"Doing Democratic Public Administration"
Winter 2017 First Year Core
PNAPP Concentrations

the
evergreen
state
college
olympia, washington

MPA
master of
public administration

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."

Class Meetings: **Class Location:**
Thursdays 6:00pm-10:00pm, January 12-March 16   …………   Seminar 2 E1105
Saturday 9:00am-5:00pm, January 28   …………   TBD
Evaluation Week: March 20-24

Faculty Teaching Team:

Lachezar "Lucky" Anguelov	Amy Gould	Amy Leneker
anguelol@evergreen.edu	goulda@evergreen.edu	lenekera@evergreen.edu

Course Description:
Building on our work from fall quarter, we will examine the knowledge and skills necessary to successfully practice public administration within diverse organizations across governments and nonprofits. Specifically, we will explore what it takes to lead in a democracy. We will focus on how to administrate with innovative processes and systems thinking. We will examine challenges of administrating within our processes, roles, and in the complex webs of our democratic system. Finally, we will develop skills in making sense of organizational phenomena, how to diagnose what is happening in an organization, assessing external pressures, and crafting recommendations for organizational change.

Winter Quarter at a Glance:

Module	Weeks	Theme
1	1-3	Leadership
2	4-6	Organizational Theory, Development, and Behavior
3	7-8	Democracy
4	9-10	Public Speaking

Learning objectives:
- Examine and evaluate practices for administering and leading in democracy.
- Develop introductory organizational analysis skills.
- Develop leadership skills.
- Develop ability to work effectively in varying environments and with diverse populations.
- Improve skills in critical thinking, writing recommendations, public speaking, and working effectively in teams.

Quarter	Knowledge	Skills and Abilities
Winter 2017 Doing Democratic Public Administration	• PA praxis • Leading organizations • Organization theory, development, and behavior • Processes of democracies • Employee and civic engagement • Ethics of dissent at work	• Managing self and teams • Writing organizational analyses • Systems thinking • Field work and observation • Strengths- based leadership • Public speaking
Spring 2017 Public Policy, Budgeting and Finance for Public Administration	• PA praxis • Policy design • Fiscal and policy analysis • Managing public goods • Process improvement (Lean) • Partnerships • Managing in economic systems • Ethics	• Applying case studies • Completed staff work • Implementing recommendations and mandates • Writing bill analyses, fiscal notes, decision packages, and budget summaries • Writing annotated bibliographies, literature reviews, and policy analyses • Testimony with TV studio recording

Required Books, Winter 2017

Carried Forward from Fall quarter: Johnson, W. (2014). *Public Administration: Partnerships in Public Service*. 5th Edition. Waveland Press. ISBN: 978-1478610908. Used all year.

Note: All books for winter quarter are available in our TESC campus bookstore. Amazon prices are listed here for estimated tracking of upcoming costs.

Brafman, O. and Beckstrom, R. (2008). The Starfish and the Spider: The Unstoppable Power of Leaderless Organizations. Portfolio. ISBN: 978-1591841838. $3 used from Amazon

Kenny, C. and Ngaroimata Fraser, T., Eds. (2013). *Living Indigenous Leadership: Native Narratives on Building Strong Communities*. UBC Press. ISBN: 978-0774823470. $23 used from Amazon

Maxwell, J. (2015). *Sometimes You Win, Sometimes You Learn: Life's Greatest Lessons Are Gained from Our Losses*. Center Street. ISBN: 978-1599953700. $3 used from Amazon

Miller, K. (2006). *We Don't Make Widgets: Overcoming the Myths that Keep Government From Radically Improving*. Governing Books. ISBN: 978-0872894808. $1 used from Amazon

O'Leary, R. (2013). The Ethics of Dissent: Managing Guerilla Government. 2nd edition. CQ Press. ISBN: 978-1452226316. $30 used on Amazon

Rath, T. et al. (2008) *Strengths Based Leadership: Great Leaders, Teams, and Why People Follow.* Gallup Press. ISBN: 978-1595620255. **Note: You will need to buy a new book in order to access the personal leadership assessment.** $20 NEW on Amazon

Required Tool: Thomas-Kilmann Conflict Mode Instrument (TKI), $18.50 purchase and Complete online TKI Profile and Interpretive report

Module 1, Weeks 1-3: Leadership

Big Ideas:
- Value based decisions
- Leading through coaching (GROW model)
- Conflict style (TKI assessment), communication style, how to give/receive feedback
- Decision-making styles and roles
- Dynamic evolution of leadership theory and best practices over time
- Leadership vs. management dichotomy

Key Questions:
- What are the unintended consequences of our biases?
- What are the new leadership ideas of the future?
- How do you choose your leadership style in an operating environment of conformity?

DATE	TOPIC	READINGS	ASSIGNMENTS
Week 1 1/12	**Leading with Purpose:** Learning from Failure	**Books**: Maxwell, *Sometimes You Win, Sometimes You Learn* Johnson, chs. 7 and 8 (review) **Article**: Van Wart, *Lessons from Leadership Theory*	**Assignment #1**: Learning Inventory, due 1/9
Week 2 1/19	**Leadership Roles in Democracy:** Dissent or Making Widgets	**Books**: Miller, *We Don't Make Widgets* O'Leary, *Ethics of Dissent* **Article**: Hayward, *An Exploration of Role Interdependence and Balance*	**Assignment #2**: Field Journal A
Week 3 Thursday 1/26	**Leadership Styles**	**Book**: Kenny and Ngaroimata Fraser, *Living Indigenous Leadership* **Articles**: Nieto, Understanding Oppression, article #1, #2, #3 **Tool**: Thomas-Kilmann Conflict Mode Instrument (TKI)	**Assignment #3:** Complete online TKI
Week 3 Saturday 1/28 9:00am-5:00pm Location: TBA	**Leadership Summit** • Managing and leading • Emotional intelligence • Self-reflexivity • Organizational diversity	**Book**: Rath, *Strengths Based Leadership* **Video and Article:** Sinek, Start with Why Mind Tools, GROW Model	**Assignment #4:** Use your access code from Strengths Based Leadership book to complete personal leadership assessment

Module 2, Weeks 4-6: Organizational Theory, Development, and Behavior

Big Ideas:
- Change management and process improvement
- Feedback loops, making informed decisions with time constraints, stakeholdering
- Organizations are myths

Key Questions:
- What processes and behaviors should we learn from?
- How do we understand and adapt to an organization's culture, biases, and resistance to change?
- Who decides when and what change is needed or appropriate?
- What are the internal and external pressures on organizations and public administrators?

DATE	TOPIC	READINGS	ASSIGNMENTS
Week 4 2/2	***Organizational Theory, Behavior, and Development***	**Book:** Braffman and Beckstrom, *Starfish and the Spider* **Video and Articles**: Milhauser, Organizational Metaphors Meier and Krause, *The Scientific Study of Bureaucracy*, p. 1-15	
Week 5 2/9	***Systems Thinking*** • Seminar To Do: form org analysis teams	**Articles and Video:** Senge, Learning Organizations Madrazo and Senge, Being the Change Senge, Introduction to Systems Thinking Johansson, Medici Effect Fiorino, *Sustainability as a Conceptual Focus for Public Administration*	**Assignment #5**: Field Journal B
Week 6 2/16	***Organizational Culture and Employee Engagement***	**Book:** Johnson, ch. 5 (review) **Video and Articles**: Pink, Drive Dowden, Maximizing Employee Engagement Within the Federal Public Service Dull, *Leadership and Organizational Culture* Goodsell, *A New Vision for Public Service*	

Module 3, Weeks 7-8: Democracy

Big Ideas:
- Elected representation, known and unknown biases
- Democratic ethic vs. Bureaucratic ethic
- Civic participation and advocacy through various organizations, governments, and generations

Key Questions:
- How can public managers be effective in the elected system?
- How can we earn a seat at the table? What does this look and feel like for different populations?
- What is citizen participation in state, national, and international governing systems?
- What does Democracy stand in opposition to and stand for?
- What do democratic actions look like in public service? Why does Democracy matter?

DATE	TOPIC	READINGS	ASSIGNMENTS
Week 7 2/23	***Civic Participation:*** *The Means for Ends in Democracy*	**Articles**: Block, Civic Engagement and the Restoration of Community Christiansen, Four Stages of Social Movements Frieze and Wheatley, From Hero to Host Sirianni, *Neighborhood Planning as Democratic Design* McCambridge, Rage Donating!	**Assignment #6**: Draft 1 Org Analysis
Week 8 3/2	***Doing Democracy***	**Book:** Johnson, chs. 12 and 14 **Videos and Articles**: Crash Course, Political Ideologies Lukensmeyer, *A Practitioner's View of Our Democracy*	**Assignment #7**: Draft 2 Org Analysis

Module 4, Weeks 9-10: Public Speaking

Big Ideas:
- Speaking for a purpose, not for yourself.
- Telling the story.

Key Questions:
- How can you effectively tailor your presentation for your target audience?
- How can you persuade an organization to implement your recommendation?

DATE	TOPIC	READINGS	ASSIGNMENTS
Week 9 3/9	***Practice Presentations*** • Meet in Seminar	No readings	**Assignment #8:** Draft Visual Aid
Week 10 3/16	***Final Presentations*** • Conference Format	No readings	**Assignment #9:** Final Org Analysis and Visual Aid

Assignments

Ongoing Weekly Assignment:
During weeks 1 thru 8, each student is expected to bring at least 3 questions about the readings or videos to share during seminar. Additionally, each student will be expected to find one current event relevant to the readings or videos each week. Please be prepared to share in seminar.

Assignment #1: Learning Inventory
Due: Monday January 9th by 6:00pm posted to canvas.
Length: up to you.
Description: The goal of a learning inventory is to track and map your learning so far. It allows you to see how the pieces of a class fit into the whole of your learning. By keeping a learning inventory, you actively and deliberately participate in your own learning process so knowledge turns into actionable wisdom.
Instructions: What did you learn fall quarter? How you display the information is up to you (mind map, table, outline chart, website, infographic, essay, etc). This assignment will be done individually and will be shared in seminar.

Requirements:
- Include at least one knowledge, skill, or ability [KSA] you learned from each week. Include the readings, lectures, guest speakers, or workshop titles relevant to each KSA.
- Note how the topics were connected for you each week. What themes or learning linkages connected throughout the quarter?
- What did you take away from our shared learning? What materials or experiences from fall quarter were most valuable to you?
- How do these most valuable pieces of your learning from fall quarter relate to the readings for week 1 winter quarter (Maxwell book, Johnson chs. 7 and 8, Van Wart article)?

Resources: Explanations of mind mapping: https://www.mindtools.com/pages/article/newISS_01.htm and http://www.mindmapping.com/index.php . Tool for mind mapping: https://coggle.it/

Assignment #2: Field Journal A
Due: January 19th posted on canvas by 6:00pm.
Length: 5 pages of content. Does not include title page or works cited page.

Description: Much of our leadership style comes from personal experiences and observations in the field (our surrounding environment). The primary goal of a field journal is for you to document your observations of human behavior in a "democracy" and for you to grow as a leader. The secondary goal of a field journal is to physically put you in public service experiences you have yet to explore.

Instructions: Attend a public meeting in person (ex. Legislative floor debate, Legislative committee hearing and testimony, City Council meeting, County Committee hearings, Planning Commission, Port Authority, non-profit Board meeting, Tribal Government public meeting, etc.). Observe the actions or inactions of leadership and the democratic situation. Select a different organization to visit for field journals A and B. Do *not* pick an organization you work for or already know a lot about.

Write a narrative description of your experience that explains where you went, background about the organization, and what you learned from the meeting. Additionally, respond to the following questions:

- **Problem identification**: What problems were identified? Were they addressed? What are some of the facts surrounding the problems? What critical issues contributed to the problems?
- **Recommendations**: Were recommendations made and, if so, by who? What were the recommendations to address the problems? How effective do you think these recommended actions will be in alleviating the problems?
- **Funding**: Who funded the meeting?
- **Leadership observations**: Who did you identify as leaders and why? What leadership qualities did you observe?
- **Observing the room:** What was the physical space like and how did it impact the meeting? Who was in attendance? What did you notice about the audience members and their body language/reactions?
- **Audience participation:** Did the audience participate, and if so, how?
- **Democracy observations**: What democratic actions or comments were made?
- **Making connections**: How do your observations connect to the readings for the week?

Assignment #3: TKI
Due: January 26th
Thomas-Kilmann Conflict Mode Instrument (TKI), $18.50 purchase and Complete online TKI Profile and Interpretive report. Faculty will not evaluate. This assignment is for use in class during workshop.

Assignment #4: Personal Leadership Assessment
Due: January 28th
Use your access code from Strengths Based Leadership book to complete personal leadership assessment. Faculty will not evaluate. This assignment is for use in class during workshop.

Assignment #5: Field Journal B
Due: February 9th posted on canvas by 6:00pm.
Length: 5 pages of content. **Instructions**: Same as field journal A noted above. **Reminder:** Select a different organization to visit. Do *not* pick an organization you work for or already know a lot about.

Assignment #6: Draft 1 Organizational Analysis: Outsiders' Perspective (group assignment)
Note: A thorough organizational analysis would take many months or even years to complete. Such an undertaking would require surveys, interviews, and focus groups with staff, leadership, and clients. An exhaustive organizational analysis would involve culling through mountains of internal documents, records of decisions, mandates, policies, and budgets. *You are not doing this!* Your task is to conduct what would be "phase 1" of a cursory organizational analysis: the outsiders' perspective. You will use only publicly available resources and likely end up with more critical questions than definitive answers.
Due: February 23rd posted to canvas by 6:00pm.
Length: 15 pages max of content. Does not include title page, works cited page, or appendices.
Description: Conduct an organizational analysis of a public, non-profit, or Tribal government organization. The goal of the assignment is to expand your skills at organizational assessment and provide insights into the realities of life in organizations. You should select an organization you DO NOT currently work for. *This assignment will be completed in teams of 2 to 3 students.*
Instructions: Teams should form within your seminar by the start of week 5.
Step 1: Get the basics.
- Write a team work plan.

- Write your own definition of an organization. This definition will guide the focus of your analysis. (Ex. structure, staff, leadership, managers, boards, mission, policies, programs, clients, funders)
- Select a public, non-profit, or Tribal government organization to analyze.
- Gather some initial background information (publicly available) to ensure you have access to sufficient basic information about the organization (org chart, funding sources, mission, population served, etc.).

Step 2: Write an org analysis that covers the following elements.
- Mission and/or vision, brief history, population served and public need(s) addressed, key budget information, organizational structure/chart, staffing.
- What is the organization known for and what are its key accomplishments? Based on your outsiders' assessment, what is the organization good at and where has it fallen short? Is it known for any innovations? How productive are its relationships with other levels or parts of government and/or non-profit organizations? Is it democratic in form and action? Is the organization prepared for the future? Responding to these questions will involve a search of secondary resources (government reports, news media, academic research, org memos, press releases, and other background documents/materials publicly available). Select an organization that has information readily and publicly available.
- What are the challenges the organization is currently facing? (These could be challenges of strategy, budget, program implementation, management or some combination).
- Explain your team's **recommendation for how the organization should address the main challenge it faces** along with **evidence supporting your recommendation**. To do this, incorporate the relevant readings from this quarter as "evidence".

Assignment #7: Draft 2 Organizational Analysis: Outsiders' Perspective (group assignment)
Due: March 2nd posted to canvas by 6:00pm.

Assignment #8: Draft Visual Aid and Practice Presentation
Due: March 9th posted to canvas by 6:00pm.
Presentation: 10 minutes. Highlight the main points and take away messages of your org analysis. All members of the group are expected to participate in the presentation/facilitation as able.
Q and A Session: 5 minutes. The presenters will facilitate a question and answer session with the class after their presentation is done.
A visual aid is required for the presentation. Consider using one or more of the following tools: slide show (powerpoint, prezi.com, haikudeck.com, projeqt.com), word cloud (wordle.net or woritout.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). All presentations should adhere to the following guidelines:
- Any photographs or graphs/charts should have 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. http://www.vetpd.qld.gov.au/resources/pdf/universal-design-checklist.pdf
- If using a video, it may not take up more than 3 minutes of the presentation time.

Assignment #9: Final Org Analysis Paper and Visual Aid for Presentation
Due: March 16th posted to canvas by 6:00pm.

Course Policies

Format: Unless otherwise noted, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style http://www.apastyle.org/learn/index.aspx Purdue Writing and Grammar Guide http://owl.english.purdue.edu/] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant.

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, seminar faculty should be notified prior to a class and/or seminar 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 three absences (12 hours) students may be denied full credit. After reoccurring weekly absences (missing an hour of class week to week) 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 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 six 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 team. Full loss of credit for two terms of core may result in dismissal from the MPA program. 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 seminar faculty evaluation are required each quarter for credit. All final evaluations are to be submitted via my.evergreen.edu. Evaluation conferences may occur in-person or over the phone.

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 seminar 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 and 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.