PPD 543 INTERNSHIP SEMINAR  
Course Outline & Requirements  
Spring 2012

Instructor: P. Michael Paules  
Email: paules@usc.edu

Class sessions will take place on the following Wednesday evenings from 6:00 to 8:20 pm Pacific Standard Time (PST) in RGL 209 unless otherwise noticed (dates subject to confirmation at first class session):

- January 25
- February 8
- February 22
- March 7
- March 21
- April 4

**Introduction to the Seminar**

The goal of this seminar is to provide the critical link between your required internship placement and the academic program. We will explore management styles and workplace issues in the literature and in practice. A primary intent of this seminar will be to mutually reinforce the educational value of your classroom experience and your internship. In class discussion and assignments, you are encouraged to share your personal reflections on concepts of management as they relate to both academic theory and your own employment experience. This is a required course for pre-service students.

**Prerequisites**

There are no academic prerequisites for this course. Students should contact Naiery Misserlian in the Office of Career Services (misserli@usc.edu or 213-740-0533) and participate in an advising session to discuss strategies for searching for jobs/internships, resume/cover letter development, and how to best network with alumni and employers. It is each student’s responsibility to secure and complete an internship which meets university requirements prior to graduation. Students must enter into an internship contract utilizing a form provided by Career Services (signed by their supervisor and themselves). Once the internship is complete, students should submit a log of hours worked and a supervisor evaluation to Office of Career Service.

**Student Learning Outcomes**

The National Association of Schools of Public Affairs and Administration (NASPAA) has established core competences which are applicable to USC. The Core Required Competencies identified by NASPAA are as follows:

- Ability to lead and manage in public governance;
- Ability to participate in and contribute to the policy process;
- Ability to analyze, synthesize, think critically, solve problems and make decisions;
• Ability to articulate and apply a public service perspective;
• Ability to communicate and interact productively with a diverse and changing workforce and citizenry.

To address these competencies the following Learning Objectives have been established for this course:
• Develop the skills of public management related to an internship setting;
• Learn about management problems, processes and solutions;
• Integrate theory and practice by applying academic experience in the workplace;
• Clarify personal values and develop an effective leadership style;
• Hone interpersonal and communication skills to meet the challenges of interacting in complex, diverse environments.

Coursework Requirements

We will be meeting six times over the course of the semester. Attendance at all sessions is required. Please inform me in advance of any planned absence or, in the event of an unplanned absence, contact me as soon as possible after the missed session.

Each student will be asked to give a ten minute oral presentation to the class—please aim to work within a nine to eleven minute time limit. Depending on the size of the class, presentations will be scheduled over three class sessions (March 7, March 21 and April 4). You will be evaluated on the basis of both content and presentation style. Presentations can be made on your choice of one of the following two topics:

1) An interview with a manager regarding his or her philosophy of management, how he or she developed this perspective, plus your critique of your interviewee’s management style.

2) Identify the mission of the agency or corporation where you have done your internship, its success in achieving that mission, and your recommendations for enhancing this success.

You also will be required to submit a five to six page paper (space-and-a-half or double space), due to me by March 7. You will be evaluated on the basis of both content and the professional quality of your writing. Please choose one of the following two topics:

1) Define your personal management philosophy, including a description of key knowledge or events that have contributed to its development, and past experiences and/or future plans to implement this philosophy in the workplace.

2) Present a project plan for a proposed activity that could be undertaken by your internship agency/corporation. This can be an actual current proposal or one of your own invention. Include a problem statement, background information and the proposed response/activity.
Please submit a one-paragraph description of both your paper and presentation topics by the second class session (February 8). Your paper and presentation CANNOT cover the same topic. Several additional class activities will require preparatory work on your part:

- I am requiring that you keep a journal to record your experiences, things you learn and reflections on your internship, job search and professional development. Please post a 2-4 paragraph journal entry on Blackboard prior to each class session beginning with the second class meeting (February 8). (I expect to receive at least five entries over the semester). Also, during the semester, each student is required to post responses to at least 5 journal entries by other students sharing their thoughts and suggestions.

- I would like to receive a copy of your resume which should posted on the Blackboard course site A.S.A.P. This is not a graded assignment, but I will review it and provide comments.

- Students should consult Blackboard on a weekly basis for updates. Office hours can be scheduled with the instructor as needed.

**Required Readings**

Readings should be completed prior to the seminar session for which they are assigned. Please come prepared with comments and questions based on the readings to stimulate class discussion.

One book is required for the class: *The Bureaucratic Entrepreneur* by Richard Haass (ISBN-10: 0815733534 | ISBN-13: 978-0815733539). It is readable and covers our subject matter. This book is available online (Amazon.com) and through the USC bookstore. In addition to the main textbook, additional readings from other sources will be posted on Blackboard. The schedule below details the specific reading assignments for each class. The class participation grade will be based in part on your demonstrating that the readings were completed.

**Determination of the Final Grade**

This is a graded class. It is important that you treat both your internship and the class work with the utmost professionalism. Following are the factors I will use in calculating your grade for this class:

- Class participation 35%
- Term paper 35%
- Class presentation 30%

100%

**Information for Distance Learning Students**

For Distance Learning Students, the class will be conducted via an online meeting tool called Adobe Connect. Access the class via the following web address and log in as “guest”. Once you choose the guest option, please ensure you type in your full name so that we can identify you:

You may host your own Adobe Connect meetings outside of class time for use with group work, collaboration with individual classmates, interviews, and other professional meetings. You should have received your own personalized Adobe Connect login ID and password and may access your Adobe Connect Administration console here: http://uscprice.adobeconnect.com to create a meeting room.

Please use the following link to test your computer’s capability to use the Adobe Connect: http://na3cps.adobeconnect.com/common/help/en/support/meeting_test.htm

Mandatory Adobe Connect orientation sessions will be held prior to the first day of class. You will receive an email with available meeting times.

To use Adobe Connect effectively in a class room setting, you will require the following tools: Webcam, headphones, and computer microphone. Student without headphones will not be allowed to connect to course sessions as this can cause audio feedback noise for all participants.

- Here are a few possible configurations for your peripherals:
  1. Laptop or desktop with built-in webcam and microphone and attached headphones
  2. Attached webcam with built-in microphone and attached headphones
  3. Attached webcam and attached headset
  4. Attached webcam, attached microphone, attached headset

- Here are some options for peripherals:
  1. Logitech B910 HD webcam (built-in microphone) with any set of headphones (iPod style ear buds, or closed ear)
  2. Any webcam and headphones with Logitech USB Desktop Microphone
  3. Any webcam with Sennheiser PC 31 Stereo Headset

If, during class, you experience any technical problems, you should contact Technical Assistant Rahul Tiwari using the Adobe Connect chat function on the online classroom page or by e-mail at ratiwari@usc.edu.

Schedule of Class Meetings

January 25

   Introductions & Course Overview
   • Personal Introductions
   • Requirements and Expectations
   • The Employment Environment
   • Making Connections
   • Personality Type Exercise
February 8

Entering the Workplace
- “The Center of Your Compass”
- Strategic Communication
- Business Writing
- Resume Preparation

Readings
Haass Chapters 1 & 2 (pgs. 1-54)
Costello & Kleinert, “Emerging Leaders: How to Begin Your Career in Local Government”
Dobel, Elmore & Werner, “Memoranda Writing”
Benest, “Frank’s Rules for Resume Writing”

POST RESUME ON THE COURSE BLACKBOARD SITE
POST JOURNAL ENTRY/RESPONSE
PAPER AND PRESENTATION TOPICS DUE

February 22

Looking Up and Down the Employment Ladder
- Supervisors and Employees
- Group Dynamics Exercise
- Presentation Skills

Readings
Haass Chapters 3 & 4 (p. 55-118)
White, “Four Generations Learning to Work Better Together”
Benest, “Communicating with Your Boss”
Big Dog’s Leadership Page – Presentation Skills

POST JOURNAL ENTRY/RESPONSE

March 7

Strategic Thinking & Decision Making
- Strategic Thinking
- Decision Making Approaches
- Implementing Policies & Programs
- Presentations

POST JOURNAL ENTRY/RESPONSE
PAPER DUE

Reading
Haass Chapter 5 (p. 119-144)
March 21

Leadership
- Leading Change in Organizations
- Guest Speaker: Linda Barton, City Manager (ret.) Livermore, CA
- Presentations

Readings
Haass Chapter 6 (p. 145-175)
Endo & Paules, “Altruism & Leadership: Extraordinary Acts by Ordinary Citizens”

POST JOURNAL ENTRY/RESPONSE

April 4

The Next Steps...
- Charting Your Career Path
- Presentations
- Course Learning Review

Readings
Haass Chapter 7 (p. 176-179)
Benest, “The Subtle Art of Promoting Your Value”

POST JOURNAL ENTRY/RESPONSE

Instructor Profile

P. Michael Paules is the former City Manager of San Gabriel, California, and an instructor of public administration at the University of Southern California. During his 31-year career in municipal management, Mr. Paules received the International City/County Management Association’s “Award for Local Government Education,” the National League of Cities’ “James C. Howland Award for Urban Enrichment” and the University of Southern California’s “Fletcher Bowron Award” for achievement in urban administration. He is currently Vice-Chairman of USC’s City/County Management Fellowship Program Board and serves on the ICMA Committee on Graduate Education as well as advisory boards overseeing the graduate public administration programs at Cal State Los Angeles and the University of La Verne, where Mr. Paules served as City Manager in Residence in 2010. As a Credentialed Manager, Mr. Paules has taken a leadership role in the development of the next generation of public managers through the Cal-ICMA Coaching Program which he has helped shape as an international model. He holds a Bachelor’s degree in Political Science from California State University Fullerton, and a Masters degree in Public Administration from the University of Southern California.