PAF 509 PUBLIC SERVICE
Summer, 2005
Intensive

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COURSE FOCUS

The job of public administrators is to identify, create, and manage public value. To produce public value, administrators facilitate the actions of many actors in the public arena. Whether public administrators actually produce public value depends on their ability to convert policy mandates into actions that deliver valuable goods and services to citizens. If administrators cannot transform visions and plans into specific actions and operations, supported by authorizing overseers, their plans will remain mere dreams. If administrators cannot think and act strategically, ethically, and democratically, they will waste public resources and forfeit their authority and opportunity to create public value. Ultimately, the quality of public goods and services depends upon administrators’ ability to align public purpose, agency mission, stakeholder support, resources, agency operations, and high quality outcomes. In this MPA capstone course, students integrate and apply core knowledge, skills, and values of public administration. Prerequisites for enrollment in this course are: (1) filing a formal program of study and (2) completing the MPA core.

COURSE OBJECTIVES

Integrate and apply core knowledge, skills, and values of public administration:

Create public value. Learn to identify and enhance public value in communities and organizations.

Act ethically and professionally. Learn to address ethical issues; understand and apply professional codes of conduct; demonstrate fairness, honesty, integrity, and ethical and legal awareness; and inspire public trust and confidence in public administration.

Enhance democratic governance. Learn to understand and value differences among individuals, democratic and representative principles, and active citizen involvement in governance.

Improve leadership skills. Enhance your ability to speak, listen, write, analyze, think creatively and strategically, collaborate, take risks, and make and implement decisions.

Conduct research on public problems. Enhance your ability to investigate, analyze, and
address public policy and administration problems.

TEACHING APPROACH

This course is based on the research and theory discussed in a journal article (required reading, ASU Library) [McGaw, Dickinson and Louis Weschler. 1999. “Romancing the Capstone: The Jewel of Public Value.” *Journal of Public Affairs Education*, vol. 5 (April), 89-101]. Overall design of the course follows Professor McGraw’s capstone course outline. It emphasizes critical thinking, ethical awareness, student interaction, problem-based research, decision making, and effectiveness in communication. Students demonstrate their integration of core knowledge, skills, and values by developing and presenting original cases studies and policy analyses. **Case studies** focus on public and nonprofit managers working problems, making decisions, and taking actions in specific, problematic situations. **Policy analyses** focus on designing and evaluating alternative strategies of public response to public problems.

It is important at the beginning of the course that students develop their Management Advancement Plan (MAP) and learn how managers create public value and address ethical issues. In the first intensive weekend, the instructor and students examine a number of case studies of public management and policy analysis. During this weekend, the instructor meets with students (individuals, and/or groups) to discuss their research designs for conducting a case study or a policy analysis. After the instructor approves their research designs, students/group proceeds with research and write an original case study or policy analysis. In the second intensive weekend, students discuss their case studies or present their policy analyses. During the two intensive weekends, several guest speakers will be available to dialogue with the class regarding current issues and the future of public administration (subject to availability).

My role in this course is to stimulate thinking, provide direction, respond to your questions, clarify assignments, and grade fairly. I am accessible by telephone, fax, or e-mail. Please feel free to contact me about any question or concern.

GRADERS

Course grades are based on four factors:

**20% Class Participation:** The instructor assesses the quality and quantity of your interaction in class (i.e. comments, questions, debate, interaction with guest speakers, participating with the student/groups making presentations, attending class, and adding value to the intensive format).

**10% MAP Project:** See specifications in the syllabus.

**50% Capstone Research Papers:** You demonstrate your ability to research, analyze, and address a problem in public administration by writing an original case study or policy analysis:
- **Case Research** (Lynn, *Teaching & Learning with Cases*). Case Story, Case Teaching Notes, Case Analysis. Examples will be discussed in class.
- **Policy Research** (Bardach, *A Practical Guide for Policy Analysis*). Problem Formulation, Data Collection, Data Analysis. Examples will be discussed in class.
20% Capstone Presentation: You and or group demonstrate your effectiveness in communication and ability to make the complex simple and interesting by presenting your case study or policy analysis to the class. If you are doing case research, you have 30 minutes to conduct a class discussion of the case using the facilitation techniques recommended by Lynn. If you are doing policy analysis, you have 30 minutes to present your analysis and respond to questions, following Bardach’s 8 step-approach and using Power Point slides and the Proxima (time limits may be changed depending on the size of the class). Please concentrate on your presentation skills and do your best to give a “five star” oral report of your project. Strong presentation skills will be required as you move up in your career. Criteria for presentation skills will be discussed in class.

The cutting points for grades are: 100-98 = A+, 97-92 = A, 91-90 = A-, 89-86 = B+, 85-82 = B, 81-80 = B-, 79-75 = C, (anything below is an E; failure.) By earning an “A” in this course, you demonstrate “mastery” of the knowledge, skills, and values required for the Master of Public Administration degree. By earning a “B” in this course, you demonstrate “competency” in the knowledge, skills, and values required for the MPA degree. All communications, papers, and presentations are evaluated as professional products and should reflect high professional standards of style, content, and ethics.

COURSE MATERIALS

Required texts


Source and reference books


Handouts, cases and other materials

From time to time, the instructor may provide the students with additional material for class discussion.
Defining Your Professional Mission

On June 3rd, Hand in and be prepared to discuss your Management Advancement Plan (MAP) in class. The management advancement plan is your personal strategic plan. It locates where you presently are in professional competency, where you want to be in the next five years, and how you will move from where you are to where you want to be. Basically, constructing a map allows you to reflect on your life and career in the public service. Whether you are beginning a career or making a mid-career change, the purpose of the MAP is to allow you to begin thinking about strategy and tactics. Clearly the MAP changes as your personal circumstances, aspirations, and skills change. Primarily a MAP offers a snapshot of where you are at a given time and where you would like to go. As you move down the time path, you should expect to make changes and adjustments. The MAP is just a starting point for your thinking, not a concrete document intended to constrain you or your progress. Please create a brief paragraph on each of the following headings.

Before writing your MAP, review the following outline:

· **BACKGROUND.** What are you doing today and how did you get there? In addition to the expertise gained in the MPA what special skills did your acquire in your electives? What schools, degrees, job and interests define who you are?

· **FIVE-YEAR VISION.** What are your short-term professional goals? What do you want to be doing in five years, where and why?

· **VISION REQUIREMENTS.** What knowledge, skills, and values are most important for achieving this vision? Visit the ICMA web site. Go to “[www.icma.org](http://www.icma.org)” then go to “Professional development” then go to “management practices” and it show’s the skills and competencies relevant to public administration, called “Practices for Effective Local Government Management”. Review this material to stimulate your thinking about what is required to achieve your vision. You might think of the things you describe here as being a series of steps that you make to move towards your vision.

· **SKILL ASSESSMENT.** In which ICMA knowledge areas and management skills are you the strongest? In which are you the weakest? What do you still need to learn to achieve your vision?
.LEARNING PLAN. What can you do to learn what you still need to know to achieve your personal vision?

June 3rd   Defining Public Value, Organizational Mission, and Strategy

Moore, *Creating Public Value*, Introduction and chs. 1-3
What is the purpose of managerial work in the public sector? What determines whether a good or service has public value? What is Moore’s concept of a strategic triangle? What does it mean to manage upward, downward, and outward? How do the management styles of Ruckleshaus and Miller differ? Which style was more effective?

On June 3rd, hand in two copies of a one-paragraph reaction to some aspect of the readings. Please be prepared to discuss your thoughts with the class.

June 4th   Politics and Ethics in Public Management

Moore, *Creating Public Value*, chs. 4-5
Should public managers be involved in political management or not? What are the stakes of effective versus ineffective political management? How did Mahoney and Spencer differ in their styles of political management? Generally, who are the most important actors in a public manager’s authorizing and co-producing environment? Should public managers be policy advocates? How can managers foster public participation and deliberation?

On June 4th hand in two copies of a one paragraph reaction to some aspect of the readings. Please be prepared to discuss your thoughts with the class.

June 4th   Delivering Public Value

Moore, *Creating Public Value*, chs. 6, 7, and Conclusion
How did Spence and Brown differ in their approaches to operational management? What does Moore mean by taking a strategic view of operational management? Compare and contrast the mechanistic and organic approaches to organizational design. How did Spense and Brown differ in their approach to organizing operations? What does Moore think managers can do to reengineer organizations?

Are public managers obligated to act as faithful agents to their political overseers
or are they obligated to act on their own moral views?
What is Moore’s view on this issue?
What values should a public manager honor most?

On June 5th, hand in two copies of a one paragraph reaction to some aspect of the readings. Please be prepared to discuss your thoughts with the class.

June 5th  DuPree  “Leadership is an Art”. Read all chapters. Be prepared to discuss the concepts in the book and the pros and cons of what you read. Bring in two copies of a one paragraph reaction to some aspect of the readings. Also, be prepared to discuss one article or book on leadership that has influenced your thinking about leadership during your MPA studies.

RESEARCH DESIGNS

The major purpose of the capstone course is for you to demonstrate the extent to which you have integrated and can apply core knowledge, skills, and values of public administration. For your capstone experience, you demonstrate your competency by researching, analyzing, writing, and presenting either an original case study or policy analysis. Review the expectations for both types of projects as described in this syllabus. Some problems can be approached from either mode of research, but some problems lend themselves more to one mode than another.

Please see me, telephone, or email me, if you have any questions about your choice.

OPTION 1: CASE STUDY PAPER

Lynn, Teaching and Learning with Cases, chs. 1, 12-16

How do you select a case to study? Review Lynn's suggestions for case study selection. The case works best if you are interested and knowledgeable about the situation. It is a narrative or story about some kind of conflict in which a decision or action needs to be taken. As you can see from the case studies we discussed, you write it somewhat as a journalist would—with a hook, background, body, and decision-forcing situation. I want cases in this class to end with decision-forcing questions facing decision makers. The case should enable the class to examine a problem, principle, concept, skill, or value relating to public administration and/or public policy.

Your case should demonstrate original research and writing and involve data collection using such methods as interviews, documents, newspaper articles, web research, and
observation. Newspaper articles and editorials often provide good starting points for studying case situations. For example, the Arizona Republic's treatment of the alternate-fuels issue or its editorial on the complexity of implementing bilingual education (Jan. 23, 2001 editorial) or funding faith-based charities provide useful background information for a case study. You can locate articles from newspapers' web sites (e.g. www.arizonarepublic.com). Use newspaper archives to locate topics to research. Check the archives of the New York Times or LA Times or Washington Post or other sources. Although newspaper articles are excellent sources, I want you to use multiple methods of data collection in writing your case study. Also, ICMA has assembled a huge number of books with lots of case examples. These include (by title) the following list of volumes. The Effective Local Government Manager, Effective Supervisory Practices, Managing Human Services, Managing Local Government Finances, and Managing Fire Services

- Write an original management case study (5 double spaced pages) of a local, state, national, or global public problem following the guidelines suggested by Laurence Lynn in Teaching and Learning With Cases.
- Write a case teaching note (3 double-spaced pages).
- Write a case analysis (12 double-spaced pages, including academic references).
- Bring to class 2 copies of your case, teaching notes, and case analysis for the instructor.
- Lead a case discussion for 25-30 minutes using Lynn’s case study teaching techniques (Teaching and Learning With Cases, chapters 2-10). I recommend that you give the students some type of summary, flow chart, or list of the major participants in the case study, etc. to make it easier for them to follow and participate. End with an epilogue (rest of the story), if appropriate, and summary of lessons learned (which should relate to your teaching objectives).

OPTION 2: POLICY ANALYSIS

Bardach, A Practical Guide for Policy Analysis, all

Your writing should reflect carefully crafted sections, paragraphs, and sentences.

- The policy analysis paper applies Bardach's eight-step method to a public or nonprofit policy problem. It should not exceed 25 pages. The final paper should be organized in the following sections:
  - Title Page
  - Executive Summary (one page)
  - Policy Problem
  - Assemble Evidence
• Construct Alternatives (specify and explain)
• Select Criteria
• Project Outcomes
• Confront Tradeoffs
• Decision and Recommendations
• Tell Your Story
• Use the APA format, citations, tables, charts, and references.
• Bring two copies of your paper to class for the instructor.
• Bring to class copies of key tables and charts for students.
• In 25-30 minutes, present your paper and answer questions. In your presentation, show ability to speak from notes and use Power Point and the Proxima. Leave at least 5 minutes for Q. and A. It’s a good idea to have transparencies as a backup, in case the computer or Proxima breaks down.
SUMMARY SCHEDULE FOR PAF 509 INTENSIVE

FRIDAY, JUNE 3rd

9:00 AM
Welcome
Introduction of students
Importance of Public Administration
Navigating PAF 509
Discussion of “Romancing the Capstone: The Jewel of Public Value”
Review of Syllabus
Q & E

10:00 AM
Review Case study method (Lynn book)
Hand out of two case studies:
“Incentives for Excellence at the Colorado State Hospital” (for today)
“Ellen Schell and the Dept. of Juvenile Justice” (for Saturday afternoon review)

10:30 AM
Break

10:45AM
Panel Discussion: “Role of Administration and the Changing Face of Public Admin. ”
(Several Administrators will participate)

12 Noon
Lunch Break

1:00 PM
Discuss: “Incentives for Excellence at the Colorado State Hospital”

1:45PM
Moore “Creating Public Value” Chapters 1-3 (hand in two copies of a one paragraph
reaction to the readings).

2:45PM
Break

3:00PM
Collection (2 copies) and discussion of your MAP plans
4:00PM
Individual choice to work independently or in two person teams for major project
Teams chosen
Tentative preferences given for Case Study or Policy Analysis
Teams meet, instructor meets with those who chose to work on their own

SATURDAY JUNE 4th

9:00AM
Moore, Creating Public Value Chapters 4-5
(Hand in two copies of a one paragraph reaction to some aspect of the readings.

10:00AM
Guest Speakers “Citizen Participation in Public Policy”

11:15AM
Review the Policy Analysis Process (Bardach book – All).

12:00noon
Lunch Break

1:00PM
Moore, Creating Public Value, Chapters 6, 7 & conclusion
(Hand in two copies of a one paragraph reaction to some aspect of the readings).

2:00PM
Individuals/teams work on project development (case study/policy analysis)
Instructor meets with individual and or team

3:30PM
Review for Sunday

SUNDAY, JUNE 5th

9:00AM
DuPree “Leadership is an Art” ALL chapters. Class discussion, be prepared to discuss
leadership concepts you have studies and read about in your MPA program. Other
subjects: public vs. private sector leadership, and building a leadership model.

10:30AM
Discussion of” Ellen Shall and the Department of Juvenile Justice” case study.
Capstone Project Consultation: Individuals and teams need to be prepared for a short meeting with the Instructor regarding their major project. Please have a rough draft of your outline/table of contents. Appointments will be arranged after a count on the number of individual projects and team projects. Except for the times of your appointments with me, you are free to use your time as you choose.

FRIDAY, JULY 8th

9:00AM
Panel discussion with guest speakers “The political savvy side of public management”

10:30AM
The Role of Policy Analysis in Public Administration: What is policy? Goals for good policy analysis, how policy analysis gets commissioned, and techniques of policy analysis. In class assignment regarding developing policy.

11:30AM
Break

12 Noon
Summary Review of PAF 509

12:30PM
Work on final presentations
SATURDAY, JULY 9th

Bring in two final copies of your class project for the Instructor. One will be returned and the other will remain with the instructor. The times for the final presentations are listed below. The names of individuals and teams will be assigned Friday, July 8th. (Size of the class will determine if the time schedule is shorter or longer).

9:00
9:30
10:00
10:30 BREAK
10:45
11:15
11:45
12:15 BREAK
12:30
1:00
1:30
2:00 INSTRUCTOR EVALUATION

SUNDAY, JULY 10TH

9:00 AM -10:30 AM “Rap Up”

GENERAL INFORMATION

The schedule may be modified as the course progresses.
It is critical that you keep up with the readings and participate in class.
Please remember that class attendance is important. Absence does affect your ability to engage in class participation.
All assignments must be turned in on time. Ten (10) points will be deducted for late submissions.
All ASU rules and regulations regarding academic integrity will be followed.
If you have any questions, please do not hesitate to contact me.