultural Competency</p> <p>Readings:</p> <p>1. Rainey Ch. 5; 2. Emerson Ch. 4</p> <p>Assignments Due: FEMA Course IS242.B Effective Communication;</p>
10	Oct 26	<p>Topic: Project Management Meeting 3</p> <p>Complete COA Evaluation Complete COA selection</p>
11	Nov 2	<p>Team Project meeting 4</p> <p>In place of class the teams will each meet to develop 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 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 complete plan for the project, including personnel, costs, time, and risk. Documents for class presentation and submission to the instructor include budget, risk analysis, timeline/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</p> <p>Readings: N/A</p> <p>Assignments Due:</p>

Analytical memo:

difficult in practice. If you read your memo probably only summarizing events issues

support. Are you simply stating what happened, or are you providing a critical analysis of the information (i.e. factual and verifiable information that supports your claims)

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

ts. 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 /F2 12p8 BT /F4 q 0.00000912 0 612 792 u -13<0044>7<0050

Keeping in mind that different audiences need different amounts of background information (see above), follow your introduction with a concise summary of any 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. For every statement made, ensure you demonstrate the critical relevance of that statement/assertion.

Style and format

Your ideas will be no more meaningful to the reader of your memo than you are able to make them. Meaning is not just embellished by style; rather, the two must function together. Muddled writing reflects hazy thinking. Your prose should be simple, clear, and easy to read; you will confuse, not impress, your readers with sophisticated vocabulary. Your reader should be able to describe your conclusions and the general arguments you used to reach them after only one reading of your memo.

Some tips on achieving an effective writing style:

(1) Choose the simplest words available to express your ideas. When discussing technical information avoid the use of jargon or at least define your terms clearly.

(3) Use one paragraph to develop one idea or argument. Make that idea or argument explicit within the first one or two sentences of the paragraph.

your memo with poor spelling or grammar.

The format of the memo should be as follows:

(1) Memos
all sides. (digital version for this course only please).

(2) Paragraphs should be single spaced and should be separated by a double space.

(3) **Analytical memos may follow the Information paper format.** You may use any standard conventions for the layout of your memo as long as it includes alpha numeric paragraphing (which includes numbering paragraphs, lettering sub-paragraphs, bullets, indentation, etc.) Do address the analytical memo to your audience at the top of the page.

Length

The length of your policy memo assignment will be no more than 2 pages. Do not exceed this length limit! I am enforcing this rule for several reasons:

(1) I assume that you will continue to write persuasive documents for clients and/or colleagues in the future. Like you, most of these people are busy. They rarely have time to review lengthy documents; these generally wind up unreading cabinet

to your clients or colleagues.

(2) Confining yourself to a particular page limit encourages careful editing, establishing priorities, and paring your arguments down. In general, these practices also improve the flow and impact of your writing.

(3) Tightly written memos have a much better chance of influencing others toward a particular point of view.

(10) Paragraph 7, COORDINATION. This paragraph indicates with whom and when the action was staffed

As of:

Risk Analysis and Risk Management Plan
Other Challenges and solutions
ProjectConclusion

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
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- Location SetUp and TeaDown 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

Appendix C

Staff Analysis & Evaluation Report Guidance

Staff Report Presentation Each Staff Analysis Group 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 programming. Therefore, the presentation will end with a discussion of the topic facilitated by the staff group with the class. Staff group should engage the class with 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. Presenting in person, in class, and not on Zoom remotely, then all groups should submit PPT presentations on CANVAS by noon on the day prior to the presentation in class. This will allow for loading the slides on the laptop to conserve class time.

Staff Report format 16-20 pages double spaced
Recommendation