

# Managing Organizations

## Fall 2024



Master of Public Administration Program

### Schedule:

Tuesday: Oct 8, 6pm-9pm

Saturday/Sunday: Oct 12-13, 9am-4pm

Saturday/Sunday: Oct 26-27, 9am-4pm

Tuesday: Nov 5, - no class, final assignments due

**Location:** Online [via Zoom and Canvas]

**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, 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 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 then practice their studies with hands on application of their own unique management styles. 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.

**\*Fair Warning\*:** This course is offered in an intensive format. Assignments will be worked on in-between class meetings. Coursework will require a large amount of self-directed learning through readings, assignments, workshops, and recorded presentations.

### Required Books:

Brafman & Beckstrom (2008). *The Starfish and the Spider: The Unstoppable Power of Leaderless Organizations*. Portfolio. ISBN: 978-1591841838

Butler (1998). *Parable of the Talents*. Grand Central Publishing. ISBN: 978-1538732199

Kenny & Ngaroimata Fraser (2013). *Living Indigenous Leadership: Native Narratives on Building Strong Communities*. UBC Press. ISBN: 978-0774823470

Beltran (2024). *Fierce Resilience: Combatting Workplace Stress One Conversation at a Time*. Berrett-Koehler Publishers. ISBN: 978-1523007141

**Fall 2024 Schedule (faculty may alter schedule as needed)**

**Tuesday, October 8 “Hiring & Getting Hired”**

<b>Time</b>	<b>Activity</b>	<b>Deliverable</b>
6:00pm	Course Overview, Tips on interviews	
7:30pm	Interview Breakout Session (3 person groups)	<u>Done before class and brought to class:</u> <b>Assignment #1 Due.</b> Application packet (job posting, cover letter, resume) posted on canvas. Write yourself a list of example questions to ask the interviewers. <u>Done in class:</u> Refined list of interview questions for each candidate (start-up questions will be provided) & refined skill sheet for each application (start-up skill sheet will be provided). Agree upon order of interviews.
8:00pm	Start interviews (10 min for questions and 5 min of feedback per interview)*Time yourselves!*	<u>Interviewers:</u> Give feedback to interviewee at end of each interview. <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.
9:00pm	End	

**Saturday, October 12 “Managing as Organizations”**

<b>Time</b>	<b>Topic/Activity</b>	<b>Deliverable</b>
9:00am	Evolution of Organization Theory, Behavior, & Development	<u>Done before class and posted to canvas:</u> <b>Assignment #2 Due.</b> Find 5 professional associations you might want to join. Provide background about the associations & note the benefits of joining.
12:00pm	LUNCH	
1:00pm	Seminar	<b>Reading:</b> Brafman & Beckstrom, <i>Starfish &amp; Spider</i>
2:30pm	Action Plans for development & performance review of self & employees	
4:00pm	End	

**Sunday, October 13 “Managing Humans in the Organization (including yourself)”**

<b>Time</b>	<b>Topic/Activity</b>	<b>Deliverable</b>
9:00am	Organizational Culture, Learning Organizations, Managing Change	
10:45am	Seminar	<b>Reading:</b> Kenny & Ngaroimata Fraser, <i>Living Indigenous Leadership</i>
12:00pm	LUNCH	
1:00	Managing Meetings, Developing Agendas, Writing Effective E-mails	

2:00pm	Workshop: Break out into groups of 3 students	<u>Done in class &amp; after:</u> Assignment # 3 workshop. 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 to their small group explaining the problem and outlining the recommended resolution. Request feedback from the group on your e-mail. After the manager incorporates feedback received (or if not- why), post the e-mail on canvas by 1/31.
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 26 "Managing Every Day"**

<b>Time</b>	<b>Topic/Activity</b>	<b>Deliverable</b>
9:00am	Management Styles, Followership as Leadership, Agile & Adaptive Leadership	<b>Assignment #3</b> Effective E-mail due.
10:45am	BREAK	
11:00am	Seminar	<b>Reading:</b> Beltran, <i>Fierce Resilience</i>
12:00pm	LUNCH	
1:00pm	De-escalation Techniques, Conflict Resolution	
2:30pm	BREAK	
2:45pm	Presentation logistics, presentation tools, time to work in final presentation teams	
4:00pm	End	

#### **Sunday, October 27 "Managing within Social Norms"**

<b>Time</b>	<b>Topic/Activity</b>	<b>Deliverable</b>
9:00am	Check-in Questions about final presentation? Seminar	<b>Reading:</b> Butler, <i>Parable of the Talents</i>
10:30am	BREAK	
10:45am	Lecture: Empathy, Active Listening, Trauma, Joy	
12:00pm	LUNCH	

1:00pm	Team Time: presentation assignment <ul style="list-style-type: none"> <li>• 3 hours of class time gifted!</li> <li>• Incorporate all 4 books from class</li> <li>• 10 min group presentation, pre-recorded</li> <li>• Visual aid required</li> </ul>	
4:00pm	End	

**Tuesday, November 5 “Most Important Management KSA”**

Time	Activity	Deliverable
6:00pm	10 minute group presentations. All class time will occur via pre-recorded videos and discussion postings.	<b>Assignment #4 Due:</b> Group presentation & discussion posts

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

**ASSIGNMENTS**

**Assignment #1: Interview Application Packet** Due: 10/8 posted to canvas by 6pm. 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.

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 classmates online.*

**Assignment #2: Professional Associations** Due: 10/12 by 9am posted to canvas. Find 5 professional 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: Effective E-mail** Due: 10/26 posted to canvas by 9am.

Resource: <https://www.mindtools.com/CommSkill/EmailCommunication.htm>

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 issue from a sample case provided in class. After class, each student manager is to compose an e-mail 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 an e-mail regarding the case they managed- *this is not a group e-mail*: everyone will turn in their own e-mail.

#### **Assignment #4: Presentation**

Due: 11/5 posted to canvas by 6pm. The presentation will be **pre-recorded**. This assignment will be explained in detail during class with examples.

- Form groups of no more than 3 people. Using an online recording tool with speaker and screen share recording capability, your group will make a presentation 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 presentation should be applied and incorporate all of the readings from the class.
- Recorded presentation should not exceed 10 minutes total.
- \*Triggers: if being recorded may cause you traumatic personal psychological or emotional harm, please contact faculty to discuss accommodations.
- **Discussion posts:** please view all of the recorded presentations. Then post thoughtful questions about each and note how you might use the lessons presented in your current or future job.

**A visual aid is required** for the presentation. Consider using one or more of the following tools: slide show (powerpoint, prezi.com, haikudeck.com), word cloud (tagul.com), website (wix.com or weebly.com), videos (imovie, windows movie maker), infographics (piktochart.com, thinglink.com, infrogr.am.com), animation (sparkol.com, powtoon.com), timeline (timetoast.com, dipity.com, tiki-toki.com), kanban board (trello). All presentations should adhere to the following guidelines:

- Any photographs or graphs/charts should have a summary notes about what is being displayed.
- All photographs or graphs/charts should be cited with their source.
- Accessibility: contrast (dark background, light font), limit red and green (color blindness), font size, readability, universal design accessibility. <https://www.washington.edu/doit/what-universal-design-0>
- If using a video to show during the presentation, it may not take up more than half the presentation time.
- All members of the group are expected to participate in the presentation as able.

## Course Policies

**Human Subjects Review (HSR)** Any “research” you do in this class should be all secondary research (data and information already publicly available to you through existing resources). 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 (or 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. Full loss of credit, partial credit, or incomplete 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](http://my.evergreen.edu). We will not hold evaluation conferences.

**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. Multiculturalism and diversity are to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

**Mandatory Reporter:** The Evergreen State College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment, including sexual assault, domestic/relationship violence, sexual harassment, stalking, and retaliation. We are committed to your well-being and safety, and we're open to discuss any concerns you may have. Please know that we are Responsible Employees, meaning that we are legally obligated to share information with the College's Title IX Coordinator in certain situations that help ensure a student's safety and care is being addressed. Although we have to notify the Title IX Coordinator, it will be up to you to control how your case is handled, including whether to pursue a formal complaint or legal action or not. The goal is to make sure you are aware of a range of options available to you and have access to the resources you need. If you are seeking confidential support, please feel free to contact the following confidential resources: Office of Sexual Violence Prevention and Response (Sem I, 4119, 360.867.5221, [jonese@evergreen.edu](mailto:jonese@evergreen.edu)); Student Wellness Services (Sem I 2110, 360.867.6200); SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

**Trauma Informed Pedagogy Statement:** While faculty and students experience traumatic events throughout their lives, the global pandemic and endemic racism have created ongoing, overarching traumatic events, heightened by each person's individual experiences. The result can be "a cognitive burden comparable to a full-time job." How can we help our students learn as they (and we) manage this added cognitive load? We can name it and not shame it. Embracing self-care and trauma informed practices is held at the center of our teaching and learning environment. Please reach out to faculty and access the college and/or community resources available to you: <https://www.evergreen.edu/covid19/well-being-and-academics-during-covid-19> plus <https://www.evergreen.edu/currentstudent/student-resources>

**Technology Use & Learning Styles:** We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate. Consult your faculty to discuss technology use and 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.

**Conduct & Conflict Resolution:** Please refer to the [MPA Student Handbook](#) . Discuss any problems involving others in the learning community directly with the individuals involved (if 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 disrupting 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:

<http://www.evergreen.edu/studentaffairs/student-conduct>

**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.

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

**Use of Student Work Posted to Canvas:** Students post their work to an online learning platform known as "canvas". Our class canvas site is accessible to faculty and students registered for this course only. The work students post on canvas is their private intellectual property and may not be used or distributed without their expressed consent. Some work may also be owned by Tribal governments, Tribal organizations, or Indigenous communities. Their informed and voluntary consent would also need to be obtained for use and appropriate cultural protocols would also need to be followed.

**Audio or Video Recording:** No audio or video recording may occur during class without the informed and voluntary consent of all the students and faculty involved.