

PPA 240B

Public Management & Administration II

Spring 2022

Thursdays
6:00 pm - 8:50 pm

Location:
Sac State Downtown, Rm. 108



Instructor: Dr. Sara McClellan

Thursdays from 3:45pm- 5:45pm and by appointment (including via Zoom or phone): www.saramcclellan.com/appointments or via email below

Office Location: Downtown Campus, 304 S Street, Office #228

Cell: (530) 500-5506

Email: sara.mcclellan@csus.edu

Course Overview

In **PPA 240B** we will strengthen our understanding of organizational strategy, change implementation, and organizational performance assessment. We will also examine how leadership and group process impact organizational performance.

PPA 240B is an application course focused on organizational improvement. Together we will study organizational options and change strategy in ongoing local government and nonprofit cases. We will also engage

guest speakers and construct learning labs where we will complete activities and assignments in as realistic a way as possible. We will practice crafting organizational options and explore complex organizational issues from alternative perspectives.

Course Format

PPA 240B will include seminar style conversations, brief lectures, design sessions, and final presentations. Reading volume will be reasonable, but you will need to read closely and critically to apply concepts.

Required Texts

You may purchase books through the campus bookstore or online. You will also need to access course articles, podcasts, etc. via Canvas.

New Books:

- Barrett, K. & Greene, R. (2020). *The promises and pitfalls of performance-informed management*. Rowman & Littlefield.
- Duhigg, C. (2016). *Smarter faster better: The transformative power of real productivity*. Random House.
- Winters, M. F. (2017). *We can't talk about that at work!: How to talk about race, religion, politics, and other polarizing topics*. Berrett-Koehler Publishers.

Book Retained from 240A:

- Bolman, L. G., & Deal, T. E. (2013). *Reframing organizations: Artistry, choice, and leadership* (5th ed.)

PPA 240B Learning Objectives

PPA LEARNING OBJECTIVES	APPLICATION IN PPA 240B
(1) a. Diagnose, map, and analyze decision making processes, actors, and context.	Examine decision-making processes, actors, and context in order to develop viable administrative recommendations and change strategy for a community client.
(1) e. Apply context-appropriate criteria to analyze and evaluate alternatives and offer solutions with attention to implementation strategies.	Partner with community clients to develop appropriate criteria to analyze and evaluate alternatives for addressing an actual problem or opportunity in a public or nonprofit agency.
(1) f. Identify, critically examine, and use relevant data to inform policy and administrative decisions.	Develop a sophisticated sense of the form(s) and functioning of organizations based on organizational research from various disciplines; draw on organizational research, service and program data, and promising practices to analyze client problems or opportunities and examine options.
(2) a. Critically use different analytical skills, processes, and tools to address policy and administration problems.	Apply a variety of tools and frameworks to better understand organizational and programmatic goals, performance, and potential impact for community partners.
(2) b. Work effectively in groups	Explore different theoretical and applied approaches to group process; apply effective evidence-informed strategies to work in large and small teams.
(2) c. Identify and apply effective and inclusive leadership techniques for public policy and administration.	Identify ways in which leaders can actively engage and diversify organizational stakeholders to address current and emerging needs; examine the vital role government managers play relative to both everyday management and visionary leadership; learn about how leaders network and innovate to address evolving organizational dilemmas for diverse communities.
(2) f. Use effective modes of verbal presentation with an awareness of audience and purpose.	Present an engaging analysis of a public or nonprofit organizational change case using visuals, examples, and relevant organizational theories; present options and/or evidence-informed innovations in a compelling way.
(3) b. Understand obligations to advance public value consistent with rule of law and an enduring search for reasonable and just action.	Integrate concepts of public responsibility, resource stewardship, and outcomes specification into organizational analysis; apply organizational change theories and examine cases to explore public value creation with attention to relevant legal parameters.

Assignments

Writing Expectations: Please submit well written, typed, proofread papers on time and with appropriate APA citations. Include a cover page containing your name, email, and the assignment title. Use standard margins and 12-point font, pagination, and double-spacing. Unless otherwise described in instructions, papers should be analytical in nature, and you should use the theories and concepts from class to analyze situations. I may return papers that do not meet these expectations.

Late Assignments

I will not accept late assignments unless you experience a highly unusual circumstance. At my discretion, I might give a make-up assignment **if you notify me of your circumstances and request this modification in advance**. Whether or not I assess a penalty depends on the reason (e.g., a family emergency constitutes a good reason; a competing requirement for another course does not).

Academic Honesty

I take issues of academic honesty (including plagiarism) seriously and you should as well. If you are unfamiliar with the specifics of University policy in this area I recommend you review the following: <https://www.csus.edu/umannual/student/stu-100.htm>

Analysis of Leading Change – Leader Interviews

Interview questions due March 3; Analysis Paper (4-5 pages) due April 7

Identify two public sector or nonprofit leaders/managers who are currently leading organizational change efforts (you may choose to interview prior recipients of Sacramento ASPA awards, PPA alumni, or leaders you've worked with in the past). Draw on class readings about organizational change to develop interview questions. Interview these leaders and draft an *Analysis of Leading Change* paper that addresses the following concepts:

- Beliefs about change leadership
- Strategies for engaging key stakeholders
- Ways of addressing change resistance and/or conflict
- Perspectives on process improvement and change evaluation

Ultimately, make sure you apply concepts and research from this class to analyze the way these individuals approach leading change. What are the biggest structural challenges they experience? Do they typically adopt a facilitative or directive approach (Bolman & Deal, 2013)? Do they seem to apply more traditional models of planning or implement practices related to design thinking? (How) do they think about and engage with issues of organizational culture? What similarities and differences do you see in the way these leaders approach their roles as change leaders? You may draw on interview responses but also from other available evidence (e.g., meeting recordings, public testimony from colleagues or employees, etc.).

CONSULTING PROJECT ASSIGNMENTS

Consulting Team – Project Assignments	Due Date
<u>#1: Project Plan/Charter Updates (Optional)</u> Submit any changes to your approach, timeline, etc. either via changes to your existing format or as an addendum to your project plan or charter. This is optional but may help you ensure you are on track with a viable plan.	February 3
<u>#2: Initial Issue and Options Paper (4-6 pages/flexible format to meet client needs)</u> Problem or Opportunity Clarification and Analysis of Impact: Define the problem or opportunity and take different perspectives into account as you describe what is happening and with what consequences for key stakeholders. What does relevant	March 10

<p>research tell us about the nature of this problem or opportunity? What are the consequences of the status quo? Who might benefit and lose from the current situation?</p> <p>Options Identification: What options do you believe your community partner ought to consider in order to address this opportunity or problem? Based on what organizational inquiry methods and research-informed evidence? What examples or best practices merit consideration?</p> <p>Options Analysis: What criteria would you encourage your community partner to use in analyzing and selecting options (now or in the future)? What type of process do you think your client should use in analyzing and selecting future option(s)? Who should be involved in this process? What critical considerations, trade-offs, and risks would you encourage your client to consider before selecting an option? What option(s)/strategy(s) would you consider most seriously at this point and why?</p>	
<p>#3: Organizational Strategy Workshop with Community Partner (submit agenda and 2-3 Page Workshop Summary)</p> <p>Meet with your community partner(s) to present and/or discuss preliminary options, ideas, or recommendations. This workshop should help you turn your Initial Issue and Options Paper into a Final Report for your Community Partner(s). Make sure to craft (or help craft) and submit a focused agenda and cover at least the following topics:</p> <ul style="list-style-type: none"> a) option examination and/or selection, b) the identification of potential opportunities and risks or challenges associated with options under consideration, c) tricky choice points or tensions, d) potential goals or outcomes associated with option(s), and e) any relevant planning choices or steps associated with moving option(s) forward (e.g., who might do what by when). <p>Then, prepare an internal or external summary (2-3 pages) to highlight notable interactions and outcomes and reflect on key lessons and unanticipated events as well as next steps in preparing your Final Report.</p>	<p>Workshop by April 7</p> <p>Workshop agenda and summary submitted by April 14</p>
<p>#4: Final Report and Presentation</p> <p>Report: Prepare a brief (approx. 4-6 page) report for your busy client(s). This report should include refined options that reflect lessons you learned during your client workshop. It should also include some modest planning or change implementation guidance along with simple recommendations for assessing relevant change/implementation outcomes. You may include appendices to provide additional support for your findings and recommendations.</p> <p>Oral Presentation: Deliver a concise and engaging 12-15 minute in-class presentation that highlights key findings for your client and paves the way for future change. Be prepared to answer client and audience questions following your presentation.</p>	<p>May 5</p>
<p>Project Debrief: We will engage in a structured in-class debrief (possibly via Zoom) at the end of this process in order to identify lessons learned, ideas for the future, and any feedback we would like to provide community partners.</p>	<p>May 12</p>

Grading

Assignment/Activity	% of Grade
Leading Change Interview Protocol	5%
Leading Change Analysis Paper	20%
Team Assignment #1: Refined Charter & Work Plan (optional)	NA
Team Assignment #2: Initial Issue & Options Paper	20%
Team Assignment #3: Organizational Strategy Workshop & Summary	20%
Team Assignment #4: Final Report and Presentation	25%
Engagement in Discussions, Activities, etc.	10%

Total: 100%

Zoom/Online Engagement

Unless you are enrolled in the online Zoom section of PPA 240B, I will expect you to attend class in-person. I realize, however, that we all end up with periodic scheduling challenges related to professional and personal obligations. Therefore, everyone may choose to attend one class online during the semester without any participation penalty—please just provide me with advance notice. Of course, you may always contact me about shifting to online participation if you are ill or experiencing an emergency.

As an instructor, I will work to be cognizant of audio issues and use multiple microphones. I will also take steps to ensure online students can be seen on screen.

As a class, we can experiment with in-person partners to support online students since instructors are not always able to see and monitor chat functions while facilitating in-person discussions. We can also experiment with sharing pictures of in-class white board notes or other hard-copy visuals.

As an online participant, I invite you to keep your camera on if possible and speak up and/or contact your in-person partner with comments and questions during class. Also, please remember not to send instructors or colleagues private messages with sensitive information via zoom.

Differently Abled Students (campus refers to students with disabilities)

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided. Please be advised that disability-related academic adjustments are not retroactive. SSWD is located on the first floor of Lassen Hall 1008. Phone is 916-278-6955 and e-mail is sswd@csus.edu. For a complete listing of services and current business hours visit: <https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/>

Class Participation & Absences

We have a tremendous opportunity to learn from each other. The best way to do that is to be prepared for class and willing to share your own thoughts and experiences. You will receive a reduced class participation grade if you consistently fail to engage in class and/or small group participation.

I expect you to attend all class sessions unless you have a compelling reason not to do so. Please notify me in advance if you need to miss a class. If you have to be late, leave early, or miss a class for an emergency, please let me know. Except under unusual circumstances, I will penalize you one full grade if you miss three classes and give you a failing grade if you miss more than three classes.

Crisis Assistance & Resource Education Support

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student. Email the CARES office at cares@csus.edu to speak with a case manager about the resources available to you. Check out the CARES web page: <https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/>

Health Care

Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peerled health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

PPA 240B Course Outline and Schedule

* All journal articles, reports, videos, and podcasts below will be available via Canvas.

Date	Topic	Readings (TBD)	Assignments
PLANNING & EVALUATION			
Week 1 Jan. 27	Public Administration trends and challenges <u>AND</u> project communication	<ul style="list-style-type: none"> Grand Challenges in Public Administration (NAPA, 2019): https://www.napawash.org/grandchallenges Kettl, D. (2021). Birth, death, and everything in between: The need for seamless government: https://www.governing.com/now/birth-death-and-everything-in-between-the-need-for-seamless-government Skim Briefly - Materials from the President’s Management Agenda: Mapping the cross-agency customer experience: https://www.performance.gov/cx/blog/journey-mapping/ Revisit: Important Steps When Building a New Team. MIT Human Resources: https://hr.mit.edu/learning-topics/teams/articles/new-team 	
Week 2 Feb. 3	Organizational planning— traditional approaches	<ul style="list-style-type: none"> Duhigg, Chapter 4 (Goal Setting) Allison, M. (2015). Strategy needs a plan. <i>Stanford Innovation Review</i>: https://ssir.org/articles/entry/strategy_needs_a_plan McCawley, P.F. The Logic Model for Program Planning and Evaluation, University of Idaho Extension [Handout]. Barrett & Greene Chapters 4 & 5 	(Optional) Team Assignment #1: Refined Charter & Work Plan due

Week 3 Feb. 10	Planning Case	<ul style="list-style-type: none"> King County Equity and Social Justice Strategic Plan: https://aqua.kingcounty.gov/dnrp/library/dnrp-directors-office/equity-social-justice/201609-ESJ-SP-FULL.pdf King County: Creating a Culture of Outcomes Harvard Publishing Case (to be posted via Canvas) 	
Week 4 Feb. 17	Organizational planning—emerging approaches	<ul style="list-style-type: none"> Mintrom, M., & Luetjens, J. (2016). Design thinking in policymaking processes: Opportunities and challenges. <i>Australian Journal of Public Administration</i>, 75(3), 391-402. Nesta, IDEO (2017). <i>Designing for Public Services</i> toolkit. Acar, et al. (2019). Why constraints are good for innovation. HBR: https://hbr.org/2019/11/why-constraints-are-good-for-innovation 	
ORGANIZATIONAL CHANGE			
Week 5 Feb. 24	Change management	<ul style="list-style-type: none"> Galli, B. J. (2018). Change management models: A comparative analysis and concerns. <i>IEEE Engineering Management Review</i>, 46(3), 124-132. Mock, B. (2019). Why Detroit residents pushed back against tree planting: https://getpocket.com/explore/item/why-detroit-residents-pushed-back-against-tree-planting 	
Week 6 March 3	Change Communication	<ul style="list-style-type: none"> Zavattaro, S. M., & Brainard, L. A. (2019). Social media as micro-encounters. <i>International Journal of Public Sector Management</i>. Frameworks Institute - Read 'What's in a Frame?' brief article and 'Five Questions about Framing' along with at least two additional articles of your choice: https://www.frameworksinstitute.org/tools-and-resources/framing-101/ Lewis, L. K. (2007). An organizational stakeholder model of change implementation communication. <i>Communication Theory</i>, 17(2), 176-204. 	Leading Change Interview Questions due
Week 7 March 10	Process improvement	<ul style="list-style-type: none"> Schein, Chapters 6 & 7 Lean Overview (3 min): https://www.youtube.com/watch?v=8EXS9wR0VRc Go to the Gemba TEDx (12 min): https://www.youtube.com/watch?v=A_DGAGzyPEg 	Team Assignment #2: Initial Issue & Options Paper due
Week 8 March 17	Performance evaluation	<ul style="list-style-type: none"> Greenwood, T. (2008). Bridging the divide between community indicators and government performance measurement. <i>National Civic Review</i>, 97(1), 55-59. Brodsky, R. L. (2014). Commentary: "Public value" and the measurement of government performance: The shift to subjective metrics. <i>Public Administration Review</i>, 74(4), 478-479. Barrett & Greene Chapters 7, 9, 10 & 11 	
No Class March 24 – Spring Break AND March 31 Cesar Chavez Day (Schedule Project Check-ins!)			
LEADERSHIP			
Week 9 April 7	Leading and supervising	<ul style="list-style-type: none"> Bolman & Deal, Chapter 17 (Reframing Leadership) Heifetz, R. A., & Laurie, D. L. (1997). The work of leadership. <i>Harvard Business Review</i>, 75, 124-134. 	Leading Change

		<ul style="list-style-type: none"> • Heimans, J., & Timms, H. (2014). Understanding “new power.” <i>Harvard Business Review</i>, 92(12), 48-56. • Duhigg, Chapter 2 (Teams) and Chapter 5 (Managing Others) 	<p>Interview Analysis due</p> <p>Hold client workshop by April 7</p>
Week 10 April 14	Leading equity and inclusion strategy	<ul style="list-style-type: none"> • Winters, Chapters 1-2 • Dobbin, F., & Kalev, A. (2016). Why diversity programs fail. <i>Harvard Business Review</i>, 94(7), 14. • Feeney, M. K., & Stritch, J. M. (2019). Family-friendly policies, gender, and work–life balance in the public sector. <i>Review of Public Personnel Administration</i>, 39(3), 422-448. 	<p>Team Assignment #3: Organizational Strategy Workshop & Summary due</p>
Week 11 April 21	Leading to facilitate difficult conversations and address conflict	<ul style="list-style-type: none"> • Winters, Chapters 3-7 • Susan David (2016) Emotional Agility HBR Interview: https://hbr.org/ideacast/2016/09/building-emotional-agility.html 	
Week 12 April 28 (No class meeting)	Team prep and instructor appointments	<p>No class meeting – individual appointments with instructor</p> <p>No reading – time for project meetings</p>	
FINAL PROJECT PRESENTATIONS			
Week 13 May 5	Final Presentations	No Readings	<p>Team Assignment #4: Final Report and Presentation</p>
Week 14 May 12	Debrief (1-hour online)	No Readings	