Organizational Theory

Summer 2020

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Lab I, Room 3005

Class Meetings:		**Class Location:**
Friday, August 7	5:00pm-9:00pm	Online*
Saturday, August 8	9:00am-5:00pm	Online*
Sunday, August 9	9:00am-5:00pm	Online*

*Due to COVID 19, the Organizational Theory class is 100% remote this quarter. We will rely on asynchronous (online/videos/readings) and synchronous (live participation) options throughout the weekend. The faculty will offer alternative assignments if conditions or illness prevent students from accessing our synchronous meetings, which will allow students to earn comparable credit. Please refer to canvas and email for up to date information and refer to https://evergreen.edu/covid19 for additional information regarding The Evergreen State College.

Course Description: This course will cover materials that can help create a resilient learning organization. Topics include, but are not limited to, organization theory and design, managing human systems, group development and performance, inter- and intra- group communication, information management, and ethical decision-making. Students will learn strategies and skills that will help them understand how to organize people to enhance the delivery of public services.

The materials in this course will aid students in attaining the competencies to: lead and manage in public governance; analyze, synthesize, think critically, and make decisions; articulate and apply a public service perspective; and communicate and interact productively within diverse and changing organizational systems and citizenry.

This course aims to improve both the understanding and the practical competence of students in public organization theory and behavior. Through a series of readings, exercises, discussions, and cases students will develop practical skills in understanding public organizational phenomena and solving public organizational problems. "Public" is emphasized because management and behavioral techniques may be similar across sectors but their use in government and nonprofit organizations is influenced by the distinctive institutional, political, and ethical contexts and expectations.

Learning objectives and student competencies:
1. To help students develop a critical understanding of core management and behavioral principles on which effective management and leadership skills are based.
2. To help students appreciate the work public managers do and understand the difference between public and other organizations.
3. To help students acquire skills in analyzing organizational behaviors and develop the ability to provide such analyses in an objective, constructive, and coherent written form.
4. To help students form the capacity to act effectively and responsibly under the stress, complexity, and uncertainty of the real world.
5. To help students build a solid foundation for future classes in public administration and policy.

Required Readings

Books:

Denhardt, R. B., Denhardt, J. V., Aristigueta, M.P., and Kelly C. Rawlings. 5th edition. (2016). *Managing Human Behavior in Public and Nonprofit Organizations*. CQ Press.

Older versions of the book would work, but page numbers may differ. Chapter numbers and page numbers are based on the current version. It is the student's responsibility to cross-check page numbers and content when necessary. Relatively inexpensive rending options are also available.

Note on workload:
Though this is a weekend intensive class that only meets three times, students are expected to complete some readings prior to and after class meetings. Our time in class will be used to discuss selected readings (topics), seminar, engage in simulations and workshops. Students will be allowed ample time to complete necessary readings and assignments after our last in-class (synchronous) meetings.

Summer 2020 schedule (Faculty may alter schedule and reading assignments)

DATE	TOPIC	READINGS
August 7	Organizational theory, behavior, and Us!	Denhardt, Denhardt, & Aristigueta (2016) • **Chapter 1; Chapter 2; Chapter 3; Chapter 4**
August 8	Leading in the realm of organizational politics: improving decision making, motivation, and engagement	Denhardt, Dendardt, & Aristigueta (2016) • **Chapter 5; Chapter 6; Chapter 7; Chapter 8**
August 9	Conflict management through effective communication in team and group settings: navigating change and protecting the public interest	Denhardt, Denhardt, & Aristigueta (2016) • **Chapter 9; Chapter 10; Chapter 11; Chapter 12; Chapter 13; Chapter 14**

Student Assignments / Basis of Evaluation

1. *Participation and journals* – Students must attend class having completed the readings and prepared to fully participate in class discussions and exercises. Students are expected to fully engage in discussions, presentations, exercises, and learn from them. If you are unable to attend class, please discuss this with the instructor to find a way to make up the work. Students will be required to use and submit daily journals that reflect readings, class discussions, and other course related work. These journal entries are a chance for you to reflect on what we are learning and to comment on professional development throughout the course. Students must turn in their latest journal entries daily, starting at the beginning of our second meeting (second class).
2. *Content quizzes and tests* – Success in this class will be determined by participation an how well students master the materials. The quizzes and tests consist of fact-based knowledge questions about the basic concepts and contents covered in the assigned readings.
3. *Cases* – Cases provide concrete situations which students can apply the concepts introdueced in the readings. They provide an opportunity for students to diagnose the nature and causes of organizational and individual performance, and to practice thinking through potential consequences of various strategies that might be adopted. Throughout the class we will cover a number of cases. Students are to choose one of the cases, conduct an in-depth analysis, and submit a case report. Additional instructions will be provided in class.
4. *Presentations* – This assignment requires students to present their case analysis. Students are to present (1) key issues/problems; (2) the analysis; and (3) management action(s).

Course Policies

Format: Unless otherwise noted, all written assignments 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 & 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, faculty should be notified prior to a class. After one absence (full day), make-up work may be assigned at faculty discretion on case-by-case. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After two absences (two days) 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 four 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 incompletes will be awarded. Full loss of credit decisions will be made by the faculty. 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 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 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 & 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 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.

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.