As of January 25, 2007. We will amend this together following the first nights exercises. Changes will be posted on WebCT.

Spring 2007
Wednesday 6:00 pm – 8:50 pm
AIRC 3004

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This may well be the strangest syllabus you’ve ever gotten. Here’s what I’d like to do. The PPA faculty have made several changes in the design of 200, 240A and 240B over the past year or two. Because this is the end of that sequence, it is incumbent on me to fill in the final gaps. To that end, I need to know what you have learned so far and what we need to cover this spring.

Thus, please come in the first night prepared to have an in depth discussion about exactly what you are comfortable with so far. I’d like you to start with Rainey figures 1.1 and 1.2. You can copy that and bring in supporting evidence (like your toolkit list, past syllabi etc) for the topics you are comfortable with. We will develop a list of topics, rank how comfortable we are with those, and see where the gaps are. We will literally develop the semester syllabus from there together.

I am including my initial syllabus with the books we will use and my initial thoughts about paper assignments. The books we have will all be useful. From our discussions I may amend the paper assignments and I will develop the week by week schedule.

**Introduction and course objectives**

"Public management" covers many concepts – management of public systems, understanding of democratic institutions, and the individual tools needed to be effective in these complex public systems. Although the focus is on public sector organizations, we will discuss not-for-profit and private organizations; most organizations have similar problems although their underlying rationale for existence may be quite different. Key concepts are explored with an eye towards practical application of lessons learned. The role of the public manager is examined with particular focus on tools managers use to adapt and flourish in the complex political and bureaucratic environments found in the public and not-for-profits sectors.

This is the second course in the year long management sequence and builds on previous learning. As graduate students, you are learning skills and tools, as much as facts or "rules". As you learn more you need to become comfortable with how and when to use the skills and tools. This course is designed as an applications course, encouraging students to apply what they have been learning in their graduate studies. Because organizations are rarely tidy, we will conduct our applications in as realistic a model as possible, in other words, our work will not always be “tidy”. However, this is
a much better approximation of what you will encounter in the thesis stage (where many theses are not tidy) and the real world.

Good managers seldom know the answers to everything, but they know instinctively how to ask questions that will give them new and different perspectives on problems. I will push you quite hard to understand new perspectives.

Given the above, the following are the specific learning objectives for this course:
1. Develop and refine skills in diagnosing organizational problems, and creating a more integrated sense of organizational structure, goal setting, strategic planning, leadership and performance measurement.
2. Strengthen your ability to identify and utilize theory for solving public problems.
3. Begin learning how to assess the strengths and weaknesses of organizations.
4. Improve your ability to use written documentation (versus individual conversation) to understand organizations (budgets, strategic plans, annual reports etc.).
5. Improve your ability to make concise effective presentations of complex material.

Format of Course
The course is taught in a seminar style. That is, students are expected to come to class prepared to participate in conversations about the materials they have read. I will rarely lecture for an entire evening – this is rather boring for both of us. Instead I will facilitate conversations and exercises designed to further learning. If you have not done the reading, you will not be able to participate. Consistent lack of participation will result in a reduced class participation grade (in addition to the fact that you will learn less).

Assignments and Grading
Students are expected to attend class regularly, participate, and turn in assignments in a complete and professional manner. Complete and professional means proofread, well written, appropriately cited, and on time. Especially poorly written papers may be returned to be re-done at the discretion of the instructor. Excessive absences will be reflected in your grade.

No late work will be accepted. I understand that many students are working full-time and attending classes at night. I will accommodate work "issues" as much as possible but expect you to complete your assignments on time. If you must miss class when an assignment is due, you may drop it off at my office or e-mail it to me prior to class. If you email it, it is your responsibility to insure that I have received it and that it is retrievable. You may do this by phoning me or requesting a confirming email from me. I am most likely to receive it in Microsoft Word Format.

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<tr>
<th>Assignment</th>
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<tr>
<td>Organizational needs paper</td>
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<tr>
<td>Performance objectives paper</td>
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<tr>
<td>Team case study (final project)</td>
<td>30%</td>
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<tr>
<td>Assessment of case studies</td>
<td>20%</td>
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<tr>
<td>Class participation</td>
<td>10%</td>
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(Attendance and active participation in conversations contribute to this grade.)

Total 100%
Papers
Paper 1:
Organizations vary tremendously in their size, mission, focus, age, strengths and needs. As a
result, they need different types of leadership during different periods of their existence. Identify a
public or non-profit organization that is of a reasonable size (more than 100 people). Briefly
describe the organization and the leadership needs it has based on the strategic plan, goals, etc.
Next analyze the current leader. Describe the skills and/or qualities of this leader. Please note
that this is not an opportunity to tell me how wonderful someone is. This should be a thoughtful
analysis of the leadership skills the leader possesses. It is also perfectly appropriate to discuss the
skills they do not possess and how this affects their leadership effort.

Finally, discuss how this particular style of leadership fits (or doesn't fit) with the needs of the
organization he or she is running. Information from the class sessions on goal setting and strategic
planning should be used for this paper (hint hint).

You are not expected to interview the leader in person, in fact it is discouraged. I also discourage
using your own organization since you almost always have a set of beliefs about the leader and the
organization. Due at the beginning of class February 21, 5-7 pages.

Paper 2:
Identify a public or non-profit organization. Describe the performance measures in place (publicly
available) and describe whether they seem to be useful for assessment or not. To do this, make
sure you understand (and describe) the core mission and purpose of the organization and the
adequacy of the current performance measures given the purposes. If current assessments seem
to be useful, explain why. If they are lacking in some area, explain why (a disconnect with mission,
insufficient information, not useful for understanding what is happening in the organization etc.).
You may suggest additional areas for measurement if appropriate. Due at the beginning of
class March 14, 5-7 pages.

Paper 3:
Team Organization Case Study
Teams of approximately 3-4 (depending upon class size) will complete a case study to be
presented at the end of the semester. You may form your own teams but we will do this in class
based on organizational interest not previous relationships. This project requires you to consider
not only the content of the assignment but the process. This project simulates what you might
encounter in a professional setting. I will give you minimal written guidance regarding how to do
the assignment, it will be up to you to sort out what information to obtain, how to make sense of
what you find and what is important to include in your final paper. In work settings I have rarely
had a supervisor say “here is the problem, I want this length paper with x number of solutions using
this theory and methodology”. Below are some more specific guidelines.

The Project:
Assume that someone (a new mayor, governor, city manager, agency head etc) is trying to get
their hands around what is/has been happening in your chosen organization. Your paper and
presentation will do this for them. It should provide sufficient information to help your audience
understand relevant background on the organization in addition to your findings about what is
going on in the organization, what is working, what isn’t. These will largely be in the form of observations. Recommendations can be included but are not required. If you chose to include these, do so with great care and thought.

The Process:
Each paper and presentation will be unique because each organization is unique. What is critical information to one group will be irrelevant to another. You may (and should) use any of the tools we have used in this class, or others that you have picked up along the way. The purpose is to learn how to learn about an organization. At the beginning of the term we will think about what we know about organizations and we will continue to build on that base of knowledge.

Much of this will be completed from primary printed sources (budgets, strategic plans, organization charts etc.). For this assignment, I ask that you limit your personal contact with the organization, in other words, do not presume that an interview with an employee will be the source of useful answers. You may certainly make contact to request information such as budgets, plans etc. Once you collect information you will ask “So what?” “What does this mean?” As you go about the process of learning about the organization, you may find out information about the organization that is not in your final paper because it is not helpful or relevant. That’s okay, the paper is analytical, not a research dump.

A note about content: this is a class about management and organizations, not about policy. Thus, your paper should deal with issues relative to management of the organization. Interesting policy issues are relevant only to the extent that they will impact the organization’s processes. We’ll talk more about this distinction in class.

We will develop a timeline for a draft together; the final presentations to the class are scheduled for May 2nd and 9th. How you spend your time is up to the group. Getting started is almost always the hardest part of this project, sorting out what you will look for and how you will get the information can be daunting. While you are grumbling about the assignment (and me) please remember this is a critical part of the learning. Most of the analysis will be done as the group comes together to share what they have found and collectively reflect on the whole. This project does not work well when you simply decide the component parts and divide them up.

Each team will have 15-20 minutes for their final presentation and must turn in a written “report style” version of the presentation (18-25 pages). You will also have a handout for class use. The report and handout should contain “pictures, words and numbers” and follow Tufte’s basic principles of analytic design.

You will be asked to form teams early and I will spend time with each group, evaluating your progress. The final presentation must include all team members and may use whatever graphics and technology you find useful, cognizant of the Tufte piece on PowerPoint of course.

Students will grade each member of their team on participation, and the remainder of the class will be graded on their participation in the presentation. In other words, sitting on your duff is not acceptable, as a team member or as an audience member! Your final paper will be an assessment of the case studies of other groups. We will be developing criteria for evaluation as we go along.
Important note regarding formatting papers:
All papers are to be typed, double spaced, paginated, and fall within the page limits specified. Please put a cover page on each assignment containing your name, your email, and the assignment title. Do not use more than 12 point or less than 10 point type. (No squished margins either!) Correct punctuation, spelling and citations are expected. All papers should be analytical in nature, using the theories and concepts from class to illuminate a particular situation. In the case study your use of theory may be more transparent to the reader but evidence of a theoretical framework must still exist. We will discuss this further.
Required Readings and Texts
The books are available in the bookstore or may be purchased through Amazon or another online provider (many students use www.half.com). Just make sure you get the third edition of the Rainey book. The Tufte book will be in the bookstore but may not be at Amazon or other sites. It is available directly from Tufte’s website www.edwardtufte.com.

Several electronic readings are embedded in the syllabus available on webct or the PPA Department website www.csus.edu/mppa. Access to these may require a University library connection, either from campus or through your home computer that has been set up for remote access to campus. Please bring the appropriate readings to class (including the hard copies of electronic material) we will often use them in exercises.

Required texts:


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<th>Date</th>
<th>Topics and Assigned Readings</th>
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| 1 Jan 31 | **Introductions**  
Organizational context – A Review of Organizational Theory and Bureaucracies  
Rainey, Chapters 1-4 and 8; (this should be review) |  |
| 2 Feb 7 | Tufte, all. | Paper 1 due |
| 3 Feb 14 |  |  |
| 4 Feb 21 | Tufte, all. | Paper 1 due |
| 5 Feb 28 |  |  |
| 6 March 7 |  |  |
| 7 March 14 | **Applying what we're Learning**  
American Ground: Un-building the World Trade (all) | Paper 2 due |
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<tr>
<th>Date</th>
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<tr>
<td>8 March</td>
<td>Spring Break</td>
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<td>8 March</td>
<td>Draft case studies due</td>
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<td>9 April</td>
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<td>11 April</td>
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<td>12 April</td>
<td>Engaging citizens, what role for public managers?</td>
<td>The Season of our Voter Discontent summary pages 1-14</td>
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<td>13 May</td>
<td>Group project presentations</td>
<td>All group projects due</td>
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<td>14 May</td>
<td>Group project presentations</td>
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<td>15 May</td>
<td>Assessments of case studies, wrap up</td>
<td>Final paper due</td>
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