

**Managing Organizations**  
**Fall 2017 Schedule:** Sept 26. Sept 30-Oct 1. Oct 14-15. Oct 24.  
Tuesday 6-9pm, Sat & Sun 9am-4pm  
**Location:** TBA



**Faculty:** Amy Gould, Ph.D., [goulda@evergreen.edu](mailto:goulda@evergreen.edu)

**MPA Mission Statement:** Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. "Be the Change."

**Course Description & Learning Goals:** To manage or not to manage,...is this the question? Perhaps it is better to ask how to manage, when to manage, who to manage, where to manage, what to manage, and why manage? Just like organs in the human body, organizations do not function in isolation. Similar to humans, public and non-profit organizations need sustenance, security, movement, change, aspirations, awareness of their internal and external environments, and management. It is both a calling and job for managers to recognize and manage the multiple facets of any organization; especially the human components. In this course each student will have the opportunity to study organization theory/ development/ behavior, and practice their studies with hands on application of their own unique management style. Each student will learn to assess situations for a ripe "management moment" by recognizing the strengths and weaknesses of organizations with the know how to implement recommendations for moving forward through action plans and develop the skills of active listening, public speaking, and professional writing.

**\*Fair Warning\*:** This course is offered in an intensive 5 week format. Coursework will require a large amount of self-directed learning through readings, assignments, presentations, workshops, and a webinar.

**Required Books:**

**Students Choose One:** Heifetz, Linsky, Grashow (2009). *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*. Harvard Business Press. ISBN: 978-1422105764. **OR** Seville (2016). *Resilient Organizations: How to Survive, Thrive and Create Opportunities Through Crisis and Change*. Kogan Page. ISBN: 978-0749478551.

**Students Choose One:** Scott (2011). *Fierce Leadership: A Bold Alternative to the Worst "Best" Practices of Business Today*. Crown Business. ISBN: 978-0385529044. **OR** Yokoyama & Michelli (2004). *When Fish Fly: Lessons for Creating a Vital & Energized Workplace*. Hachette Books. ISBN: 978-1401300616.

**Students Choose One:** Garcia (2017). *Do Right and Accept the Consequences: A Public Servant's Story of PTSD*. Independently Published. ISBN: 978-1520539911. **OR** Tehrani (2010). *Managing Trauma in the Workplace: Supporting Workers and Organisations*. Routledge. ISBN: 978-0415558938.

**Resources (Optional):**

Armstrong (2004). *How To Be An Even Better Manager: A Complete A-Z of Proven Techniques and Essential Skills*. 6<sup>th</sup> edition. Kogan Page. ISBN: 074944262X

Fisher, Ury, Patton (2011). *Getting to Yes: Negotiating Agreement Without Giving In*. Penguin Books. ISBN: 978-0143118756.

Fry (2000). *101 Great Answers to the Toughest Interview Questions*. 4<sup>th</sup> edition. Thomson. ISBN: 156414464X.

Rainey (2014). *Understanding and Managing Public Organizations*, (5th Ed). Jossey- Bass Publishing. ISBN: 978-1118583715.

Rosenberg (2007). *The Resume Handbook: How to Write Outstanding Resumes & Cover Letters for Every Situation*. 5<sup>th</sup> Edition. Adams Media. ISBN: 978-1598694598.

Trauma Informed Human Resources: <https://www.acf.hhs.gov/trauma-toolkit>

**Fall 2017 Schedule (faculty may alter schedule if needed)**

**Tuesday, September 26th “Hiring & Getting Hired”**

Time	Activity	Deliverable
6:00pm	Course Overview, Tips on interviews	
7:30pm	Interview Breakout Session (3 person groups)	<ul style="list-style-type: none"><li>• <u>Done before class and brought to class:</u> Assignment #1. Application packet (job posting, cover letter, resume) posted on canvas and 2 copies brought to class. Bring list of questions you will ask the interviewers.</li><li>• <u>Done in class:</u> Refined list of interview questions for each candidate (start-up questions will be provided) &amp; refined skill sheet for each application (start- up skill sheet will be provided)</li><li>• Agreed upon order of interviews</li></ul>
8:00pm	Start interviews (10 min for questions and 5 min of feedback per interview)*Time yourselves!*	<ul style="list-style-type: none"><li>• <u>Interviewers:</u> Give feedback to interviewee at end of each interview.</li><li>• <u>Interviewees:</u> After each interview is over in your group, provide feedback to each of your interviewers about how they can improve their interviewing/question asking skills.</li></ul>
9:00pm	End	

**Saturday, September 30th “Managing Organizations As People”**

Time	Topic/Activity	Deliverable
9:00am	Evolution of Organization Theory, Behavior, & Development	
12:00pm	LUNCH	
1:00pm	Seminar	<b>Required Reading for the Day:</b> Heifitz, <i>The Practice of Adaptive Leadership</i> <b>OR</b> Seville, <i>Resilient Organizations</i>
2:30pm	Organizational Culture, Learning Organizations	<ul style="list-style-type: none"> <li>• <u>Done before class and posted to canvas:</u> Assignment #2. Find 5 management associations you might want to join. Provide background about the associations &amp; note the benefits of joining.</li> </ul>
4:00pm	End	

**Sunday, October 1st “Managing Yourself in the Organization”**

Time	Topic/Activity	Deliverable
9:00am	Human Nature, Reflexive Practitioner, Management Styles, Action Plans for development & performance review of self & employees	<b>Watch video:</b> TEDTalk of <a href="#">Susan Cain, Quiet: The Power of Introverts</a> .
10:30am	Presentation Tools for webinar	
11:00am	Seminar	<b>Required Reading for the Day:</b> Scott, <i>Fierce Leadership</i> <b>OR</b> Yokoyama & Michelli, <i>When Fish Fly</i>
12:00pm	LUNCH	
1:00	Managing a Meeting, Writing Memos & Professional E-mails	
2:00pm	Memo/E-mail Writing & Managing a Meeting Workshop: Break out into groups of 3 students.  *Note: Pick your teams wisely. These will also be your groups for the final presentation/webinar.	<ul style="list-style-type: none"> <li>• <u>Done in class &amp; after:</u> Assignment # 3. Each student takes turns being manager of the small group. “Manage a meeting” to find resolution to an issue from a case study provided (each student will have a different case). After class, each student writes an e-mail with a memo to their small group explaining the problem and outlining the recommended resolution. Request feedback from the group. After the manager incorporates feedback received (or if not-why), post the memo on canvas by 10/9.</li> </ul>
2:30pm	Managing a Meeting workshop	“.....” repeat with different student as manager.
3:00pm	Managing a Meeting workshop	“.....” repeat with different student as manager.
3:30pm	Managing a Meeting workshop	“.....” repeat with different student as manager.
4:00pm	End	

**Saturday, October 14th “Managing Every Day”**

Time	Topic/Activity	Deliverable
9:00am	Budgets, Followership, Managing Change & Innovation, Workplace Trauma	
11:00am	Seminar	<b>Required Reading for the Day:</b> Garcia, <i>Do Right and Accept the Consequences</i> <b>OR</b> Tehrani, <i>Managing Trauma in the Workplace</i>
12:00pm	LUNCH	
1:00pm	Agile vs. Adaptive Leadership	
2:00pm	Managing Up, Managing your Boss, 360 degree leadership	
4:00pm	End	

**Sunday, Sunday October 15th “Managing within Social Norms”**

Time	Topic/Activity	Deliverable
9:00am	Seminar: Synthesis of readings for the class and how they will apply to your webinar	
11:00am	Active Listening, De-escalation Techniques, Conflict Resolution	
12:00pm	LUNCH	
1:00pm	Webinar logistics	
1:30pm	Time for webinar teams to work in their groups	
4:00pm	End	

**Tuesday, October 24th**

Time	Activity	Deliverable
6:00pm	15 minute webinars led by groups *All class time will occur online.	<ul style="list-style-type: none"> <li>Assignment #4: Group led webinars using gotomeeting.com</li> </ul>
9:00pm	End	

**Evaluations:** A written self-evaluation and faculty evaluation are required for credit. All final evaluations are to be submitted via my.evergreen.edu by October 31, 2017. We will not hold evaluation conferences.

## ASSIGNMENTS

**Assignment #1: Interview Application Packet** Due: 9/26 posted to canvas by 6pm and 2 hard copies of application packet brought to class.

Application packet includes:

- 1) Find and print out a **management level** job posting in any area of public service (federal, tribal, state, county, city, non-profit, or NGO). Make sure it is a **management job** you would actually want. You can usually find job postings on-line at the organizations' human resource or personnel website. A newspaper job posting is fine as well.
- 2) *Write a cover letter and resume tailored for the job you found.* Use the same key terms from the job posting within your resume and cover letter. Reviewers are simply using a matrix to rate your application. Use their language so they can easily find how you meet or exceed their required qualifications.

Make 2 copies of each application packet (job posting, cover letter, resume). Develop a list of questions you will ask the interviewers about the job you are applying for. *Arrive at our first class meeting ready to be interviewed by your peers.*

**Assignment #2: Management Associations** Due: 9/30 by 6pm posted to canvas. Find 5 management associations in your area of interest and note the benefits you get if you join them. Be sure to include short descriptions about each association (history, purpose, mission, how to join, contact info, etc.). *\*Do not simply copy/paste from a website.\** Take time to refine the information into key points. The information for all 5 management associations must fit on 2 pages, typed, 12 point font, Times New Roman.

**Assignment #3: Case Study Memo** Due: 10/9 posted to canvas by midnight. Each student will be given a case study to present to their small group. Each student in the small group will be manager of the group one at a time. Each student will "manage the meeting" to find resolution to an organizational issue from a sample case provided in class. After class, each student manager is to compose and e-mail a memo to their small group explaining the problem, outlining the recommended resolution complete with an action plan and time line for implementation, listing the goals of the change, addressing obstacles and benefits of the proposal, noting other organizations you may network with, and requesting feedback from the team. After the student manager incorporates the feedback received (or if not- why), they will post it to canvas. Each student will submit a memo regarding the case they managed- *this is not a group memo*- everyone will turn in their own memo.

**Assignment #4: Group led webinar** Due: 10/24 posted to canvas by 6pm and webinar conducted online during class time. The webinar assignment will be explained in detail during class with examples.

- Form groups of no more than 3 people. Using gotomeeting.com, your group will lead the class in a webinar about what you believe is the key knowledge, skill, or ability all managers should have in public organizations. What is the essential [blank]? Why is it so important? How do we do it?
- The webinar should be applied and incorporate all of the readings from the class.
- Webinar should not exceed 15 minutes total with 5 minutes for Q & A included in the total time.

- A visual aid is required for the webinar and could be a prezzi, wix.com or weebly.com, timetoast or dippity, goanimate.com, powtoon.com, infographic, projeqt.com, haikudeck, whiteboard animation, etc. The visual aid should follow the following guidelines: Any photographs or graphs/charts should have an explanation about what is being displayed. All photographs should be cited with their source. Things to think about: contrast, background color, limiting red and green (colorblindness), font size, readability, universal design access.

### Course Policies

**Human Subjects Review (HSR)** Any “research” you do in this class should be all secondary research (data and information already available to you through existing resources such as books or websites). You will *not* collect any original data (research done through interviews, surveys, focus groups, etc.). Original research/data collection activities are dependent upon the Human Subjects Review application being reviewed and approved by TESC IRB.

**Participation and attendance:** Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty should be notified prior to a class and/or seminar absence. After one absence per quarter (3 hours), make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After three absences (9 hours) students may be denied full credit. After reoccurring absences (missing an hour of class each meeting) students may be denied full credit. Finally, if students do miss a class, they are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

**Late assignments:** Turning in assignments late is unacceptable. However, if there is an unavoidable need to turn in an assignment late, the student should contact their faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

**Credit:** Students will receive 4 graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded. Full loss of credit decisions will be made by the faculty. Plagiarism (i.e., using other peoples’ work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [MPA Handbook](#) and [College statement on academic honesty](#) for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

**Evaluation:** A written self-evaluation and faculty evaluation are required for credit. All final evaluations are to be submitted via my.evergreen.edu by October 31, 2017. We will not hold evaluation conferences.

**Multiculturalism and diversity:** Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences including but not limited to race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, age, religion, (dis)ability, and veteran status.

**Technology use and learning styles:** We all have different ways of acquiring new knowledge. Therefore, faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, style applications are limited to means appropriate for the classroom environment. (Activities such as surfing the internet, posting on/checking social media, reading unrelated materials such as e-mail, playing with an IPOD, laptop, or cell phone are not appropriate.) Consult your faculty to discuss learning style options.

**Reasonable accommodations** will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's [Students with Disabilities Policy](#).

**Conduct and conflict resolution:** Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

**We will abide by the [social contract](#):** WAC 174-121-010 College philosophy.

**We will abide by the [student conduct code](#) (including academic integrity and plagiarism):** Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process.

**We will abide by the [non-discrimination policies and procedures at TESC](#).**

**Guest policy:** Guests are welcome to visit our learning community during class time and seminar meetings with approval from course faculty in advance of each requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Prospective students may visit one class meeting of first year Core without advance faculty approval, but must notify faculty that they are present prior to the beginning of class. All guests must abide by all social contract, conduct code, and nondiscrimination policy guidelines as aforementioned in this handbook. Per faculty discretion, guests may be asked to leave and not permitted to return to class if these guidelines are violated in any way including

behavior that disrupts the learning community. All guests are expected to minimize their participation in class and seminar discussions.

**Inclement weather:** In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them.

**Communicating:** Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.