

**Managing Organizations**  
**Fall 2014 Schedule:** Oct 7, Oct 18-19, Nov 1-2, Nov 18  
Tuesdays 6pm-9pm, Sat/Sun 9am-4pm  
**Location:** TBA

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**TESC 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 format and will require a large amount of self-directed learning through readings, assignments, presentations, workshops, and a webinar.

**Required Books:**

Ashworth (2001). *Caught Between the Dog and the Fireplug, Or How to Survive Public Service*. Georgetown University Press. ISBN: 978-0878408474

Braffman & Beckstrom (2008). *The Starfish and The Spider: the unstoppable power of leaderless organizations*. Portfolio Trade. ISBN: 978-1591841838.

Scott (2004). *Fierce Conversations: Achieving Success at Work and in Life One Conversation at a Time*. Berkley Trade. ISBN: 978-0425193372.

Senge (2006). *The Fifth Discipline: The Art and Practice of the Learning Organization*. Double Day. ISBN: 978-0385517256

**Optional Resource books:**

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

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

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.

**Fall 2014 Schedule (faculty reserves the right to alter the schedule)**

**Tuesday, October 7th “Hiring & Getting Hired”**

<b>Time</b>	<b>Activity</b>	<b>Deliverable</b>
6:00pm	Course Overview, Tips on being the interviewee & interviewer	
7:00pm	Interview Breakout Session (4 person groups)	<ul style="list-style-type: none"> <li>• <u>Done before class and brought to class</u>: Post on canvas and also print out of job posting, cover letter, resume. Make 5 copies of each application packet and bring these with you to class. Bring list of questions you will ask the interviewers about the job you are applying for.</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>
7:30pm	Start interviews in your small group (10 minutes for questions and 5 minutes 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, October 18th “Managing Organizations & People”**

<b>Time</b>	<b>Topic/Activity</b>	<b>Deliverable</b>
9:00am	Evolution of Organization Theory	Required Reading for the Day: Senge, <i>The Fifth Discipline</i> - ALL
10:00am	Organization Behavior & Development	<ul style="list-style-type: none"> <li>• <u>Posted to canvas and brought to class</u>: Find a public organization’s structure chart or “org chart.” Be able to briefly explain the function of each position noted on the chart and the structural flow of supervision/reporting. Post on canvas and bring hard copy to class.</li> </ul>
12:00pm	LUNCH	
1:00pm	Organizational Culture, Learning Organizations	<ul style="list-style-type: none"> <li>• <u>Done before class and posted to canvas by 10/14</u> : Find 5 management associations in your area of interest. Provide background info about the association &amp; note the benefits you get if you join them.</li> </ul>
2:00pm	Seminar on <i>The Fifth Discipline</i>	
4:00pm	End	

**Sunday, October 19th “Managing Yourself”**

<b>Time</b>	<b>Topic/Activity</b>	<b>Deliverable</b>
9:00am	Human Nature, Reflective Practitioner, Management Styles, Managing a Meeting, Personal & Employee Action Plans, Team work plans, employee development & review. *Watch TEDTalk of Susan Cain, <i>Quiet: The Power of Introverts</i> .*	Required Reading for the Day: Scott, <i>Fierce Conversations</i> - ALL
11:00am	Seminar on <i>Fierce Conversations</i>	
12:00pm	LUNCH	
1:00pm	Memo Writing & Case Study Workshop: Break out into groups of 3 students	<ul style="list-style-type: none"> <li>• <u>Done in class &amp; after:</u> Each student in the small group will take turns being manager of the group. Each student will manage a “meeting” to find resolution to an issue from a sample case provided in class (each student will have a different case). After class, each student manager will write 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 manager incorporates feedback received (or if not-why), they will post the memo on canvas by 10/28.</li> </ul>
2:00pm	Case Study workshop	“.....” repeat with different student as manager.
3:00pm	Case Study workshop	“.....” repeat with different student as manager.
4:00pm	End	

**Saturday, November 1st “Managing Every Day”**

<b>Time</b>	<b>Topic/Activity</b>	<b>Deliverable</b>
9:00am	Budgets, Missions, Followership, Managing Change & Innovation	Required Reading for the Day: Braffman & Beckstrom, <i>The Starfish &amp; The Spider</i> - ALL
11:00am	Seminar on <i>Starfish &amp; Spider</i>	
12:00pm	LUNCH	
1:00pm	Agile & Adaptive Leadership	
2:00pm	Managing Up, Managing your Boss	
3:00pm	360 degree leadership	
4:00pm	End	

**Sunday, Sunday November 2nd “Managing within Social Norms”**

Time	Topic/Activity	Deliverable
9:00am	Seminar on <i>Caught Between the Dog and the Fireplug</i>	Required Reading for the Day: Ashworth, <i>Caught Between the Dog and The Fireplug</i> - ALL
11:00am	Active Listening, De-escalation Techniques, Conflict Resolution, Managing Difficult People	
12:00pm	LUNCH	
1:00pm	Presentations & Virtual Meetings	*Form webinar teams*
4:00pm	End	

**Tuesday, November 18th**

Time	Activity	Deliverable
6:00pm	15 minute webinars led by groups *All class time will occur online.	<ul style="list-style-type: none"> <li>Group led webinars using gotomeeting.com</li> </ul>
8:30pm	End	

**ASSIGNMENTS**

**Assignment #1: Interview Application Packet** Due: 10/7 posted to canvas before class and hard copy of application packet brought to class. 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. *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 5 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. Faculty will review your application packet in class. Please also post your completed application packet to canvas before the first class meeting.

**Assignment #2: Management Associations** Two pages. Due: 10/14 by midnight 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: Org Chart** Due: 10/18 posted to canvas before class and hard copy brought to class. Find on-line (or contact and request) a public organization’s structure chart or “org chart.” Pick any organization you are interested in. Be able to briefly explain the organization along with the functions of multiple positions noted on the chart and the structural flow of supervision/reporting. You will briefly present this to a small group in the class. Be sure to bring at least one hard copy of the org chart to show. \*Please *do not* pick the org chart of the organization you currently or previously worked for.\*

**Assignment #4: Case Study Memo** Due: 10/28 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 #5: Group led webinar** Due: 11/18 posted to canvas before class and webinar conducted online during class time. The webinar assignment will be explained in detail during class and an example will be shown. 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 service. 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.

A visual aid is required for the webinar and could be a prezi, website created using wix.com or weebly.com, video posted to youtube, timetoast or dippity, wordpress blog, goanimate.com, powtoon.com, infographic, projeqt.com, or whiteboard animation and 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 & Attendance:** Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar as able, listening to others as able, taking notes as able, completing class interactive exercises, and avoiding distractions. If an absence is unavoidable, faculty should be notified prior to an absence. ***After one absence per quarter (4 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 two absences (8 hours) you may be denied full credit. After reoccurring absences (consistently showing up tardy) you may be denied full credit.*** Finally, if you do miss a class, you are still 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 a unavoidable need to turn in an assignment late, the student should contact their seminar 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 completion of the quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes will not be awarded. Full loss of credit decisions will be made by the faculty. ***Plagiarism (i.e., using other peoples' work as your own) will result in total loss of credit for the class and may result in expulsion from the MPA program.*** Failing to complete one or more assignments, completing one or more assignments late, or multiple absences may constitute denial of total credit. Unexcused absences or lack of academic work may result in no credit at the discretion of the faculty. Students will also be evaluated based upon their progress towards the learning goals that will be assessed from classroom, seminar, and assignment performance. The faculty makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements.

**Evaluation:** Written self-evaluations and a faculty evaluation are required for credit at the end of the quarter posted on my.evergreen.edu.

**Multiculturalism & 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. We are all encouraged to add to the existing format and content by incorporating relevant professional experiences in dialogue and by presenting current events regarding public service. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power and life-style 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.

**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, reading unrelated materials, playing with a IPOD, laptop, or cell phone are not appropriate.) Consult your seminar faculty to discuss learning style options or personal challenges.

**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.

**Expectations of Students and faculty:** to promote a cooperative, supportive atmosphere within the community; give everyone opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminar; handle all disputes in a spirit of goodwill. 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.

<http://apps.leg.wa.gov/WAC/default.aspx?cite=174-121-010>

**We will abide by the student conduct code (including academic integrity and plagiarism):**

Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

<http://apps.leg.wa.gov/wac/default.aspx?cite=174-123>

**We will abide by the non-discrimination policies and procedures at TESC:**

<http://www.evergreen.edu/mpa/studenthandbook/nondiscrimination.htm>

**Guest Policy:** Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

**Inclement Weather:** In the event of bad weather or emergencies students should check with television or radio stations for announcements of campus closures. Students can also call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Since many students in the program travel from relatively distant locations, faculty may decide to cancel program meeting even if campus is open. If we do this we will send an all-program email prior to class. You are responsible for checking your email and you are responsible for ensuring viable transportation options are available to you.