The Evergreen State College
Master of Public Administration Program
Doing Democratic Public Administration
Winter, 2011 – 1ˢᵗ Year Core (General Cohort)   Draft 12 9 11

Tuesdays 6-10pm   Location: Sem II E1105
Seminar Rooms: Sem II, E2107 (Larry), E2109 (Lee), E3107 (Doreen)

Faculty	Email	Phone	Office	Office hours
Larry Geri	geril@evergreen.edu	x 6616	Lab I 3002	By appt.
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Moodle Website: http://academic.evergreen.edu/
Under heading "2011-2013 Fall, Winter, Spring," choose: MPA Cohort 11-12

MPA MISSION: *"You must be the change you wish to see in the world."*   Mohandas K. Gandhi

Evergreen 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;
- value fairness and equity;
- advocate powerfully on behalf of the public; and
- imagine new possibilities and accomplish positive change in our workplaces and in our communities.

1ˢᵀ YEAR CORE DESCRIPTION

Throughout the 1st year Core we explore the fundamentals of administering for the public good in a globalized world. Fall quarter we examine the foundations of administration and democracy and the enduring issues public administrators wrestle with no matter where public administration is practiced (governments, tribes, non-profits, for profit, social entrepreneurial organizations, etc). Winter quarter we will examine the knowledge and skills needed to practice democratic public administration. Spring quarter we examine the policy and fiscal foundations of doing the public's work.

DOING DEMOCRATIC PUBLIC ADMINISTRATION DESCRIPTION

This quarter we will explore what it takes to administer for the public good in a democracy. This quarter might fairly be described as a "Public Administration-Management 101" survey of the challenges faced by administrators in the public, nonprofit, or private sectors, and the knowledge and skills needed to administer/manage in organizations that are working toward the public good. Although our emphasis will be on the public sector, we will also consider the particular challenges of nonprofit organizations, and how private companies are now increasingly relied upon to accomplish public ends. Our focus will be on doing administration with a focus on democratic processes, particularly the roles and relationships of administrators and citizens in the complex web of our democratic system. Important themes of the quarter include how to manage strategically and sustainably, and how to diagnose what is happening in an organization and if necessary craft and implement a strategy for organizational change.

Learning Objectives

1. Examine, place in context and evaluate contemporary ideas about, and practices in, administering for the public good in a democracy
2. Understand the special role of public administrators within the complex environment of politics and civic engagement.
3. Develop and improve organizational analysis skills and capacities.
4. Gain an understanding of and ability to apply methods that lead to successful change in public organizations.
5. Develop ability to work effectively in diverse environments and with diverse populations.
6. Improve skills in critical thinking, writing, speaking, and working effectively in teams.

Expectations

Students
- Attend every class; be on time. 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, on a case-by-case basis. Makeup work must be completed by the end of the quarter in question to ensure full receipt of course credit.
- Comply with TESC Student Conduct Code: student conduct code.
- Having respect for others is fundamental to having open, educational dialogue. All students are expected to support and contribute to a well functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program.
- Writing is expected to be of the highest quality, clear with accurate grammar and spelling. Students are encouraged, and may be required, to work with the Graduate Writing Assistant.
- Students will receive 6 graduate credits at the completion of each 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 team. Denial of credit for two terms of core may result in expulsion from the MPA program. 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 team makes decisions for no credit when necessary, based on absence or failure to meet academic course requirements.
- Students are required to have an Evergreen e-mail account for communication about class work and to participate in program list serves and Moodle.
- Computer and Internet access are required to complete course work outside of class.
- Cell phones may be on but ringers need to be off during seminars and presentations.
- 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 Ruth Joynes and Pat Kolstad, Lab II, 2250.)
- Reflect upon, integrate, and demonstrate learning in class participation and in assignments.
- Hard copies of all assignments should be submitted on respective due dates.
- Students are expected to take advantage of College resources to maintain academic standards.

Faculty
- ▪ Faculty members are expected to conform to the expectations above, as appropriate, be prepared for class, responsive to student questions, and to promptly return student work.
- ▪ Faculty members can be expected to be reasonably available to students.

Required Texts

From fall quarter:

- Box, Richard C. (Ed) (2009) *Public Administration and Society: Critical Issues in American Governance (2nd Ed.).* M.E. Sharpe. ISBN- 13: 978-0-7656-2358-4.

- Denhardt, Robert, Janet Vinzant Denhardt & Maria P. Aristigueta (2008*). Managing Human Behavior in Public and Nonprofit Organizations (2nd Ed.).* Sage Publications. ISBN-13: 978-1412956673.

- Shafritz, Jay M. and Hyde, Albert C. (2008). *Classics of Public Administration* **6th edition.** Wadsworth Publishing. ISBN: 978-0495189565.

New for Winter quarter:

- Salamon, Lester M. (2003). *The Resilient Sector.* Brookings. ISBN: 0-8157-7679-9.

- Collins, Jim (2005*). Good to Great and the Social Sectors (A Monograph to Accompany Good to Great).* ISBN: 978-0-97732-640-2.

- Frost, Bob (2007) *Designing Metrics: Crafting Balanced Measures for Managing Performance.* Measurement International. ISBN: 978-0970247124.

- Meadows, Donella H. (2008). *Thinking in Systems: A primer.* Chelsea Green Publishing. ISBN: 978-1-60358-055-7.

- Morgan, Gareth (2006). *Images of Organization, 3rd. Ed*. Thousand Oaks, CA: Sage. ISBN: 1412939798. (NOTE: you may also buy and read the 1996, 2nd Edition).

- Moyer, McAllister, Finley, & Soifer. (2001). Doing Democracy: The MAP Model for Organizing Social Movements. Paperback. New Society Publishers. ISBN: 978-0865714182.

- Dopplelt, Bob. (2010). *Leading Change Toward Sustainability: A Change-Management Guide for Business, Government and Civil Society, 2nd Revised Edition.* Paperback. Greenleaf Publishing. IBBN: 978-1906093341.

Podcasts:

- ⚲ Glass, Ira (2010). "Petty Tyrant." *This American Life.* Broadcast November 12, 2011. Available at: http://www.thisamericanlife.org/radio-archives/episode/419/petty-tyrant

- ⚲ Glass, Ira (2011). "414: Right to Remain Silent." Part 2 of popcast. *This American Life*. Broadcast September 10, 2010. Available at: http://www.thisamericanlife.org/radio-archives/episode/414/right-to-remain-silent

Other Readings (in Moodle): TBD

<u>*Assignments*</u>

All assignments must be submitted on time. Late submission of assignments may be accepted upon **prior** approval from faculty. Turn in a paper copy on the assignment due date to your seminar faculty.

1. Seminar papers. Use the same format required during fall quarter. Due Weeks 1, 2, & 9.5.

2. Case Study analysis. The case approach is widely used in the study of management and administration. Each case will present an administrative problem for you to analyze and interpret. Your case analysis papers must 1) define what you believe is the major problem presented by the case, and 2) what, if anything should be done to rectify the situation. These will be assigned for weeks 4, 6, and 9 and cases will be posted on the course Moodle site. Additional details will be given regarding the case for Week 9. Each case study paper should be between 3 and 4 pages, double-spaced.

3. Action Memos. "Memoing" is an important administrative skill. Memos are letters written to a specific decision-maker that define an administrative problem within the organization, analyze that problem and recommend a course of action. They differ from case analysis in that they are strongly grounded in the setting of a particular organization and use a different format. For these assignments, write your memo to your current supervisor, or an imaginary supervisor within an organization with which you're familiar.

<u>Format.</u> These papers should be ***no more than two pages, single-spaced in 12-point font.*** Use a memo style heading:
To: [Decision maker's name]
From: [Your name]
Date:
Subject:
Memos begin with a summary paragraph that briefly defines the problem, provides a summary of the recommended action(s), and the basis for them—the analysis. Yes, you give your conclusions *first*, and then the body of the memo develops the arguments to support your recommended actions (directly related to the readings for the week). Make the summary paragraph the last thing you write. Additional details on memo writing will be provided in class.

A. <u>Systems Analysis</u>. Define a current problem in your organization (or some organization you select), identify the system structure that leads to the problem, and list the likely places for leverage points. Recommend a small change that could lead to a larger shift in the behavior of the organization (see Meadows, p. 145).
B. <u>Managing People.</u> Write an action memo in which you analyze a current personnel problem at your organization (or some organization you select) and make a recommendation(s) for addressing the problem. Your chosen issue should not revolve around a particular person, but should be from a broader perspective. For example, maybe a personnel policy is in need of revision.

4. Sustainability and Change. This assignment has two parts. For the first part, select an organization with which you are familiar. Assess its readiness to undertake the elements of Doppelt's sustainability change model, the "wheel of change toward sustainability." In your view, is the organization ready to start this process? What changes would be needed to make them ready, and how feasible are these changes?
For the second part of the assignment, use your understanding of organizational change processes to briefly critique Doppelt's model. What might be missing from the model? What changes or improvements would you suggest? Is anything missing that would make it more appropriate for public or nonprofit organizations? For the overall assignment, put two-thirds of your effort into part 1, and the other third into part 2.

5. Final Assignment: Organizational Analysis. The major assignment of the quarter will be an organizational analysis of a public organization. The goal of the assignment is to expand your skills

at organizational assessment and analysis and provide you with insights into the realities of life in public organizations. This assignment will be completed in teams of 2 to 4 students.

Part I.   The second week of class we will hold a workshop that will help you form teams for this assignment; you should aim to be a member of a group by the start of week 3. Your team will select a public or nonprofit organization and analyze it in depth. First, do some initial research to ensure you have access to sufficient information. Then for Part I of the assignment, in no more than three paragraphs, describe your selection and submit to the faculty. The faculty will divide up the teams based on our experience and expertise.   **Due Week 4 (January 31).**

Part II. Start doing the research. Resources to guide your review and analysis will be provided in class. We expect the teams to do exhaustive research. This means a complete search of secondary resources (published reports, press accounts, academic research, internet sites and other background documents and materials). It also may mean doing some primary research or informational interviewing, either in-person, or by phone or email. If you wish to perform such interviews you must acquire approval of your interview questions from your assigned faculty before conducting the interview. Be aware that you may only ask for descriptive information from your interviewees. Do not ask them about their personal opinions. In other words, ask about the facts. You may not ask any personal questions about the respondent or their views about other people in the organization. **(Any team that wishes to perform more in-depth interviews must first consult with their faculty, then submit a Human Subjects Review application for approval).** The requirement of exhaustive research means you must choose a situation that lends itself to research – this means information is readily available and, if needed, participants need to be available for interviews (phone or email availability counts.

Week 8, submit a detailed outline of your analysis to your team's faculty sponsor for review. Your outline could cover the following elements: Mission and/or vision and objectives, a brief history, population served, public need(s) addressed, budget(s), budget analysis of primary activities, organizational structure, and staffing. What is the organization known for, and what are its key accomplishments? What is it good at, and where has it fallen short?   Is it known for any innovations? How does the organization manage information? What are the challenges the organization is currently facing? (These could be challenges of strategy, budget, implementation/management or some combination of the above). How productive are its relationships with other levels or parts of government and/or non-profit organizations? Finally, in your view, is the organization prepared for the future? **Due Week 8 (February 28).**

Final Paper. Your final paper for this organizational analysis project should be a maximum of 15 double-spaced pages. It should cover many of the elements listed above in the outline section. Include a list of references cited. **Due last night of class (March 13).**

Presentation. **On Saturday, March 10th,** each group will deliver a 10-minute presentation on your findings and conclusions. Presentations should not exceed 10 minutes, plus 5 minutes for questions; total 15 minutes. A visual aid is required and should follow the following guidelines:
- If using a power point presentation, use 10 slides or fewer.
- If using a handout, keep it to 1 page, single sided, double spaced, 12 point font or larger and must have a graphic.
- If using a poster/display, make sure it is large enough for all to see, 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.

Any photographs or graphs/charts should have a summary notes about what is being displayed. Things to think about for visual aid: contrast, background color (dark colors require a dark room), limiting red and green (colorblindness), font size, readability, universal design access.

Tentative Schedule: Subject to Change

DATE	TOPIC/ACTIVITIES	READINGS/SEMINAR	DUE
Week 1 **1/10**	Organizations: Theory & Practice Writing Action Memos	• Morgan, Ch. 1-4 • Denhardt, Ch. 8 • Shafritz & Hyde: *Organization Theory*	• **Seminar Paper**
Week 2 **1/17**	Working in Teams: Workshop (Forming work teams for group assignment)	• Morgan, Ch. 5-8 • Denhardt, Ch. 9	• **Seminar Paper**
Week 3 **1/24**	Organizational Analysis/Strategic Planning	• Morgan, Ch. 9-10 • Meadows (all) • Barry article on strategic planning (Moodle)	• **Action Memo**
Week 4 **1/31**	Nonprofits: Strategy and Management	• Salamon (all) • Collins (all) • Case: *Who Brought Bernadine Healy Down?*	• **Case Analysis** • **Part I, Final Assignment**
Week 5 **2/7**	Managing People: Panel	• Denhardt, Ch. 3, 4, 6 • Glass, "Petty Tyrant" podcast • Shafritz & Hyde: *Human Resources* • Article: *Managing your boss*	• **Action Memo**
Week 6 **2/14**	Organizational Change	• Denhardt, Ch. 12 • McKendall article (Moodle) • Case TBD (Moodle)	• **Case Analysis**
Week 7 **2/21**	Administrative Law Guest Speaker: John Gates	• Philip Cooper Chapters 1, 5 & 8 (Moodle)	• **Part II, Final Assignment (outline)**
Week 8 **2/28**	Sustainability & Change	• Dobbelt	• **Sustainability Assignment**
Week 9 **3/6**	Social Change and Citizen-centered Administration	• Box, Parts III and V • Moyer, et al. Parts I & II, plus case from Part III for analysis	• **Case Analysis from Moyer, et al.**
Week 9.5 **3/10** **Saturday**	Potluck Performance Measurement and Impact Guest Speaker: Tim Winchell	• Frost • Glass, "Right to Remain Silent" Part 2 of podcast	• **Group Presentations** • **Seminar Paper**
Week 10 **3/13**	Leadership & Democratic PA Course Wrap Up	• Denhardt, Ch. 7	• **Final Group Written Assignment**
3/14-3/18	**EVALUATION CONFERENCES**		