

**Managing Organizations
Winter 2011**

Meeting Times: 9:00am-4:00pm

Meeting Dates: Saturday January 8, Saturday & Sunday January 29-30,
Saturday & Sunday February 12-13

Locations: SEM 2 A2109

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“You must be the change you wish to see in the world.”-- Mohandas K. Gandhi

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.

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 most 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, organization development, organization 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," recognize strengths and weaknesses of organizations with the know how to implement recommendations for moving forward through action plans and goal setting, empower networking connections for collaborations across organizations, maintain an organization's solvency linked to its budget and mission, and develop the skills of listening, public speaking, and professional writing.

Books:

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

Braffman & Beckstrom. (2006). *The Starfish and The Spider: the unstoppable power of leaderless organizations*. Portfolio Hardcover. ISBN: 1591841437.

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

Books con't.

Maxwell (2006). *The 360 Leader: Developing Your Influence From Anywhere in the Organization*. Thomas Nelson. ISBN: 0785260927.

Rosenberg & Hizer (2003). *The Resume Handbook: How to Write Outstanding Resumes & Cover Letters for Every Situation*. Adams Media. ISBN: 1580628540.

Yokoyama & Michelli (2004). *When Fish Fly: Lessons for Creating a Vital & Energized Workplace* (from the world famous Pike Place Fish Market). Hyperion. ISBN: 1401300618

Winter 2011 Schedule (faculty reserves the right to alter the schedule)**January 8th “Getting the job & Giving the job”**

| Time | Activity | Deliverable |
|-------------|---|---|
| 9:00am | Introductions & Course Overview | Reading for the Day: Fry (all)-resource book Rosenberg & Hizer (all)- resource book Maxwell (all)- seminar book |
| 10:00am | Interview Team Breakout Session (groups of no more than 4 people and no less than 3) | <ul style="list-style-type: none">• <u>Done before class and brought to class:</u> Print out of job posting, Cover letter, Resume. Make 5 copies of each application packet. List of questions you will ask the interviewers about the job you are applying for.• <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)• Agreed upon order of interviews |
| 11:00am | Start interviews in your small group (20 minutes for questions and 5 minutes of feedback per interview) | <ul style="list-style-type: none">• <u>Interviewers:</u> Notate comments and feedback on question & skills sheet. Give sheets to interviewee at end.• <u>Interviewees:</u> After all the interviews are over in your group, provide feedback to each of your interviewers about how they can improve their interviewing/question asking skills. |
| 12:00pm | LUNCH (on your own) | |
| 1:00pm | Continue interviews | “.....” same as above |
| 2:00 | Seminar on <i>360 Leader</i> | |
| 4:00pm | End | |

January 29th “Managing Organizations & People”

| Time | Activity | Deliverable |
|---------|---|---|
| 9:00am | Lecture: Evolution of Organization Theory | Reading for the Day: Armstrong (all) |
| 10:00am | Lecture & Discussion: Organization Behavior & Development- Components and Functions of Public Organizations in Context, writing a white paper | <ul style="list-style-type: none"> <u>Done before class 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. |
| 12:00pm | LUNCH (on your own) | |
| 1:00pm | Lecture: Pieces of Management & Organizational Culture | <ul style="list-style-type: none"> <u>Done before class and e-mailed to Amy by January 27th:</u> Find 5 management associations in your area of interest. Provide background info about the association & note the benefits you get if you join them. |
| 3:00pm | Workshop- employee development, feedback & review | |
| 4:00pm | End | |

January 30th “Managing Yourself”

| Time | Activity | Deliverable |
|---------|---|--|
| 9:00am | Lecture: Management Styles, Authentic Leadership, Time, Organization Networks, Teams & Action Plans | Readings for the Day: Armstrong (all) |
| 11:00am | Lecture: Presentations, Trainings, Public Speaking | |
| 12:00pm | LUNCH (on your own) | |
| 1:00pm | Memo Writing & Case Study Workshop: Break out into small groups of 3 | <ul style="list-style-type: none"> <u>Done in class & after:</u> One student in the small group will be manager of the group for an hour. This student will manage the “meeting” to find resolution to an organizational issue from a sample case provided in class (each student will have a different case). After class, the 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 manager incorporates feedback received (or if not- why), they will e-mail the memo to Amy by 2/11. |
| 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 | |

February 12th “Managing Every Day”

| Time | Activity | Deliverable |
|---------|--|--|
| 9:00am | Lecture: Don't forget about Budgets, Supplies, Team Building, Cleaning, Customers, and Missions | Reading for the Day: Yokoyama & Michelli (all) |
| 10:30am | Lecture & Discussion: Diversity & Difference | |
| 12:00pm | LUNCH (on your own) | |
| 1:00pm | Managing Change & Innovation, Seminar on <i>When Fish Fly</i> | |
| 2:00pm | Lecture on Social Intelligence | |
| 3:00pm | Workshop: Active Listening, De-escalation Techniques, Conflict Resolution, & Managing Difficult People | |
| 4:00pm | End | |

February 13th “Management Team & Leadership”

| Time | Activity | Deliverable |
|---------|---|--|
| 9:00am | Seminar on <i>Starfish & Spider</i> | Reading for the Day: Braffman & Beckstrom (all) |
| 11:00am | 10 minute group presentation 30 minute group led in service training | <ul style="list-style-type: none">• Group presentation with visual aid• Group led class wide in service training to demonstrate skills as a management team and individual leadership abilities |
| 12:00pm | LUNCH (on your own) | |
| 1:00pm | 10 minute group presentation 30 minute group led in service training | <ul style="list-style-type: none">• Group presentation with visual aid• Group led class wide in service training to demonstrate skills as a management team and individual leadership abilities |
| 2:00pm | 10 minute group presentation 30 minute group led in service training | |
| 3:00pm | 10 minute group presentation 30 minute group led in service training | |
| 4:00pm | End | |

Evaluation: Written self-evaluations and seminar faculty evaluations are required for credit, at the end of each quarter, and will be discussed along with faculty evaluations of students at the evaluation conference. (Students may elect to submit faculty evaluations to Program Secretaries.)

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. (for example knitting may be ok, however, activities such as surfing the internet, reading unrelated materials, playing with a PDA or cell phone are not appropriate.) Consult your faculty to discuss learning style options.

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.

Format: The white paper should be typed, double spaced, 12 point font and follow APA format. All written work will be of high quality, grammatically correct, clear and without spelling errors. If you require it, please request resource writing assistance from faculty. **Late assignments:** Turning in assignments late is unacceptable. However, if there is a need to turn in an assignment late, the student must 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 end of the quarter the assignment was originally due to ensure full receipt of course credit.

Assignment #1: Interview Application Packet Due: 1/8 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. Using the Rosenberg & Hizer reading, write a cover letter and resume tailored for the job you found. 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 meeting ready to be interviewed by your peers.

Assignment #2: Management Associations Due: 1/27 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.). E-mail to faculty for inclusion in a class distributed handout.

Assignment # 3: Org Chart Due: 1/29 Find on-line and print out (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 present this to the class using a hard copy overhead/document camera display or electronic document via the classroom computer. (Note: look ahead to the white paper assignment! You might want to use the same organization you selected for the org chart assignment.)

Assignment #4: Case Study Memo Due: no later than 2/11. At some point during our case study workshops, each student in the small group will be manager of the group for an hour. This student will manage the "meeting" to find resolution to an organizational issue from a sample case provided in class. After class, the 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 manager incorporates the feedback received (or if not- why), they will e-mail the memo to Amy. 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 presentation and In Service Training Due: 2/13

Form groups of no more than 6 persons and no fewer than 5 persons. The presentation and in service (read applied or interactive) training should be 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? – train us.

Your presentation should not exceed 10 minutes total and your in service training should not exceed 30 minutes total (this includes time for questions). All group members do not have to verbally participate in the presentation, however, those not participating verbally in the presentation will be expected to do so (as able) in the training. A visual aid is required for the presentation and should follow the following guidelines: If using power point, the power point presentation may not be more than 5 slides. 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 (dark colors require a dark room), limiting red and green (colorblindness), font size, readability, universal design access. If using a handout, it may not be more than 1 page, single sided, double spaced, no more than 3 colors, 12 point font or larger and must have a graphic. If using an overhead, the font should be large and bold, dark text on white background, small amount of information on any one overhead. If using a poster/display, it must be large enough for all to see, have no more than 3 colors and use a graphic. If using a video, it may not be more than 5 minutes long and should be of good quality. Hearing assistance devices are available in the classrooms.

Assignment #6: White Paper Due: 3/4 Pages: 5 You will identify a problem that should be addressed by management within a public or non-profit organization (perhaps the org you used for your org chart assignment?). Write a white paper that: defines the problem, proposes a recommendation to address the problem, notes the pros and cons of your recommendation, identifies the stakeholders/target audience and how your recommendation will impact them, persuades them to adopt the change, and outlines a management action plan to implement your recommendation. The white paper should include an executive summary and table of contents. An example will be provided and this assignment will be discussed further in class.

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 offered. Credit denial decisions will be made by the faculty. Plagiarism (i.e., using other peoples' work as your own), failing to complete one or more assignments, completing one or more assignments late (without having made arrangements *before* the due date), 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.

Accommodations will be provided for any student who desires them through a working relationship with Access Services, the Writing Center and the Quantitative and Symbolic Reasoning Center. 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 after class and/or

Contact Access Services in Library 1407-D, 867-6348. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students With Disabilities Policy. <http://www.evergreen.edu/policies/g-studentada.htm>

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), with the right to support from other program members during those discussions, if that seems helpful.

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: Chapter 174-120 WAC

Student Conduct Code & Grievance/Appeals Process

<http://search.leg.wa.gov/wslwac/WAC%20174%20%20TITLE/WAC%20174%20-120%20%20CHAPTER/WAC%20174%20-120%20%20CHAPTER.htm>

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

<http://www.evergreen.edu/policies/g-nondiscr.htm>

Participation & Attendance: Students are required to attend each class meeting. Participation includes speaking in class, listening to others, taking notes, completing class interactive exercises, and listening to and dialoging with the guest speakers. If an absence is unavoidable, seminar faculty must be notified prior to a class and/or seminar absence. After one absence per quarter, make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the end of the quarter in question to ensure full receipt of course credit.

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.