(Tacoma) Schedule:
April 6, Mon 6-9pm
April 25-26, Sat/Sun 9am-4pm
May 9-10, Sat/Sun 9am-4pm
May 18, Mon 6-9pm

Location: Room 218 Tacoma

Faculty: Amy Gould, Ph.D., 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 two weekend format plus two Mondays. Assignments will be worked on in-between class meetings. Coursework will require a large amount of self-directed learning through readings, assignments, workshops, and a webinar.

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

Dernoot Lipsky (2018). *The Age of Overwhelm: Strategies for the Long Haul*. Berrett-Koehler Publishers. ISBN: 978-1523094738

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

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

Resources (Optional; Not Required):
Albrecht (2009). *Social Intelligence: The New Science of Success*. Pfeiffer. ISBN: 978-0470444344.

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

Fisher, Ury, Patton (2011). *Getting to Yes: Negotiating Agreement Without Giving In.* Penguin Books. ISBN: 978-0143118756.

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

Neck, et al. (2016). *Organizational Behavior: A Critical-Thinking Approach*. Sage Publications. ISBN: 978-1506314402.

Rosenberg (2007). *The Resume Handbook: How to Write Outstanding Resumes & Cover Letters for Every Situation*. 5th Edition. Adams Media. ISBN: 978-1598694598.

Trauma Informed Human Resources: https://www.acf.hhs.gov/trauma-toolkit

Spring 2020 Schedule (faculty may alter schedule if needed)

Monday, April 6 "Hiring & Getting Hired"

Time	Activity	Deliverable
6:00pm	Course Overview, Tips on interviews	
7:30pm	Interview Breakout Session (3 person groups)	Done before class and brought to class: ***Assignment #1 Due.*** Application packet (job posting, cover letter, resume) posted on canvas and 2 copies brought to class. Bring list of questions you will ask the interviewers. Done in class: 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!*	Interview*ers*: Give feedback to interviewee at end of each interview. Interview*ees*: 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, April 25 "Managing Learning Organizations"

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

Sunday, April 26 "Managing Humans in the Organization (including yourself)"

Time	Topic/Activity	Deliverable
9:00am	Management Styles, Organizational Culture, Learning Organizations	
10:45am	Seminar	**Reading**: Kenny & Ngaroimata Fraser, *Living Indigenous Leadership*
12:00pm	LUNCH	
1:00	Managing Meetings, Developing Agendas, Writing Effective E-mails	
2:00pm	Workshop: Break out into groups of 3 students	Done in class & after: 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 5/9.
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, May 9 "Managing Every Day"

Time	Topic/Activity	Deliverable
9:00am	Managing Change & Innovation, Agile vs. Adaptive Leadership	***Assignment #3 Due***: Effective E-mail
10:30am	BREAK	
10:45am	Seminar	**Reading**: Scott, *Fierce Conversations*
12:00pm	LUNCH	
1:00pm	Followership, Managing Up, De-escalation Techniques, Conflict Resolution	
2:30pm	BREAK	
2:45pm	Webinar logistics, presentation tools, time to form teams	
4:00pm	End	

Sunday, May 10 "Managing within Social Norms"

Time	Topic/Activity	Deliverable
9:00am	Seminar	**Reading**: Dernoot Lipsky, *The Age of Overwhelm*
10:30am	BREAK	
10:45am	Empathy, Active Listening, Trauma, Joy	
12:00pm	LUNCH	
1:00pm	Team Time: webinar assignment	
4:00pm	End	

Monday, May 18 (online class)

Time	Activity	Deliverable
6:00pm	15 minute webinars led by groups *All class time will occur online	***Assignment #4 Due***: Group led webinars using https://zoom.us/
9:00pm	End	

Evaluations: A written self-evaluation and faculty evaluation are required for credit. All final evaluations are to be submitted via my.evergreen.edu by June 5, 2020. We will not hold evaluation conferences.

Assignment #1: Interview Application Packet Due: 4/6 posted to canvas by 6pm and 2 hard copies of application packet brought to class.
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.

Make 2 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*.

Assignment #2: Management Associations Due: 4/25 by 9am 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: Effective E-mail Due: 5/9 posted to canvas by 9am.
Resource: https://www.mindtools.com/CommSkll/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 a e-mail regarding the case they managed- *this is not a group e-mail*: everyone will turn in their own e-mail.

Assignment #4: Group led webinar presentation
Due: 5/18 posted to canvas by 6pm and webinar conducted online during class time. The webinar assignment will be explained in detail during class with examples.
- Form groups of no more than 3 people. Using https://zoom.us/, 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 organizations. 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 included in the total time.

*A **visual aid is required*** for the webinar 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.
  http://www.vetpd.qld.gov.au/resources/pdf/universal-design-checklist.pdf
- If using a video, it may not take up more than half the presentation time.
- All members of the group are expected to participate in the presentation/facilitation as able.

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) or personal communications that cannot be extrapolated or generalized to larger populations. 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 (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. No partial credit or incompletes will be awarded. Full loss of credit 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 . We will not hold evaluation conferences.

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 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 & Conflict Resolution: Please refer to the MPA Student Handbook: https://www.evergreen.edu/mpa/studenthandbook/conflictresolution
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 & 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.

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.

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 governments, organizations, or 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 the students and faculty involved.