

San José State University
COSS/POLS/MPA Program
PADM 214, Public Management,
Spring 2023
Thursdays, January 26 – May 11, 2023
No class on March 30 (Spring Break)
3 units

Course and Contact Information

Instructor:	Jesus Raygoza, MPA, CPP
Office Location:	402E
Telephone:	408-924-5565 (Do not leave messages)
Email:	Jesus.Raygoza@sjsu.edu
Office Hours:	Thursday 4:45 – 5:45 pm; students can schedule a Zoom appointment if in person does not work.
Class Days/Time:	Thursday / 6 – 8:45 p.m.
Classroom:	Clark 303A

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

Course Description:

- Intended for persons working in or preparing for professional careers in government or non-profit agencies, this seminar emphasizes the activities of professional administrators.
- Describes the theory and application of public management practices, emphasizing critical thinking, project/program management skills, leadership of public organizations and applications.
- Uses a combined lecture/case study/seminar/guest speaker format, emphasizing students' critical analysis of readings, and application of theory to real situations.
 - *Lectures and Self-Studies* provide foundation information and theories regarding public management

- *Guest speakers* provide insight into real world experiences in public management, including leadership, and project/program management
- *Case studies* allow students to examine common real-world events and apply the foundation information and theories to those events
- *In-class projects* allow students to practice the skills of critical thinking and project management

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

Course Goals and Student Learning Objectives

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

COURSE CONTENT LEARNING OUTCOMES:

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

LO 1 – Lead and manage in public governance: Apply the project management approach to public management models. *This is assessed through the development of a project management report.*

LO 2 – Analyze, synthesize, think critically, solve problems and make decisions. *This is assessed through class discussions of cases and the final project.*

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

Required Textbooks

You can check if these books are available to checkout at the library or you can rent from websites like Amazon.

The Public Administrator's Companion: A Practical Guide, Second Edition, Sandra Emerson, Kathy Van Ness, Georgianna Streeter, Linda-Marie Sundstrom, and Parker G. Emerson; ISBN: 978-1-4786-4950-2.

Think Like a Freak, Steven Levitt and Stephen Dubner; ISBN-10: 0062218344; ISBN-13: 978-0062218346

We the Possibility, Mitchell Weiss; ISBN-10: 1633699196; ISBN-13: 978-1633699199

Humanizing Big Data, Colin Strong; ISBN-13: 9780749472122

Other Readings

To be provided by the instructor.

Library Liaison

Essy Barosso-Ramirez: essy.barroso-ramirez@sjsu.edu

Course Requirements and Assignments

NOTE: All work is due at 5:59 pm on the date noted in the syllabus. Work received at 6 pm or later will be marked as late and receive a zero unless prior arrangements have been made.

Plagiarism tutorial

All students must complete the *Graduate Plagiarism Tutorial* on the library's website: <http://library.sjsu.edu/video/plagiarism-graduate-level>

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. Register as a guest. When you have finished, you will receive a grade from the library's automated system, which must be turned in by the due date. All students must pass the tutorial with a grade of 80 or better or re-take it. When you receive your certificate, save it as an electronic file, and turn it in on CANVAS.

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 turn it in on CANVAS. You will receive 5 points for each certificate.

Executive Summary

Each student will read the assigned three topical books, write an executive summary of the book, and discuss it on the night that topic is the class discussion. Each Executive Summary assignment will be turned in on CANVAS.

The executive summaries are two pages long and double spaced. The summary will include 15 to 20 major topics of the book written in bulleted format. An example of an executive summary is at the end of this syllabus. READ AND FOLLOW THE EXAMPLE. The executive summaries are due as noted in the syllabus.

One cannot achieve a grade of "A" on the summary without relating the book being reviewed to relevant issues presented in the class textbook, other relevant class readings, or in-class presentations.

If the student relates presentations or readings to the executive summary, there will always be a reference page.

The Executive Summary will be evaluated using the following criteria (range of the score are given in tenths of a point):

Criteria	Points
1. The professionalism with which the summary is presented: clarity, appearance, grammar, spelling, appropriate word choice, "voice"; citations and reference page are correct	1
2. The comprehensiveness and care with which the summary describes the main points of the book (in bullet points)	1
3. The appropriate application of concepts from readings to the summary (comparison, counter, enhancing)	1
4. The quality of critical thinking demonstrated in the selection of bullet points and the conclusion	2
TOTAL	5

Team Project

While most professional work is done independently, teamwork is required in some settings, and collaboration on projects is required in many organizations. Therefore, we will form two teams that will each carry out a project. Both teams will use the project management approach to manage either:

- 1) the Planning Department's move from the Old City Hall to the New City Hall.

OR

- 2) the installation and implementation of a new telephone system in City Hall, including a phone tree and call center (this excludes the PSAP/9-1-1 center).

ALL team members must equally take part in the research, analysis, writing and presentation. Each team will turn in the following to CANVAS by 5:59 pm of their due date:

- 1) A jointly written staff report documenting (2 – 3 written pages, doubled spaced; may be longer when including appendices and exhibits):
 - a. description of choices that were considered (most expensive, faster, cheaper)
 - b. the recommended work plan for each project and all its required elements, as well as the reasoning for their analysis and recommendation
 - c. appendices or exhibits to support the analysis and findings. This includes a budget, risk management assessment, timeline, staffing plan, a plan that documents the exact steps to be taken following the project management steps and elements

The *staff report* format is towards the end of the syllabus. A project management checklist/guide is at the end of the syllabus that lists the steps and their elements.

- 2) In-class team PPT Presentation. The presentation will:
 - a. use charts or other materials to support the presentation (should not exceed 5 slides; excluding the title or references page)
 - b. include choices considered (most effective, fastest, cheaper),
 - c. give a summary of their analysis, budget, recommendation, reasoning for recommendation.

- 3) Team Scoresheet. Each team member will score 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 for the Team Project.

The team **written report** will be evaluated using the following criteria:

Criteria	Points
1. The professionalism with which the report is presented: clarity, appearance, grammar, spelling, appropriate word choice, "voice"; citations are correct	2
2. The comprehensiveness and care with which the summary describes the main points of the project	2
3. The appropriate application of concepts from readings to the project management strategy	2

4. The quality of critical thinking demonstrated in the project management approach, development of critical path and selection of strategy.	4
TOTAL	10

The team **in-class presentation** will be evaluated using the following criteria:

Criteria	Points
1. The professionalism with which the report is presented: clarity, appearance, grammar, spelling, appropriate word choice, "voice"	3
2. The comprehensiveness and care with which the summary describes the main points of the project, analysis and recommendation	2
TOTAL	5

Team participation value as grades by colleagues (averaged out):

Criteria	Points
Team participation value as graded by colleagues (averaged out)	10

PROJECT TOTAL: 25 points

Final Project: Staff Report

We will spend a part of a class session going over the staff report format, which is attached. Papers must be:

- 5 pages, double-spaced (excluding *Reference Page*);
- Text and spacing will be in Times New Roman, size 12-point font
- Normal margins and no additional spacing between lines (I WILL CHECK)
NOTE: Using "line spacing" option and clicking 2.0 or double may through off the formatting of the paper. Double check the formatting to ensure that the option you selected did not add additional spacing between lines. ALWAYS review to ensure it looks exactly how you want it to before turning in.
- Emphasize practical information
- Writing complete yet succinct information
- Because this Staff Report is being written as an academic project, you will follow the APA citation format, **including** in-text citations. 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 *References* in APA format

- Include at least 10 references. References must:
 - Include at least one peer reviewed article related to the topic
 - Are in ADDITION to the 4 books or in-class presentations
 - Articles must come from major newspapers (e.g. NY Times, LA, Times, Mercury News, Washington Post) and reputable magazines (e.g. New Yorker, Economist, Atlantic)
 - Books that are related to your topic are acceptable sources
- Since the topic relates to local government decisions, access any relevant agenda and meeting minutes at the government's website
- You may **not** use any wiki, Answers.com, or similar encyclopedia-type websites
- Pages **MUST** be numbered, and each section will have the heading in **bold print** using APA format.
- Ensure that all the points listed in each section below are covered in your paper.

Staff Report Format:

Examples of staff reports are available at the City of San Jose City Clerk website.

The paper will have the following topic headings typically found in staff reports used as dividing points within the paper:

Recommendation (1 sentence): stated briefly, what action should your agency take?

Background (2 pages): description of issue, problem or program. Include any past information, analysis or reports to fully explain the issue.

Analysis (2 pages): 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). 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. You are providing a balanced and supported view to your supervisor, Council, Commission, Committee, etc.

Budgetary Impacts (1/2 page): costs and benefits of this policy, and how these are reflected in the community's/organization's budget. You may have specific dollar amounts, or you may have information on funding sources and impacts. If costs include staff resources, distinguish whether it is part-time or full-time salaries. The cost may be monetary or otherwise.

Public Outreach (1/2 page): 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?

Conclusion (1 paragraph): Restatement of your recommendation regarding the city's/county's future policy/program tied to your analysis.

The staff report will be evaluated using the following criteria:

Criteria	Points
1. The professionalism with which the staff report is presented: clarity, appearance, grammar, spelling, appropriate word choice, "voice"	3
2. The comprehensiveness and care with which the report describes the problem, the analysis and the suggested response/solution	4
3. The appropriate application of concepts from class discussion and readings to the analysis	3
4. The quality of critical thinking demonstrated in the report	4
5. The use of citations and reference list	1
TOTAL	15

EACH STUDENT WILL WRITE AN INDEPENDENT PAPER AND GIVE A SEMINAR PRESENTATION ON THEIR TOPIC.

The in-class seminar presentation will be worth 10 points. Information on the seminar is listed after the report topics section.

Report Topics

Environmental Regulations

1. The City of Santa Clara is researching how to manage the storm water drainage from its system. Federal and state laws govern "non-point source" pollution of waterways, such as from construction sites and 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 non-point sources. The lawsuit against San Jose for allowing the Coyote Creek to get polluted from The Jungle is a good example of the peril cities face. What happened in the jungle case and on what

basis was San Jose sued? What risk does Santa Clara have for storm drainage into San Francisco Bay, Guadalupe River and other bodies of water?

2. 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 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? Does San Jose have any lead pipes for household water delivery? Who owns them? What program is the federal government undertaking to replace lead pipes? 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

3. The FAA required the City of San Jose to clear the land under the San Jose International Airport flight path over 30 years ago. FAA funds were used to buy the houses and lots from the owners. Concerns included noise impacts and jet fuel impacts. The houses were all removed, and the land was left vacant. Recently, homeless people have moved their vehicles onto the streets and their tents onto the former house lots, creating a public safety concern. Last year, the city received an order from the FAA to clear the land that they had paid to purchase. The city council voted to remove the squatters and fence the property to prevent re-occupation. A year later the city council has new members who are opposed to erecting a fence. You have been assigned to research the issue, including a review of past staff reports, and write a report to city council about options for keeping the FAA space clear.
4. 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.

5. 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, riverbanks, 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 "sanctioned tent city" facility that would allow outdoor living but provide sanitation and trash collection. Council members see it as a short-term solution until the motel program for creating more SROs can be advanced. 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 did Apple and Cupertino do about their tents? What problems does this tent-based 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?

6. Rhode Island has approved drug injection sites to allow people to use drugs under supervision, with medical care available in case of an overdose. Should California approve such sites? San Francisco tried to approve a site but the plan failed. The City of San Jose has hired you to help them design a program to open drug injection sites. Who would run such a site? How could it be funded? Who should be the city's partners? What would be the legal challenges?

Finance

7. 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 lawsuits 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 evaluate progress to date on dissolution. How much redevelopment-based revenue from tax increment is being generated by San Jose? What bonds are owed on its projects? What revenue is being used to repay the bonds? Where is the rest of the tax increment going?

8. The City of Saratoga is considering how to deal with AirBNB, as well as future aspects of the "sharing economy." The city council has hired you to evaluate the possible approaches to addressing the law enforcement and tax revenue aspects of this issue. What impact is "house sharing" having on residential uses? Are ADUs and homes being used as short-

term rentals fulltime? Consider strategies used by other Santa Clara County cities in developing your recommendations.

Final Staff Report Seminar Presentation

Each presentation must be a five-slide PowerPoint oral presentation to guide the class through their topic. 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 presenter using two prepared questions. Students without prior experience making PowerPoint slides may receive a tutorial from the professor upon request. The presentation must be no more than 20 minutes, and the two prepared questions discussion will be no longer than 10 minutes of discussion. If the student needs to use the professor's laptop to give their presentation, the student must communicate this in advance to ensure that the slideshow is downloaded prior to the start of class.

The Seminar Presentation is worth 10 points.

Criteria	Points
1. The professionalism with which the report is presented: clarity, appearance, grammar, spelling, appropriate word choice, "voice"	6
2. The comprehensiveness and care with which the summary describes the main points of the project, analysis and recommendation	4
TOTAL	10

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. Points are earned during guest speaker weeks (2/02, 03/23, 4/13, and 4/27) and student presentations (5/04 and 5/11).

Time Commitment

“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 practice. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” The class project and presentation are the final evaluation for PADM 214.

Determination of Grades

Class Participation	10 points
Plagiarism Tutorial	5 points
FEMA Independent Studies (4 at 5 points each)	20 points
Team Project	15 points
Team Project Evaluation/Score	10 points
Executive Summaries – Humanizing Big Data	5 points
Executive Summaries – We the Possibility	5 points
Executive Summaries – Think Like a Freak	5 points
Individual Staff Report	15 points
Final Staff Report Seminar Presentation	10 points
Total	100 points

Grade Values

Grade	Points	Percentage
A plus	98 and above	98 to 105%
A	92 to 97	92 to 97%
A minus	90 to 91	90 to 91%
B plus	88 to 89	88 to 89%
B	82 to 87	82 to 87%
B minus	80 to 81	80 to 81%
C plus	78 to 79	78 to 79%
C	75 to 77	75 to 77%
D	70 to 74	70 to 74%

F	69 and below	69% or lower
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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. This must be communicated **PRIOR** to the assignment deadline.

Classroom Protocol

It is expected that when you come to class you will give the material your undivided attention. Please ensure that communication devices are on vibrate, and quietly leave the learning space if you need to take a call during class. Do not engage in any behavior that will detract from a positive learning environment for other students.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#). Make sure to visit this page to review and be aware of these university policies and resources.

SJSU Writing Center

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



SJSU Counseling Services

The SJSU Counseling Services is in the New Student Wellness Center, Third floor, Room 300B, (corner of 7th and San Carlos St., across from the Event Center).

Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services](#).

PADM 214 / Public Management, Spring 2023 Course Schedule

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

Date	Topics, Readings, Assignments and Deadlines
01/26	<p>Welcome!</p> <ul style="list-style-type: none"> ▪ Self-introductions ▪ Syllabus review ▪ Executive summary review ▪ Staff report format review ▪ Project management guide review ▪ Staff report topics selected ▪ Project management teams formed, and topic selected/assigned ▪ YOU ARE RESPONSIBLE FOR INFORMATION CONTAINED WITHIN THE SYLLABUS
02/02	<p>Tools for Public Managers: Project Management</p> <p>Readings: Emerson, Ch. 9</p> <p>Guest speaker: Nigel Blampied, PE, PMP, PhD, Mineta Transportation Institute (RESEARCH THE SPEAKER AND COME WITH QUESTIONS)</p> <p>Thought questions: What is a project? What is project management? What is its structure? Why would government use public management techniques since it has no product to sell? How is government like a business? How does project management relate to the lenses of public administration?</p>

02/09	<p>The Context of Public Management: Government Structure & Organization; Review of Staff Report Format</p> <p>Reading: Emerson Ch. 1 & 2; Review <i>Staff Report</i> formatting toward end of the syllabus</p> <p>Thought questions: What are some constitutional limitations on government management in the US? How do these features constrain public managers? What are some unique features of California local government? How do these features constrain public managers?</p>
02/16	<p>Tools for Public Managers: Critical Thinking</p> <p>Readings: Levitt, <i>Think Like a Freak</i></p> <p>Assignments (Due 02/16 by 6 pm):</p> <ol style="list-style-type: none"> 1. <i>Think Like a Freak</i> executive summary 2. FEMA Course 241.c – Decision Making and Problem Solving <p>Class discussion: <i>Think Like a Freak</i></p> <p>Thought questions: Why does good critical thinking matter? What aspects of public management require good critical thinking skills?</p>
02/23	<p>Tools for Public Managers: Risk Management, Contract and Grant Management</p> <p>Reading: Emerson 15 & 16</p> <p>Assignment (03/02 and 03/09): Reserve Group Study Room in Library for Group Project</p> <p>Thought questions: How does an organization estimate risk? What tools help to manage risk? Why does managing risk matter to a public agency? How does a public agency manage contracts and grants? How does that differ from the private sector's approach?</p>
03/02	<p>Tools for Public Managers: Research Resources</p> <p>Library Orientation, Room 213 – Essy Barosso-Ramirez</p> <p>Reading: The entire project management guide in this syllabus, p. 26 - 31; handouts.</p>

	<p>Project Management Initiation Process</p> <p>Following the orientation, you will go to the group study rooms that each team reserved. You will use the remaining class time for your first Project Management Meeting (Meeting 1; p. 30 of syllabus):</p> <ul style="list-style-type: none"> ▪ 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
<p>03/09</p>	<p>Skills for Public Managers: Civic Engagement, Communication and Cultural Competency</p> <p>Readings: Emerson Ch. 4 & 7</p> <p>Assignments (Due 03/09 by 6 pm):</p> <ul style="list-style-type: none"> ▪ FEMA Course 242.c – Effective Communication <p>Thought questions: Why does good communication matter to a public manager? Why should a public manager be culturally competent? How can a public manager enhance his or her cultural competency skills? How does civic engagement & communication relate to project management for a public agency? </p> <p>After the break hold Meeting 2 (pg. 31 of syllabus). Complete/assign all remaining Planning items.</p>
<p>03/16</p>	<p>Team Project meetings (email questions or schedule Zoom call)</p> <ul style="list-style-type: none"> ▪ Teams will 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 themselves 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 ▪ 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?)

03/23	<p>Skills for Public Managers: Ethical Behavior</p> <p>Readings: Emerson, Ch. 3</p> <p>Assignments (Due 03/16 by 6pm):</p> <ul style="list-style-type: none"> ▪ FEMA course IS-0020.21- Diversity Awareness Course <p>Guest speaker: Kevin Duggan, ICMA Western Director (retired) (RESEARCH AND PREPARE QUESTIONS)</p> <p>Thought questions: Why does ethical behavior matter in the public sector? Why are ethical constraints different for public managers than for private sector managers? What laws are in place in California that constrain public sector managers' behavior? How is conflict of interest understood? What about gifts and dinners and travel? Does it matter whether it is to Hawaii or Sacramento?</p>
03/30	NO CLASS – SPRING BREAK
04/06	<p>Assignments (Due 04/06 by 6 pm):</p> <ul style="list-style-type: none"> • Supporting Documents and Written Staff Report • Team Scoresheets • Team Project presentations <ul style="list-style-type: none"> ○ Moving the planning department to the New City Hall ○ Installing new VOIP phones in City Hall
04/13	<p>Skills for Public Managers: "Soft Skills" and Managing People</p> <p>Readings: To be provided</p> <p>Guest Speaker: Annie Raygoza, Director of Client Services, WebEneria (RESEARCH AND PREPARE QUESTIONS)</p> <p>Thought questions: Why does team building matter? What works better: management by sheer terror or management by walking around? What management limitations exist in government that do not exist in the private sector? What is the relative value of competence and collegiality? Why does all this matter in times of cutbacks in staffing, reduced benefits packages, and loss of respect for public service? How does it impact your work as a supervisor? How does it impact your work when working with the public/clients?</p>

04/20	<p>Skills for Public Managers: Leadership and Influence</p> <p>Readings: <i>We the Possibility</i></p> <p>Assignments (Due 04/20 by 6pm):</p> <ul style="list-style-type: none"> ▪ <i>We the Possibility</i> executive summary ▪ FEMA course 240c. – Leadership and Influence <p>Class discussion: <i>We the Possibility</i></p> <p>Thought questions: What is the role of the public manager as a leader? How does this relate to the elected officials? How does a senior staff work in a city? How can project management advance leadership and influence?</p>
04/27	<p>Tools for Public Managers: Big Data</p> <p>Reading: <i>Humanizing Data</i></p> <p>Assignment (Due 04/27 by 6pm):</p> <ul style="list-style-type: none"> ▪ <i>Humanizing Data</i> executive summary <p>Guest speaker: Vince Tran (Panel Discussion); Nathaniel Montgomery (Using Big Data for an unhoused program)</p> <p>Thought questions: Why does a public manager care about Big Data? How might Big Data help public management? Project management? What are the pitfalls of Big Data?</p>
05/04	<p>Student presentations for topics 1, 2, 3, 4</p>
05/11	<p>Student presentations for topics 5, 6, 7, 8</p> <p>Semester Wrap-up.</p> <p>Party!</p>

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 proofread to be sure you selected the right usage in context.
 - a. Be careful of the "passive voice rule." It is often inappropriate, 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.
 - c. Just read each suggestion and decide whether to change based on each sentence.
 - d. Use your spell checker, THEN proofread to be sure you selected the right word in context.
4. Check to be sure you are using the right homonym. Check especially for these four frequently misused sets:
 - a. Their, there, they're
 - b. Right, write, rite, wright
 - c. Sight, site, cite
 - d. Its, it's
5. 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!
6. 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.
7. 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).

8. 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."
9. 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".
10. 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.
11. 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."
12. 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!
13. Abbreviations are only used for titles (Mr., Ms., Dr.) or standard suffixes (Jr., Sr., Ph.D.). States are abbreviated only when using a mailing address, not in prose.
14. Numbers: spell out the word for numbers nine and under, and all numbers that begin a sentence (One hundred fifty boys went to school.) Use numerals for numbers of 10 and over. Always use the numerals for percentages, money, road routes or scientific calculations: 6%, \$5, Route 1.
15. Use the % sign in front of numerals and the word percent with the word for a number: nine percent or 10%.

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 generally must match the noun and verb. "The doctors finished their rounds." However, when you do not know the gender, use they. "The doctor finished their rounds. "They" may also be used for non-binary persons at their request
21. Write in THIRD PERSON ONLY in formal papers.
22. Use past tense when describing the contents of the book, since it was written in the past.
23. Use simplistic words. Professional writing in a public or non-profit setting requires a middle-school writing level.
24. Use Grammarly.com and/or hemingwayapp.com

[Executive Summary Guide SAMPLE]

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 summary/introduction.]

Derfner interviewed multiple Israeli citizens, including a Rabbi and an active IDF member, to determine whether or not the increase of people owning a gun would add to Israeli safety, or be more detrimental to society. The book provides two main arguments for and against civilian concealed carry and ownership. First, the book looks at the problem of “friendly fire”, a situation where one civilian kills another, believing he is the aggressor or terrorist. Second, the book points out that very few instances of friendly fire exist, while many instances of thwarted attacks have been reported. Derfner looks at both arguments to determine that in the time of increased terrorist activity, friendly fire is a risk many are willing to take in order to protect themselves and their country.

The author came to his conclusion using data and statistics found in documents similar to an American census. The author did use information collected by others in the form of multiple interviews of different related professions. [One or two BRIEF summary paragraphs.]

The major findings in the article include: [major elements provided only as bullets! THIS IS THE BULK OF THE PAPER!!!!!!]

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

[You may have up to 20 bullets that extend through the second page.]

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

Team Evaluation Sheet SAMPLE

TEAM	Participation in research	Contribution to the plan	Contribution to the presentation development	Participation in the presentation	Total
Move					
Phones					
Maximum Point Value	2	3	3	2	10
<My name>					
STUDENT SURNAMES					

Instructions:

- Circle your team's topic.
- Put 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:
 - The value of this student's participation in each element
 - This student's contribution was on time

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

STAFF REPORT SAMPLE

COUNCIL AGENDA:00-00-00

ITEM: xx

TO: HONORABLE MAYOR AND
CITY COUNCIL

FROM: Joe Student

SUBJECT: REPORT TITLE

DATE: 00-00-00

Recommendation

What the agency should do: adopt, continue, change or eliminate the program/policy. (1 sentence)

Background

Description of issue or program. This must include all the facts on which you will base your analysis. (2 pages)

Analysis

The impacts of this issue in the context of the political situation, community situation, societal concerns, preceding/existing policies or programs; who were the stakeholders involved in the policy making and how was the balance of power represented in the final policy development outcomes? Demonstrate thorough and mature critical thinking. **Be sure to acknowledge the pros and cons of your position and the existence of opposition, if any.** (2 pages)

Budgetary impacts

Costs and benefits to the agency of this policy, and how these are reflected in the community's/organization's budget (1/2 page - need not have specific dollar amounts, if they are difficult to calculate. Costs can also be political ones to consider.)

Public outreach

Was the public involved in the original decision? If so, how? If not, who made the decision and how was the public informed? Was there a Council presentation or discussion? Was there a vote taken in public? If so, was the voting body split or unanimous? Much of the voting information will be in the official minutes of the public meeting, usually available at the City Clerk's web page. How should the public be involved and informed this time? (1/2 page)



Conclusion

Summation of analysis in support of recommendation regarding the city/county's future policy/program: enlarge, stay the same, downsize, eliminate/stop? DO NOT INTRODUCE NEW INFORMATION. (1 paragraph)

References

List all sources used to develop the report.

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 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

Executing Process – Project

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

Controlling Process – Project

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

Closing Process – Project

- Project Director Reviews Documentation
 - Participant Feedback Forms
 - Evaluator Observation Forms
 - Notes from Manager Debrief
 - Notes from Hot Wash
- Prepare Draft Closing Report
 - Incorporate comments related to goal and objectives
- Convene Closing Conference
 - Invite management team
 - Review draft Report
 - Create final Report
 - Establish list of action items for inclusion in the Improvement Plan
- Project Director Creates Improvement Plan
 - Each improvement element is tied to one of the core actions
 - Each improvement action is assigned to a specific organization with start/ending dates
- Project team uses improvement plan in future project execution

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