

DRAFT
PLSC 625: Local Government Management
Fall 2017, Tuesdays, 6:00-8:40pm, Pray-Harrold 421
Instructor: Bill Richards, Jr.

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Office Hours: Before/after class or by appointment

- Note 1: I reserve the right to revise dates, assignments, etc., in the best interest of the class.
- Note 2: Students should keep all graded documents upon return. Students **MUST** present graded documents if any disputes arise regarding grades.

FOCUS AND ORGANIZATION

The course's purpose is to equip students, as follows:

- ✓ A proficient understanding of the nomenclature, structures, functions, systems and management of a wide variety of issues related to local government.
- ✓ An opportunity to read, analyze and participate in comprehensive discussions of case studies related to significant issues in local government.

The combined lectures/class discussions are divided into four parts:

- ❖ **Part 1.** The first part focuses on what it means to be a chief administrative officer (CAO) or other senior-level public administrative officer in the currently evolving landscape of local government management.
- ❖ **Part 2.** The second part focuses on the “toolbox” of the modern CAO/public administrator’s essential management practices, such as:
 - human relations
 - budget and finance
 - information technologies
 - agenda setting
 - policy formulation and implementation
 - productivity improvement
 - program evaluation
- ❖ **Part 3.** The third part focuses on the evolving role of the CAO as local government’s “Mr. Outside.”
 - Historically, the CAO’s primary role was to manage the *internal operations* of the local government and communities
 - Increasingly, the modern CAO is expected to manage *external relations* in a transforming local government environment, both vertically (state and

national relations) and horizontally (other local general purpose and special purpose government units).

- ❖ **Part 4.** The fourth part focuses on the modern CAO as an effective community leader:
- understanding community dynamics
 - determining a community leadership style(s)
 - maintaining a positive working environment
 - managing conflict within a complex organizational structure
 - CAO's professional relationship/responsibilities to the locally elected officials and the public legislative body the CAO represents

ASSIGNMENTS AND GRADING

Course grading is on a 100 point scale, based on the following:

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|---------------------|-----|
| Mid-term Exam | 40% |
| Final Exam | 40% |
| Class Participation | 20% |

However, late and poorly written work may be penalized by reduction of points in relation to the assignment, i.e., (a) a point per day late and (b) up to 10% of the point value of the assignment for poorly written work.

Grade Scale: 95-100=A, 90-94=A-, 86-89=B+, 83-85=B, 80-82=B-, 76-79=C+, 73-75=C, 70-72=C-, 66-69=D+, 63-65=D, 60-62=D-, 59 and below equals E.

Class Participation. Please note the grade emphasis on class participation. As stated above the purpose of the essays is preparatory for the lecture/class discussions. *Substantial class participation is expected from every student each session.* Simply reporting what you read is minimally acceptable graduate work. The object is to read, analyze, consider competing alternatives, and understand and explain policy implications.

READING

Textbook: The Effective Local Government Manager, Third Edition, 2004, ICMA
ISBN: 978-0-87326-143-7

Casebook: Managing Local Government, 2008/9, ICMA
ISBN: 978-0-87326-179-1

NOTE: The text and case books are available as electronic documents (e-books) from the International City/County Management Association at icma.org

Other required reading

1. Governing Magazine -- monthly (subscribe at Governing.com/mag)
2. Detroit Free Press, Sunday edition, "Points of View" page(s) -- weekly
3. Other readings as assigned

LECTURE/CLASS DISCUSSION SCHEDULE

Sept 11 Introductions, Syllabus
Course Pre-Test
Fundamentals of Local Government
Case Analysis, BRJ Style/Method
Practice Case: Case 9

Part 1: Life of a Local Government Manager

Sept 18 Lecture/Discussion, Chapter 8 and Case 1, and other readings as assigned (ORAA)

Sept 25 Guest Lecturer(s), city manager and/or local elected official, comments and Q&A

Oct 02 Lecture/Discussion, Chapter 1 and Case 3, and ORAA

Part 2: Modern CAO's Essential Management "Toolbox"

Oct 09 Lecture/Discussion, Chapter 5 and Case 13, and ORAA

Oct 16 Lecture/Discussion, Chapter 6 and Case 16, and ORAA
Mid-term Exam Review (time permitting)

Oct 23 **Mid-Term Exam, 40 points on Chapters 8, 1, 5 & 6 and Cases 1, 3, 13 & 16.** (10 points on Chapters with possible Bonus Questions and 30 points on Cases.)

See syllabus/handout regarding exams components: (1) text essay and (2) take-home case study essay assignments (due on mid-term exam date, no exceptions).

Part 3: CAO as Local Government's "Mr. Outside"

Oct 30 Lecture/Discussion, Chapter 7 and Case 19, and ORAA

Part 4: CAO as Effective Community Leader and Local Legislative Body "Partner"

Nov 06 Guest Lecturer, City Manager/Chief Administrative Officer

Nov 13 Lecture/Discussion, Chapter 2 and Case 4, and ORAA

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|--------|---|
| Nov 20 | Lecture/Discussion, Chapter 3 and Case 8, and ORAA |
| Nov 27 | Guest Lecturer, Local Government Elected Official |
| Dec 04 | Lecture/Discussion, Chapter 4 and Case 10, and ORAA |
| Dec 11 | Final Exam Review (time permitting) |
| Dec 18 | <p>Final Exam, 40 points on Chapters 2, 3, 4 & 7 and Cases 4, 8, 10 & 19 (10 points on Chapters with possible Bonus Questions and 30 points on Cases.)</p> <p><i>See syllabus/handout regarding exams components: (1) text essay and (2) take-home case study essay assignments (<u>due on final exam date, no exceptions</u>).</i></p> |

SPECIAL INSTRUCTIONS FOR CLASS PARTICIPATION AND CASE STUDIES

1. Class Participation

The object of class participation is to enhance the student's understanding of the course material. In order to accomplish this, it is necessary for each student to read the assigned text chapters and case study **prior to class**.

Regarding the text chapters, the more that student's participate, collectively, in class discussion of text material, the more I am inclined to limit the text material on the mid-term and final exams.

Regarding the case studies, students **MUST** prepare a draft copy of the take-home assignment (see 2 below) for use in discussing the case in class. **Case study drafts must be turned in at the end of each class** and will be included in the student's class participation points for the course.

There is no single correct way to analyze the cases. Students may differ from each other and the instructor.

It is expected that all students will participate in each class session's discussions.

2. Take-Home Essay Exam Assignments

Each student is to prepare a **two to three page, double-spaced (minimum four to maximum of six pages) essay** of each case study, to be turned in on the day of the scheduled exam.

The best essays will be those which are **analytical**, as opposed to simply summarizing the components of the case. The focus of the analysis may vary, according to the student's own insights; perhaps addressing and/or incorporating the issues/perspectives raised in class.

Because these essays are part of the exam process, **NO LATE CASE STUDY ESSAYS WILL BE ACCEPTED.**

ADDITIONAL INFORMATION

Extra Credit Extra credit opportunities MAY be available by offer of the instructor or upon request of the student. These are due no later than the due date of the final exam.

When available, I offer extra credit opportunities with maximum point values of 5 or 10, based on the complexity of the work. Higher point value (15) may be arranged on an individual student basis and would require a research paper format.

Research/Writing Expectations Almost all MPA courses require extensive research and writing requirements, and it is the policy of the MPA program to utilize the Chicago Manual of Style. A particularly useful resource is the Chicago Manual of Style Outline at: http://www.chicagomanualofstyle.org/tools_citationguide.html

Academic Dishonesty Includes all forms of cheating, falsification, and/or plagiarism, and will not be tolerated. Penalties range from a failing grade for a particular assignment to a failing grade for the course. Offenders may be referred to the Office of Student Judicial Services for discipline that can result in suspension or permanent dismissal. Detailed definitions of academic dishonesty are located in the Student Conduct Code.

Student Resources

EMU Student Handbook: <https://www.emich.edu/studenthandbook/index.php>

Graduate School Policies: <https://www.emich.edu/graduate/policies/index.php>

University Writing Center Fall 2017 Syllabus Text is attached.