PA5151
Organizational Perspectives on Global Development
Fall 2016

Time: Tuesdays and Thursdays 1:00 PM - 2:15 PM

Location: Blegen 205

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Office Hours: Thursdays 2:30-3:45 or by appointment.
Sign up online: oelberger.com/officehours

Course Description

International aid[1] work increasingly takes place within organizational contexts. Most students will work in some kind of organization after graduation and many, if not most, of you will be managers and/or leaders during your careers. International aid organizations are sites of power, innovation, and social change, but can also be places that discourage innovation and reinforce inequalities. Effective organizational management and leadership are critical to achieving broadly beneficial social, economic, and public value. How can we make international aid organizations more responsive to the needs of both the staff that work for them and the beneficiaries they are attempting to serve, while maintaining the support of their funders and working within the existing regulatory apparatus? This course will examine the successes and challenges faced in these tremendously complex environments, focusing on empowering you with the courage to act under conditions of uncertainty in order to strengthen the work of your organization.

Taking an interdisciplinary and comparative perspective, this course examines the efforts of multiple organizations within the international aid "industry", including NGOs, governments, bi-lateral and multi-lateral organizations, corporations, foundations, and international organizations. We cover some of the major theoretical approaches to organizational analysis, including concepts from sociology, political science, psychology, public administration, and management. Learning to use multiple perspectives is critical. By gaining insight across different theoretical perspectives, students will develop an understanding of how theories provide distinctive windows into understanding behavior in complex social settings. Throughout, you will come to see that organizations provide opportunities and constraints as well as power and privilege within particular contexts.

Note: This course focuses primarily on private actors – primarily nonprofit, but also some for-profit – with less emphasis on governmental action. This is not because governmental or state action in

[1] International aid transcends national boundaries and encompasses various policy fields related to multiple facets of global development, including poverty alleviation and economic development, environmental protection, education, healthcare, and a wide variety of "rights-based" approaches that include both more specific legal and political rights as well as more broadly defined economic, social, and cultural rights that overlap with development concerns. In addition, as they intersect with global development concerns, we will also study organizations efforts in emergency response, humanitarian assistance, and disaster relief.

this realm is unimportant (far from it), but rather because other courses at HHH cover these topics in more depth (see Dean Schwartz's course and Mary Curtin's course). We will analyze how interorganizational relationships include state actors and how government influences private actors in this space. I encourage students to focus on the conceptual lens of organizations, institutions, and management that we use in this course and that you may utilize to analyze state institutions as well as the multitude of diverse organizations we don't study in depth, such as religious organizations, smaller non-Western NGOs, and for-profit aid contractors.

This seminar is divided into three parts. In weeks 1-3 we will gain an overview of the complementary fields we are drawing upon for this field of study. Beginning with a grounding in the broad field of global development, humanitarian relief, and international aid, gaining familiarity with the critiques of this sector, and then familiarizing ourselves with the conceptual tools from management, sociology, and political science that assist in an analysis of this sector from an explicitly institutional and organizational perspective. Weeks 4-7 provide context for the external environment in which development organizations operate. Weeks 9-11 delve inside organizations. Weeks 13-14 conclude by looking at some current management topics within international aid, especially around measurement and funding.

Learning Objectives

Managing international aid organizations in the 21st century demands "big picture" management skills that allow individuals to think critically and accurately analyze their external environments, relevant stakeholders, and resource relationships, and they must learn how to effectively maneuver their organizations through the unique political, economic, ideological, and socio-cultural landscape in which they operate. In addition, it requires an in-depth facility with the many nuances that make up organizations themselves, including program design, the evaluation of effectiveness, organizational identity and culture, and (last but certainly not least) the complexity of human behavior through the motivations, discretion, and experiences of its manpower, the staff. The course aims to provide both "the forest" and "the trees", and give students practice moving back and forth between the different levels of analysis, so that even as you are approaching a problem at one level, you have an awareness of the complexity of the situation at an alternative level. By the completion of this course, I expect that students will be able to:

- Think critically about international aid organizations, especially regarding ways in which they reflect and create power and privilege, the manner in which individuals' needs and desires interact with, support, or challenge the needs of the organization, and how all of this is influenced by forces outside the boundary of the organization;
- Given this complex understanding, be able to develop actionable recommendations to improve the effectiveness of international aid organizations in the context of multiple (and often contested) understandings of community/global development and conflicting stakeholder demands; and
- Demonstrate organizational skills including leading and participating within a team, memo writing, opinion writing, and oral presentations.

Student Well-Being

This course provides builds knowledge on good management through readings, simulations, cases, assignments, and through offering practice and modeling of the behaviors you will need to be a good manager. I believe that a large part of that is understanding that all employees are people, with lives outside of work. The same holds for everyone in this class, obviously: you are not only students, but daughter and sons and wives and husbands and boyfriends and girlfriends and sisters and brothers and aunts and uncles. In addition, sometimes we need help beyond what family, friends, or spiritual leaders can offer.

If you or someone you know has difficulties related to anxiety, depression, drug/alcohol dependency, family, eating disorders, finances, or other struggles, I encourage you to use the University of Minnesota's free, professional counselors who maintain confidentiality. No appointment is needed to speak with a counselor for an urgent need, Monday-Friday, 8:00-4:30.[2] You may also schedule long-term counseling sessions.

If it is after hours or if things feel urgent, 24/7, your options include:

- The Crisis Connection at (612) 301-4673 (to speak to a woman) or 612-379-6367 (to speak to a man). This is a nonprofit which provides free and confidential 24-hour telephone crisis counseling to the Twin Cities/ Metropolitan area. (There is a brief pre-recorded message, but you will then be connected with someone you can talk with.) If you would prefer, you can text "UMN" to 61222 and a counselor will talk, offer suggestions or provide you with resources that may help — all through texting.
- The National Suicide Prevention Lifeline: 1-800-SUICIDE (784-2433). After you call, you will hear a message saying you have reached the National Suicide Prevention Lifeline. You will hear hold music while your call is being routed. You will be helped by a skilled, trained crisis worker who will listen to your problems and will tell you about mental health services in your area.
- The Sexual Assault Hotline is 800-879-1999 or you can chat online at: https://ohl.rainn.org/online/. In addition, the Aurora Center (612-626 9111) provides free and confidential support for victim/survivors and concerned persons affected by sexual violence, domestic violence, or stalking. An advocate is also available through the help line 24 hours a day to join anyone in the emergency room that has experienced sexual assault.

Please consider putting these numbers in your phone, either for yourself or to share with friends in need.

[2] Please visit http://www.mentalhealth.umn.edu/crisis/index.html for more information on locations and numbers, should you wish to call ahead and schedule an appointment. Note that Boynton Health Services will submit a claim to your insurance, while student counseling services (Suite 117 in Appleby Hall (128 Pleasant Street SE.) on the U of M East Bank) are free of charge.

Course Format

This is a graduate level seminar course. We will meet course objectives through readings, participation in class discussions, mini-lectures, simulations, case analyses, group projects, presentations, and the sharing of students' own experiences. You are encouraged to monitor Moodle and your email for all course updates.

The teaching method is based on seminar format and the active learning model. This approach requires that students prepare by reading the substantive course readings and cases and come ready to engage in lively conversation about the materials and their own experiences. I will assume you've done the readings, taken time to reflect on the issues they raise, and arrived at class with some thoughtful opinions. For this format to work, you will need to read with a critical eye and think about how the readings fit together and relate to your experiences. As you read, think broadly about issues you want to raise for discussion. The course is a significant amount of work, but students find that they also gain a tremendous amount from their participation. I expect you to work hard, but I also give you structured breaks through the semester at times that I know you have a lot going on in other courses. We do not meet on Week 8 or the Tuesday of Thanksgiving week.

Class Structure
Class will be organized with one topic a week. We will generally spend one session discussing the readings, seminar-style, and the other with a guest speaker, doing a simulation, or some other engaged exercise. Generally, at the beginning of class on Tuesdays, I will review major points and add comments designed to elaborate on key concepts, fill in historical background, raise alternative perspectives, or draw connections to contemporary events. We will then have a discussion of the readings, facilitated by student discussion leaders. On Thursdays, we will generally discuss an organizational case, listen to a speaker, or participate in an in-class exercise or activity. However, given the small and intimate nature of a seminar class, I reserve the right to adapt what we cover based upon the group's interests. This will be an evolving course shaped by all of you.

Food in Class
We have a small seminar that meets at 1pm. If you feel comfortable, I encourage you to bring your lunch or snacks, for yourself and/or to share. The goal is to create a comfortable environment to dig down into some meaty issues.

Technology in Class
Unless you have an emergency situation, please turn off cell phones during class. Laptops and similar devices are allowed, but please note that a growing body of research suggests that computer-assisted note-taking (and especially open browsers) can increase distractions, encourage rote transcription, and inhibit learning.

Accommodations
I am eager to hear from anyone who may require accommodations in this class for reasons related to ability or life situation. Please let me know if I can help by modifying seating arrangements, deadlines, or other features of the class.

Course Requirements

Grade Distribution

Preparation & Participation (35%)	
Reading Notes	15%
Class Participation	10%
Seminar Facilitation	10%
Reflective Essays (10%)	
Final Version	10%
Op-Ed (25%)	
Second Draft	5%
Oral Briefing	5%
Final Submission	15%
Management Consulting: Organizational and Field Analysis (30%)	
Environmental Mapping	10%
Case Analysis Memo	5%
Management & Logic Memo	15%

*All assignments will be docked a full letter grade for each 24 hour period they are late.

Preparation and Participation

Reading Notes (15%)
Each week you will be assigned approximately 6-8 readings, plus sometimes an additional applied case study. To help you better synthesize the reading material for the course, facilitate weekly discussions, and provide an easy reference for what you learned in the course, every week you will use the template provided on Moodle to guide your response to the week's readings. I will do the second week for you to model the process. You are responsible for doing these **weekly** from Weeks 3-14, excepting weeks 8 and 12, when there is no class. Over this period you are responsible for 8 reading notes. You can a) do all 10 and drop your lowest 2 grades; b) do 9, skip one week, and drop the lowest grade; or c) skip 2 weeks. The choice is yours.

This is not meant to be busy work! This is to help you better understand what you are reading and highlight where there are questions or misunderstandings of the material.

This assignment is due by Monday at noon each week. It will be graded according to a check/check plus/check minus system in which you will receive a check (roughly = 92) for comprehensively completing the assignment, a check-plus (roughly = 100) when you go above and beyond, and a check-minus (equal to an 80 or below) when you just do the bare minimum. Not doing a journal entry will result in a 0.

Class Participation (10%)
Class attendance and active participation are expected, as an essential part of the learning process. In combination with the session leader, I will facilitate discussion and help integrate the prevailing views of class members with core theoretical ideas. In this way, the direction and quality of the discussion is the *collective responsibility* of the group. This includes preparing for class sessions by reflecting on the readings and actively participating in the discussion. All readings for each week

are to be prepared in advance of the week's first class session, on Tuesday. In order to participate in class discussion, it should go without saying that you need to be physically present. You are adults who are responsible for managing your own learning and, as a result, I do not have an absence policy. However, it is unlikely that you will be able to participate well in class if you are not there. Participation is not gauged by the volume or frequency of your voice, but by your attention to the conversation.

Students will receive strong marks for participation if they are consistently engaged and make a good faith effort to advance our collective understanding. Be creative. Question what you read. Make trouble. Give us reasons to be persuaded; direct us to evidence; challenge our consensus; question the statements that we have made to one another. At the same time, please bear in mind that the classroom is a public academic forum. Please be respectful and follow standards of ethics and etiquette appropriate to such a setting.
Our group includes students with diverse political viewpoints and students from many different academic, social, and professional backgrounds. For our class meetings to be productive, people will need to feel comfortable expressing minority views, engaging in respectful debate, asking basic questions, and sometimes saying, "I don't get it." Please make sure that, in class and beyond, you do what you can to make this possible.

Some people are less comfortable than others speaking in public. But, you are pursuing a degree in public affairs. If you want to succeed in this arena – as a program evaluator, a policy analyst, a manager, a nonprofit director, an advocate, an activist, whatever – you should do everything you can now to get comfortable speaking your mind (in a clear and accessible way) in a room of fifteen people.

Guest speakers invest a lot of time and energy preparing for class. I have invited several notable individuals to speak during our classes. To show interest and respect for our guest speakers by engaging with their experiences and our class topics, I ask that you bring in one question for each guest speaker.

Office Hours
As part of your class participation grade, I require one visit to office hours during the semester. I use this session to get to know you better outside a class setting, so require that you visit me in the first seven weeks of the semester. The conversation can be unstructured, but please come with an idea you have about a "dream job". The meeting need only last 15 minutes. If my office hour times don't work, email me and we can work something out. Note, I need at least a week of advance notice, more during busy times of the semester, to schedule a meeting outside office hours.

Seminar Facilitation (10%)
At the end of week 2, you will sign up for one session over the remainder of the course. Generally, the reading discussion occurs on a Tuesday, and you will be responsible for facilitating that day. To prepare, you should read all of the materials fully, read through your classmates' reading notes, and develop a number of questions that will help facilitate discussion. In addition, if you would like, you can develop an exercise to help students think more deeply about the issues. The instructor will open the class with a brief lecture providing an overview of the material, so this is not a resuscitation of the material. You are welcome to use the questions posted on others reading journals, your own questions, or news stories/events to help you guide the discussion.

In addition to facilitating the conversation in class, the weekly facilitation leaders are responsible for providing concise 5-6 sentence reading as a resource for the class.

Reflective Essays

First Draft (Due: Week 1, ungraded)
In 1-2 single-spaced pages, reflect on why you are taking this class. What motivates your interest in international aid organizations? What is your personal biography and how does that relate to this topic? What related work experience have you had in this domain? What would you like to do in the future that is related to international aid work? Write a short personal essay. This is ungraded, but will help me learn more about our class, and you will use it as a basis for class discussion, both today and in reflection near the end of the semester, so make sure you keep an electronic or hard copy.

Final Draft (Due: Week 15, 10%)
In 2 single-spaced pages, reflect on how your ideas about international aid have been challenged or reinforced throughout this semester. What have you read that was particularly pivotal in that regard? In what ways did your beliefs or understandings change? Are there any outstanding beliefs you had at the outset that have not changed? Why? This assignment is designed to give you freedom to thoughtfully reflect upon your learning and growth through the course this semester, grounded in the work we have done. To that end, use citations of relevant work in APA format ie. (Oelberger, 2016) and attach a third page with the full references.

Opinion Editorial (Op-Ed) Project

Throughout the course you will learn about many important ***management*** topics and trends within international aid. The purpose of this assignment is to further develop your opinions about international aid organizations, based on an analysis of current events ***using lenses developed within the course***. This assignment is additionally designed to offer you experience with a repeated editing process, conveying your thoughts in a concise format, and providing networking and exposure within the field. Select a topic that you find interesting and write an op-ed piece to an industry/trade journal, news outlet, blog, etc. More detailed information on the components of the assignment, examples of published work from past students, and online resources is available on Moodle. Max word length = 1,250 words.

Idea Brief (Due: Week 3, ungraded)
Identify an issue you are interested in exploring further that draws upon what we will be examining within the course. In other words, look at the menu of topics we will cover -- the rise of the market, accountability and stakeholders, culture and organizational change, collaboration, human resource management, work-life integration, etc – and identify an area of interest either within one of these topics or, even more interesting, cross-cutting across two or three topics. Submit to the instructor on the due date:

- One short paragraph describing the issue you are interested in analyzing, highlighting the organizational lenses you will be using.
- One potential publication outlet, along with the submission criteria (length, format, etc.).
- Links to three examples from within that outlet that you would like to model your piece on.

Revision Process: *Op-Ed Drafts & Peer Feedback*
You will prepare (at least) four drafts of the Op-Ed before your final submission. For drafts 1-3, submit your paper to Moodle and bring a hard copy to class. For draft 4, share in an appropriate form with your friendly reviewers.

- The first and third drafts are due on Tuesday in Weeks 4 and 11, and will be reviewed by a peer editor. I will match students for a peer review process and facilitate in-class feedback sessions on Weeks 5 and 13. As a peer editor, you will use the rubric provided by the instructor to review your colleague's op-ed and provide feedback, both in-line, as well as through the rubric form. Resources are available on Moodle to guide you in the editing and feedback giving/receiving process. Bring a hard copy of the feedback to class on feedback/review days.

- The second draft will be submitted to the instructor in Week 7, and will be graded.

- The fourth draft should be shared with three external "friendly" reviewers. Ask friends, family, or colleagues to read the piece and spend 5" discussing it with you. Rather than defending yourself, take note of the areas that they disagreed with or didn't understand. Attempt to remedy the flaws they identify or parts that were confusing. Remember, your goal is to make this approachable and convincing to a lay audience.

Formatting for each draft:
- Include an article title
- Triple space the document to make space for reviewer feedback.
- Insert page numbers
- Note the aimed submission outlet, guidelines for article length, and the current number of words.

Oral Briefing (Due: 12/8, 5%)
Individually, you will deliver a 2-minute oral briefing that summarizes the main analysis from your op-ed piece. Grading criteria is available on Moodle.

Final Op-Ed (Due: 12/8, 15%)
In addition to gathering "internal" feedback from peers and your instructor and "external" feedback from friendly reviewers, schedule an appointment with the writing center to get feedback on how to polish your final draft. Before submitting your final draft to the instructor, go through the proper steps to submit your op-ed to the publication outlet you have chosen. (If your piece gets accepted, please let me know!)

On the due date, submit the following materials to the instructor:

i. All drafts from the revision process
ii. Feedback from peer colleagues, instructor, and friendly reviewers
iii. Proof of appointment with writing center
iv. Proof of submission to External Outlet
v. 140 character "tweet" regarding your argument. Note: if you do not have a Twitter account, you are required to set one up in order to perform this part of the assignment.
vi. Final Op-Ed Piece

<u>Management Consulting: Organizational and Field Analysis</u>

The purpose of these assignments is to enhance your understanding of the course concepts by engaging in activities regarding a real international aid organization in a team setting. With another student/other students, in the second week you will choose a nonprofit, for-profit, or public organization to examine throughout the semester. There are two parts to this requirement. In advance of each due date, I will hand out a more detailed assignment and grading sheet for each.

Interest Identification (Due Thursday 9/15 in class)
Identify organization(s), geographic region(s), or programmatic/policy interests. Instructor will use these to create student groups of manageable size.

Organization Selection (Due Thursday 9/22 in class)
With your group mates, identify two organizations you would be interested in studying. For each organization, ensuring they have the proper size/scope, a tangible issue they are facing, and adequate resources for you to learn about the organization. To assist in this process, identify key opportunities that the organization could capitalize upon, but isn't currently, or challenges that you think are jeopardizing the organization's future. The instructor will review your two options and provide feedback as to which would be most effective in fulfilling the assignments. Include the following information on each organization:

1. Name
2. Website
3. Issue for analysis
4. Resources about the organization
5. Overview of organization

The following is a list of criteria that we encourage you to include as you select your organization:

- Size/Scope: It should be of an adequate size/scope. Picking something very large or too small can be difficult to get enough textured information on in order to analyze
- Issue: The organization should be wrestling with something that will provide "meat" for you to analyze and offer recommendations about. To this end, ensure that the organizations you are proposing have a challenge they are wrestling with and an opportunity they have been presented with, enabling the identification of points of vulnerability and strength from which you can analyze and offer recommendations.

Environmental Mapping (Due: Friday 10/28, 9am via Moodle, 10%)
Drawing upon our readings and course discussion from the first seven weeks of class, you will perform an environmental mapping of the organization you are studying. There are many forces in the general, policy, and task environment that shape the work of international aid organizations. Consider the most important external environmental factors that managers and leaders in your organization must keep their eyes upon, identifying key opportunities that are currently unsatisfied as well as challenges that you think are jeopardizing your organization's future.

Your team will make a 10-15 minute oral presentation, as if you were management consultants hired to advise the organization how to move forward. The audience for your presentation is the Director of the organization and/or the Board. You will record these on Voice Thread. Details on how to do this are posted on Moodle.

Organizational Management Consulting (Due: Friday 12/16, 9am via Moodle, 15%)
Drawing upon both the environmental mapping you performed in Week 8, as well as our readings and course discussion from the second half of the course, focusing internally on organizational operations, structure, culture, beneficiaries, performance, and workers, you will perform an organizational analysis, as if you were management consultants hired to advise the organization how to move forward. The audience for this assignment is the Director of the organization and/or the Board. This assignment consists of two sections.

Management Memo

The management memo is intended to develop your skills at argument and analysis. Effective management memos should evince not only rich understanding but make connections among different ideas and show the ability to make critical appraisals of core ideas. Memos should be well-organized and have a logical structure. These analyses are designed to help you master the communication of complex information within space constraints. It is much more difficult to write effective, crisp, and rich short papers than it is to write longer papers, but it is a valuable skill to develop. Therefore, the memo should consist of 1 single-spaced page.

Logic Memo

The logic memo is intended to summarize the logic you used in devising your analysis and recommendations, tying them directly to course concepts. It should be approximately 2 single-spaced pages.

Organizational Case Analysis (Due: Thursday 10/13, 1pm via Moodle, 5%)

For this assignment, you will follow the same format, writing a management and logic memo, but instead of analyzing your organization, you will analyze a case we all read in class. This will give you an opportunity to become familiar with the format of management case analysis and memo writing before the high stakes final assignment. The case you will be responsible for is Partnership in Troubled Waters. I will discuss more details a week in advance.

Overview of Semester Topics, Class Plans, and Assignments

Week Dates	**Day1** **Lecturette & Discussion**	**Day 2** **Case/Speaker/Exercise**	**Assignments Due**
Introduction to Management Challenges in Development Work			
1 9/6 & 9/8	Introductions and Overview of the Course	Development: Overview and Mapping the Players	Reflective Essay #1 9/8
2 9/13 & 9/15	In-Class Exercise: What is Development Work?	History of Development in 3rd Sector	
3 9/20 & 9/22	Rise of Market	Unilever Case	Idea Brief (Op-Ed) 9/20
Institutional Analyses of Development Work			
4 9/27 & 9/29	Accountability and Power	Casa Amiga Case	Op-Ed First Draft 9/29 Group Org Overviews 9/29
5 10/4 & 10/6	Culture and Change	Peer Feedback I Exercise	Peer Feedback 10/6
6 10/11 & 10/13	Inter-Org Relationships	Partnership in Troubled Waters Case	Case Analysis Memo 10/13
7 10/18 & 10/20	Non-Org Forms: Social Movements and Social Media	Visiting Speakers: Mmeli Dube, Zimbabwe, & Madalina Turza, Romania	Op-Ed 2nd draft 10/18
8 10/25 & 10/27	Environmental Mapping Student Presentations 10/28 (No Class.)		
Going Inside Development Organizations			
9 11/1 & 11/3	The Structure of Work	Visiting Speakers: Aybar Rodrigo, Argentina, and Aung Gyi, Burma/Myanmar	
10 11/8 & 11/10	Workers as Org. Resources	Cirque Du Soleil Case	
11 11/15 & 11/17	Workers as People	Visiting Speakers: Mirette Bahgat, Egypt, and Darin Hussein, Palestine	Op-Ed 3rd draft 11/15
12 11/22 & 11/24	Thanksgiving (No Class.)		
Current Management Topics: Funding and Evaluating Development Work			
13 11/29 & 12/1	In-Class Exercise: Discussing Feedback and the Review Process	Chasing the Dollars: Grant Writing (with guest lecture from Stephanie Jacobs)	Peer Feedback 11/29
14 12/6 & 12/8	Program Theory, Logic Models, Monitoring and Evaluation	Op-Ed Oral Briefings	Final Op-Ed oral briefing and written work 12/8
15 12/13	Final Class: Lunch at Dilla's or Jewel of India		Reflective Essay #2 12/13 Management Memo 12/16

Part I: Introduction to Management Challenges in Development Work

Week 1: Global Development: Overview and Mapping the Players (9/6 & 9/8)
This is a course in Managing Global Development. First, what is "global"? How is this similar or different from international development, transnational development, or community development? Second, what is "development", as a state of being (ie. developed versus undeveloped) and as a process (ie. developing)? How does development work overlap and intersect with "aid", "relief", or "assistance" that is "humanitarian", "emergency", or "disaster" related? This week we will also discuss to what extent this is a sector, an industry, or a more amorphous "space"? Across all these discussions, we'll reflect upon to what extent these distinctions are semantic versus substantive. We will begin the course by interrogating and reflecting upon these terms that classify and place boundaries around the arena we are studying, and insodoing inform the way in which we analyze and identify solutions to challenges and opportunities within the sphere. How are problems framed within the development arena/industry/space/sector? Furthermore, this is a course that uses organizational perspectives to analyze global development work. This week we will review some useful tools of institutional and organizational analysis that will be deployed over the remainder of the semester, highlighting the roles of power, culture, and structure.

Readings

1. Trebilcock, M. J., & Prado, M. M. (2014). *Advanced introduction to law and development*. Edward Elgar Publishing. (read pp. 3-16, skim pp. 17-43).
2. "Poor Us: An Animated History of Poverty", available online at: http://www.pbs.org/video/2296684944/.
    - This largely features Jeffrey Sachs' voice and perspective. He is pro-development aid, and has engaged in a long-standing debate with Bill Easterly, who believes aid has done more harm than good. A synopsis of this debate can be viewed here.
3. Moss, T. J. (2007). Pp. 117-131 in Chapter 8, "International Aid System," in *African Development: Making Sense of The Issues And Actors*. Boulder, CO: Lynne Rienner Publishers.
4. Watkins, Susan Cotts , Ann Swidler and Thomas Hannan. (2012). "Outsourcing social transformation: Development NGOs as organizations." *Annual Review of Sociology* 38: 285-315.
5. Degnbol-Martinussen, J., & Engberg-Pedersen, P. (2003). Chapter 9: "Actors in Aid Interaction" in *Aid: Understanding international development cooperation*. Zed Books.

Background on "helping"

1. Martin, C. (2016) "The Reductive Seduction of Other People's Problems" *The Development Set*. Available online at: https://medium.com/the-development-set/the-reductive-seduction-of-other-people-s-problems-3c07b307732d#.6ffai9tjn,
    a. This blog post has similar arguments to Illich (1968), "To Hell With Good Intentions" http://www.swaraj.org/illich_hell.htm) so also look at the latter if you are not familiar with it.
2. Addams (1899) "The Subtle Problems of Charity." *The Atlantic*.
    - Note: Jane Addams is one of America's foremost progressive reformers and social entrepreneurs, Jane Addams kept busy not simply founding Hull House and changing the way we provided support for the urban poor, but writing about the philosophical challenges of philanthropy and democracy. This article is important for its recognition that charity inevitably splits the world into the helpers and those

to be helped and can, as such, become an instrument for reinforcing rather than redressing inequality.

Assignment: Reflective Essay #1 (Due Thursday 9/8 in class)

Overview Resources:

1. Esther Duflo and Abhijit Banerjee, "The Economic Lives of the Poor." Journal of Economic Perspectives, 27(1): Winter 2007. [you can skim this for the main ideas]
2. Radelet, Steven (2006) *A Primer on Aid*. Working Paper, Center for Global Development.
3. Degnbol-Martinussen, J., & Engberg-Pedersen, P. (2003). *Aid: Understanding international development cooperation*. Zed Books. (Chapter 2: Motives and Interests, Chapter 3: Development Goals, Chapter 4: Aid Strategies)
4. Rist, G. (2002). *The History of Development: From Western Origins To Global Faith*. Zed books. Chapter 4 (The Invention of Development) and Chapter 5 (The International Doctrine and Institutions Take Root).
5. Wheeler, N. J. (2000). "Humanitarian intervention and international society." *Saving strangers: humanitarian intervention in international society: humanitarian intervention in international society*. Oxford University Press.
6. Eric Werker and Faisal Z. Ahmed (2008) "What Do Nongovernmental Organizations Do?" *Journal of Economic Perspectives.* 22(2): 73-92.
7. Vakil A (1997). Confronting the Classification Problem: Toward a Taxonomy of NGOs. World Development, 25(12): 2057-2070
8. Mitlin, D., Hickey, S., & Bebbington, A. (2007). Reclaiming development? NGOs and the challenge of alternatives. World Development, 35(10), 1699-1720.
9. Woolcock, M. (2007). "Higher Education, Policy Schools, and Development Studies: What Should Masters Degree Students Be Taught?". *Journal of International Development*, 19(1), 55
10. Scan the State of the Humanitarian System 2015 Report, and look at the shorter summary at: http://sohs.alnap.org/#what-is-this-system
11. William Fisher, 1997, "Doing Good? The Politics and Anti-Politics of NGO Practices. Annual Review of Anthropology 26:439-464.
12. Amartya Sen, "Capability and Well-Being," in The Philosophy of Economics, Daniel M. Hausman, editor. Cambridge: Cambridge University Press. 2007.
13. Robert Chambers, Whose Reality Counts? Chapters 4 "The Transfer of Reality"
14. Fassin, Didier (2010) "Heart of Humaneness: The Moral Economy of Humanitarian Intervention" in Fassin, D., & Pandolfi, M. (Eds.). (2010). *Contemporary States Of Emergency: The Politics Of Military And Humanitarian Interventions*. New York: Zone Books. Pp. 269-286.
15. Alvesson, M., & Willmott, H. (2012). *Making sense of management: A critical introduction*. Sage.Introductiona and Chapters 1-2, esp. pp. 1-7, 17-29, 33-43, 58-63.
16. Mir, R., & Mir, A. (2002). The organizational imagination: From paradigm wars to praxis. Organizational Research Methods, 5(1), 105-125.
17. Lewis, D. (2007). The management of non-governmental development organizations. Routledge. (Ch. 1)

Additional Resource Readings with Critical Perspectives on Aid.

1. Dichter, T. W. (2003). Chapter 3 (Development Assistance as an Industry, pp. 98-110) in *Despite good intentions: Why development assistance to the Third World has failed.* Univ of Massachusetts Press.
2. Waters, T. (2001). Chapters 1-3, 14 (pp. 5-48, 235-245) in *Bureaucratizing the Good Samaritan: The Limitations of Humanitarian Relief Operations*. Boulder, CO: Westview Press

3. Baaz, M. E. (2005). “The Equal Partner and the Politics of Desire,” (Ch. 5, pp. 148-165) *The paternalism of partnership: A postcolonial reading of identity in development aid*. Zed Books
4. Loper (2011) Post-Development and points of criticism. http://www.globalpolitics.cz/clanky/critique-of-the-critique-post-development-and-points-of-criticism
5. Pritchett, L., & Woolcock, M. (2004). Solutions when the Solution is the Problem: Arraying the Disarray in Development. World Development, 32(2), 191-212.
6. Mosse, D. (2004). Is good policy unimplementable? Reflections on the ethnography of aid policy and practice. Development and change, 35(4), 639-671.
7. Srinivas, Nidhi. “Against NGOs? A Critical Perspective on Nongovernmental Action.” Nonprofit and Voluntary Sector Quarterly. Vol. 38, No. 4, 2009, 614-626.
8. Hobbes (2014) Big ideas are destroying international development. New Republic. https://newrepublic.com/article/120178/problem-international-development-and-plan-fix-it
9. Edwards (2008) "Have NGOs made a difference?" In Bebbington, A., Hickey, S., & Mitlin, D. (Eds.). (2008). Can NGOs make a difference?: the challenge of development alternatives. London: Zed books.
10. Parker (2016) Aleppo is Screwed. Thanks Everyone. https://www.irinnews.org/opinion/2016/07/29/aleppo-screwed-thanks-everyone

Week 2: History of Development Work in the 3rd Sector: Private Nonprofits, Nongovernmental (NGO), and Religious Organizations (9/13 & 9/15)

The arena of global development has had long standing participation from third sector actors, from volunteers to missionary organizations, from grassroots advocacy groups to large international NGOs. This week, we will gain an overview of this participation, as well as grounding ourselves in the multiple critiques that this work has been subjected to, using them as context through which we will analyze attempts to create more successful work in the sector.

Readings and Resources: (Required readings are indicated with a *)
Secular Nonprofits/NGOS

1. * Kamat, Sangeeta. (2013). “Preface,” in *NGOization: Complicity, contradictions and prospects*. Choudry, A., & Kapoor, D. (Eds.). London: Zed Books, pp. iix-xii
2. * Kim D. Reimann (2006) ‘A view from the top: international politics, norms and the worldwide growth of NGOs’, International Studies Quarterly 50 (1): 45-67.
3. * Kim Reimann. (2005). “Up to No Good? Recent Critics and Critiques of NGOs.” In Henry F. Carey and Oliver P. Richmond, eds., Subcontracting Peace: The Challenges of NGO Peacekeeping. Aldershot, UK: Ashgate, pp. 37-53. On line at: http://scholarworks.gsu.edu/political_science_facpub/5/
4. Alexander Cooley and James Ron, (2002) “The NGO Scramble.” *International Security* 27(10), pp. 5-39.
5. Dean Chahim and Aseem Prakash. 2014. “NGOization, Foreign Funding and the Nicaraguan Civil Society.” Voluntas 25 (2): 487-513.

Religious Nonprofits/NGOS

1. * Hershey, Megan (2016) “Understanding the Effects of Faith” Journal of International Development. 28, p. 161-176

2. Manji, F. and C. O'Coill. 2002. "The Missionary Position: NGOs and Development in Africa." International Affairs, 78 (3) pp. 447-692.
3. Flanigan, S. T. (2010). Chapter 1 (NGOs, Religious Identity, and Violence in the Developing World) and Chatper 5 (Faith-Based Organizations and Violence) in *For the love of God: NGOs and religious identity in a violent world*. Sterling, VA: Kumarian Press.

NGO relationships with the State

1. * Ferguson, J. (2014). "Transnational topographies of power: beyond" the State" and" civil society" in the study of African politics" in Maurer, B., & Schwab, G. (Eds.). (2006). Accelerating possession: Global futures of property and personhood. Columbia University Press. Pp. 76-95.
2. * Banks, N. D. Hulme and M. Edwards. (2015) "NGOs, States and Donors: Still Too Close for Comfort?" World Development. 66: 707-718. & Read review of original text by Deborah Brautigam posted on Moodle.
3. Heurlin, C (2010). Governing Civil Society: The Political Logic of NGO-State Relations Under Dictatorship. *VOLUNTAS,* 21: 220-239.
4. Brass, Jennifer. Blurring Boundaries: The Integration of NGOs into Governance in Kenya. Governance. 2012. 25(2): 209-235.

NGO relationships with funders

1. * Dupuy, Ron, and Prakesh (Forthcoming) "Hands Off My Regime! Governments' Restrictions on Foreign Aid to Non-Governmental Organizations in Poor and Middle-Income Countries" *World Development*
2. * Elbers W, Arts B (2011). Keeping Body and Soul Together: Southern NGOs' Strategic Responses to Donor Constraints. *International Review of Administrative Sciences*, 77(4): 713-732
3. Sprenger, Ellen (2016) "The End of the Grant Era" on *Open Global Rights* Blog. https://opendemocracy.net/openglobalrights/ellen-sprenger/end-of-grant-era

In-Class Case Simulation (Tuesday): Development in Dhankura Simulation. Materials will be disseminated on Thursday the week prior.

Resources:

1. Escobar, A. (1995). Encountering development: The making and unmaking of the Third World. Princeton University Press. Ch. 2 Problematization of Poverty.
2. Mosse, D. (2006). Anti-social anthropology? Objectivity, objection, and the ethnography of public policy and professional communities*. Journal of the Royal Anthropological Institute, 12(4), 935-956
3. Barder, Owen (2009) "Beyond Planning: Markets and Networks for Better Aid" Center for Global Development Working Paper No. 185
4. Risse, Thomas. Rethinking Advocacy Organizations? A Critical Comment. Chapter 11, in *Advocacy Organizations and Collective Action*, Cambridge University Press
5. Nunnekamp, P. and Ohler, H. Funding, Competition and the Efficiency of NGOs: An Empirical Analysis of Non-charitable Expenditure of US NGOs Engaged in Foreign Aid. *Kyklos*, 65(1): 81-110.
6. Mitchell, G. and H.P. Schmitz. Principled Instrumentalism: A Theory of Transnational NGO Behavior. Review of International Studies. 40(3): 4870504.

Week 3: The Rise of the Market (9/20 & 9/22)

Alongside the diversity of state and non-state actors within the development world, for-profit, market-based solutions (and institutions) are increasingly exerting a strong presence. This week we will explore the rise of social entrepreneurship, conditional cash transfers (CCTs), corporate social responsibility (CSR), and the existence of for-profit government contractors. Through an analysis of Unilever's work in rural India, we will question what impact the motivation of an organization has on the impact and implementation of development projects.

Reading Questions

1. What are the similarities and differences across the three market-based strategies we're reading about this week: 1) social entrepreneurship, 2) corporate social responsibility, and 3) conditional cash transfer.
2. How do for-profit development organizations, that Nagaraj (2015) discusses, compare to the non-profit development organizations we read about last week?

Readings:

1. <u>Social Entrepreneurship:</u> Fowler, A. (2000). NGDOs as a moment in history: Beyond aid to social entrepreneurship or civic innovation? Third world quarterly, 21(4), 637-654.
2. Also Skim
    a. Alter, K. (2007). Social enterprise typology. *Virtue Ventures LLC*, *12*, 1-124, focus on pp. 1-30
    b. Mair, J., Battilana, J., & Cardenas, J. (2012). Organizing for society: A typology of social entrepreneuring models. Journal of Business Ethics, 111(3), 353-373.
3. <u>Corporate Social Responsibility:</u> Barkemeyer, R. (2009). Beyond compliance–below expectations? CSR in the context of international development. Business Ethics: A European Review, 18(3), 273-289.
4. <u>Conditional cash transfers (CCTs):</u> Sandberg, J. (2015). Evidence-based Policymaking? Revisiting the "Known," the Assumed and the Promoted in New Social Policy Development Policy. *Journal of Poverty Alleviation and International Development*, 6(2), 47-80.
5. <u>For-Profit Contractors</u>: Nagaraj, V. K. (2015). ""Beltway Bandits" and "Poverty Barons": For-Profit International Development Contracting and the Military-Development Assemblage". Development and Change

Case: Unilever in India, Hindustan Lever's Project Shakti--Marketing FMCG to the Rural Consumer. Harvard Business School case.

Assignments

- Idea brief for Op-Ed (Due Tuesday 9/20 via Moodle and in class)

Resources

1. Besharov (2016) "The line between non-profit and for-profit has become increasingly blurry" *Quartz*. http://qz.com/637811/the-line-between-non-profit-and-for-profit-has-become-increasingly-blurry/
2. Ashish Karamchandani, Michael Kubzansky, Paul Frandano, Monitor Group, (2009). Emerging Markets, Emerging Models: Market Based Solutions to the Problem of Global Poverty,
3. Prieto-Carrón, M., Lund-Thomsen, P. E. T. E. R., Chan, A., Muro, A. N. A., & Bhushan, C. (2006). Critical perspectives on CSR and development: what we know, what we don't know, and what we need to know. International Affairs, 82(5), 977-987.

4. Marshall, R. S. (2011). Conceptualizing the international for-profit social entrepreneur. Journal of Business Ethics, 98(2), 183-198.
5. Hopkins, M. (2012). Corporate social responsibility and international development: is business the solution?. Earthscan.
6. If you want to read more about cash transfers, the following blog articles provide background:
    - Faye et al (2015) Worth Every Cent. *Foreign Affairs*. https://www.foreignaffairs.com/articles/2015-10-12/worth-every-cent
    - http://freakonomics.com/2013/06/04/should-we-all-just-give-cash-directly-to-the-poor/
    - http://www.npr.org/sections/money/2013/10/25/240590433/what-happens-when-you-just-give-money-to-poor-people

Part II: Institutional Analyses of Development Work

Week 4: Accountability, Power, and Participatory Development (9/27 & 9/29)
This week we begin to interrogate where the ideas informing development work come from. To whom are development organizations accountable and who do they represent? We will use the concept stakeholder analysis to introduce the different levels of interest or investment in the organization's work various actors have, as well as their power over the organization, vis-à-vis the organization's resource dependence upon that particular stakeholder. We will map where donors, staff, and clients/beneficiaries fall within this exercise and then discuss how this dovetails with conversation and rhetoric around participatory development.

Reading Questions
1. Use the conceptual tools from Bryson (2004) and Hardy and Clegg (2006) to discuss the relationship between being a "stakeholder" and having power. What does it mean to consider the recipients of development work as "beneficiaries" or as "primary stakeholders" (Crack 2013)?
2. What potential does "participatory development" have to transform the power v. interest grid? What are its potential pitfalls?

Readings
<u>Conceptual Tools</u>
1. Stakeholder Analysis: Bryson JM (2004) What To Do when stakeholders matter (Skim through pp. 21-31)
2. Hardy, C. and S. Clegg. 2006. "Some Dare Call It Power." In S. Clegg, C. Hardy and W. Nord (eds.), *The Handbook of Organization Studies*, pp. 754-775. London: Sage.

<u>Accountability Relationships in Global Development</u>
1. Crack, Angela M. 2013. "INGO Accountability Deficits: The Imperatives for Further Reform." *Globalizations* 10 (2): 293-308.
2. Stein, J. G. (2008). *Humanitarian Organizations: Accountable—Why, to Whom, for What, and How?* In <u>Humanitarianism in Question: Politics, Power, Ethics</u>, Barnett, Michael, and Thomas G. Weiss (Editors) Cornell University Press, pp. 124-142.
3. Andrews, Abigail, (2014). Downward Accountability in Unequal Alliances: Explaining NGO Responses to Zapatista Demands. *World Development*, 54: 99-113.
4. "Participatory" and "Community-Driven" Development: Skim through these two:

a. David Korten, (1980) Community Organization and Rural Development: A Learning Process Approach. Public Administration Review, 40 (5). Read for the framework; you can skim the case studies.
b. VSO, Participatory Approaches: A Facilitator's Guide. If you haven't had any exposure to participatory methods or techniques before, take a look at the VSO toolkit posted to the course webpage, especially the last section, which describes some of the techniques.
c. Choose one of the following:
    i. Cornwall, Andrea. (2008) "Unpacking 'Participation: Models, Meanings, Practices." Community Development Journal.
    ii. Cleaver, Frances. (1999). "Paradoxes of Participation: Questioning Participatory Approaches to Development" Journal of International Development. 11: 597-612.
    iii. Ann Swidler & Susan Cotts Watkins,, (2009) 'Teach a Man to Fish': The Doctrine of Sustainability and Its Effects on Three Strata of Malawian Society, *World Development* July ; 37(7): 1182-1196.

Case: Chávez, Marissa, "Casa Amiga: Addressing Violence against Women on the U.S.-Mexico Border," Case Study from Electronic Hallway website

Assignment:
- Op-Ed First Draft (Due Thursday 9/29 in class, hard copy to peer reviewer)
- Organizational Overviews (Due Thursday 9/29 via Moodle and in class).

Resources
1. Harris, Matthew (2011). Strategic Planning in an INGDO: The Creation of a Meta-Identity. *Administration and Society*. 43(2) 216-247.
2. Carpenter, R. C. (2007). Setting the advocacy agenda: Theorizing issue emergence and nonemergence in transnational advocacy networks. *International Studies Quarterly*, 51(1), 99-120.
3. Vicent J. Roscigno. 2012. "Power, Sociologically Speaking." The Society Pages. http://thesocietypages.org/specials/power/
4. Brass, Jennifer. Why Do NGOs Go Where they Go? Evidence from Kenya. World Development. 40(2): 387-401.
5. Pranab Bardhan (2011) 'Who represents the poor? The limits of the NGO movement in global development', Boston Review, 19 July 2011 (3 pages).
6. Bob, Clifford. 2002. "Merchants of Morality." Foreign Policy March/April: 36-45. Available online at: http://foreignpolicy.com/2009/11/13/merchants-of-morality/.Guo, Chao and Juliet, Musso, Representation in Nonprofit and Voluntary Organizations: A Conceptual Framework. *Nonprofit and Voluntary Sector Quarterly*, 36(3): 308-326. (Read only pp. 308-316).
7. Fox, Jonathan. (2014) Social Accountability: What Does the Evidence Really Say? World Development 72: 346-361.
8. Jacobs, Alex. (2010) Listen First: a pilot system for managing downward accountability in NGOs. Development in Practice, 20(7): 797-811.
9. Keystone Accountability (2006). "Downward accountability to 'beneficiaries': NGO and donor perspectives", Survey results.
10. Stephen Kosack and Archon Fung, "Does Transparency Improve Governance?" American Review of Political Science.

11. Rob Jenkins and Anne Marie Goetz. "Accounts and Accountability: Theoretical Implications of the Right-to-Information Movement in India" in Third World Quarterly, Vol. 20, No. 3 (1999): 603-22.

Week 5: Culture and Organizational Change (10/4 & 10/6)
Cultural perspectives serve as a broad theoretical and methodological lens that focuses on collective meaning systems and shared values at multiple levels of analysis – group, organization, occupation, and industry/field. This week we will study how culture is socially and jointly constructed and forms the basis for shared assumptions about reality (Berger & Luckmann, 1966), often examined with interpretive and ethnographic methods (e.g., Barley 1983, Van Maanen 1979). Cultural materials are increasingly understood as a pragmatic resource that individuals and organizations can consciously deploy (Weber and Dacin 2011), such as a "cultural toolkits" (Swidler 1986), which signals both an understanding of cultural pluralism and a degree of agentic choice and strategy in using culture.

The study of global development involves a great deal of focus on global, societal, and community change, increasingly guided by formal "Theories of Change." In addition, all development organizations will change over time, either because of a shift in mission or threats from the external environment. Some also argue that these organizations, by their very nature, should be temporally temporary, adapting as the missions they aim to pursue are achieved.

What are the elements of organizational culture and how do they influence capacity to undergo healthy and sustainable change? What are lessons we can learn from organizations that have been able to successfully engineer new cultures or missions? What is the role of internal change agents within institutions?

Reading Questions
1. Write a one sentence definition of your interpretation of what culture is. How does culture influence behavior in societies, communities, families, and organizations?
2. Reflect upon the role of culture across the multiple perspectives on change discussed this week: the idea of change as natural "becoming" that organizations stifle (Tsoukas and Chia 2002), the idea of individuals as agentic change agents within organizations (Meyerson and Scully 1995), and the idea of intentional organizational change (Medley and Akan 2008). What strikes you as most compelling across these different perspectives?

Readings
1. Schein E (2004) The Concept of Organizational Culture & The Levels of Culture
2. Pick one of these videos: Kathleen Enright (2014 & 2015) The First Step: Understanding the Origins of Culture; What's Love got to do with it; Culture can help align values interview
3. Meyerson, D. and M. Scully. 1995. "Tempered Radicalism and the Politics of Ambivalence and Change." *Organization Science,* 6(5): 585-600.
4. Medley, B. C., & Akan, O. H. (2008). Creating positive change in community organizations: A case for rediscovering Lewin. *Nonprofit Management and Leadership*, 18(4), 485-496.

Case: No case this week. We will use our Thursday class to engage in our first peer feedback workshop on the Op-Ed assignment.

Assignment: Feedback for Peer on Op-Ed (Due Thursday 10/6 in class, hard copy to peer)

Resources

1. Tsoukas, H., & Chia, R. (2002). On organizational becoming: Rethinking organizational change. *Organization science*, 13(5), 567-582.
2. Krause, Monika (2016) The Good Project: Humanitarian Relief NGOs And The Fragmentation Of Reason. Read the Introduction.
3. Livne-Tarandach, R., & Bartunek, J. M. (2009). A new horizon for organizational change and development scholarship: Connecting planned and emergent change. *Research in organizational change and development*, *17*, 1-35.
4. Eisenhardt, K. M., & Martin, J. A. (2000). Dynamic capabilities: what are they?. *Strategic management journal*, 21(10-11), 1105-1121.
5. Fernandez, S., & Rainey, H. G. (2006). Managing successful organizational change in the public sector. *Public Administration Review*, 66(2), 168-176.
6. Salipante, P. F., & Golden-Biddle, K. (1995). Managing traditionality and strategic change in nonprofit organizations. *Nonprofit Management and Leadership*, *6*(1), 3-20.
7. Lorde, Audre (1984). "The Master's Tools Will Never Dismantle the Master's House," Sister Outsider
8. Sturm, S. 2006. "The Architecture of Inclusion: Advancing Workplace Equity in Higher Education." Harvard Gender and Law Review, Summer, 2006.
9. Kotter, J.P. (2007). "Leading Change: Why Transformation Efforts Fail." Harvard Business Review, January: 96-103.
10. Duhigg, C. (2012). . CH 4: The Ballad of Paul O'Neill. and CH 6: The Power of Crisis: How Leaders Create Habits through Accident and Design. In *The power of habit: Why we do what we do in life and business*. Random House Corrales
11. Van de Ven, A. H., & Poole, M. S. (2005). Alternative approaches for studying organizational change. Organization studies, 26(9), 1377-1404.

~~12.~~ Carlson, N. "You Can Explain eBay's $50 Billion Turnaround with Just This One Crazy Story." Business Insider, February 8, 2014.

Week 6: Inter-organizational Relationships: Networks, Collaboration, and Partnerships (10/11 & 10/13)

Reading Guide

This week we will synthesize all that we have learned about the external environment to investigate what happens when organizations work together. Multiple organizational actors are involved in global development efforts. There is a rising organizational presence in humanitarian response across borders, and numerous organizational players in the current landscape: official foreign assistance from governments, bi-lateral and multi-lateral organizations, as well as funding from corporations and foundations is "implemented" through "partnerships" both within a range of public agencies. This week we will analyze the inter-organizational relationships that create this web of direction and implementation, with an eye to power differentials across the map.

There are a variety of forms of power sharing and integration that can characterize these inter-organizational relationships. Within that spectrum of coordination, we find that government is doing less in-house, and contracting more out to private organizations. This contracting process is influenced by differential power within and between the organizations in the contracting relationship and creates a variety of interdependencies.

The Rice and Ronchi (2003) piece does a nice job of laying out a spectrum of coordination and power sharing, moving between the market and a hierarchy. Familiarize yourself with Figure 2 on page 26, and read whatever background info you need within the article to be comfortable with the different axes they investigate (ie. coordinating mechanisms, risk mediation, etc.).

Next, listen to YouTube video by Matt Koschmann, a professor in the Department of Communication at the University of Colorado Boulder. In the 16" video he gives a useful overview to help think about collaboration. Note he highlights Huxham, whose theory of collaborative advantage is included this week.

Read through the Huxham (2003) piece. Try to get past the annoying figures (which seem like they were created with 1980s clip art) and read through the piece for the main ideas. Make sure you understand the difference between collaborative advantage and collaborative inertia, and the five features that influence movement from one to the other.

Next, the Najam (2000) piece presents a framework to describe various relationships between government and third sector organizations, attending to variation in goals and means between parties. Familiarize yourself with the four ideal types he presents.

Finally, given the enthusiasm for networks and collaborations, please select one of the three empirical pieces to read through to familiarize yourself with what these look like, in practice: Ozman and Findik (2004), Hermansson (2015), or Seybolt (2009). Choose the one that looks the most interesting to you based upon geography, approach, or content. We'll discuss on Tuesday, and then on Thursday we'll look in more detail at the Partnership in Troubled Waters case.

Readings

<u>Conceptual Frameworks</u>

1. Rice and Ronchi (2002) Strategic Partnership: Collaboration, Alliances, and the Coordination Spectrum
2. Najam, Adil (2000) The Four C's of Government Third Sector-Government Relations Nonprofit Management and Leadership. 10 (4), 375-396 (Skim this article for the framework it presents)
3. Matt Koschmann video on collaboration: https://www.youtube.com/watch?v=iN_A7keXtVg
4. Huxham C (2003) Theorizing Collaboration Practice

<u>From the following articles, pick one to read for an example of a network/collaboration:</u>

a. Ozman, M. and Findik, D. (2004) "Friends or Foes? A Network Approach to the Relations among Women's Organizations in Turkey" Science and Technology Policies Research Center Tekpol Working Paper Series.
b. Hermansson (2015) "Disaster Management Collaboration in Turkey" *Public Administration*.
c. Seybolt, T. B. (2009). Harmonizing the humanitarian aid network: Adaptive change in a complex system. *International Studies Quarterly*, 53(4), 1027-1050.

Case: Partnership in Troubled Waters, Electronic Hallway case.

Reading Questions

1. How does power vary along the coordination spectrum?
2. How useful do you find the framework presented by Najam (2000)? Can you think of an example of each of the four kinds of relationships he presents?

3. What features of collaborative advantage or collaborative inertia can you identify from the empirical example you chose to read this week (ie. Ozman and Findik 2004, Hermansson 2015, or Seybolt 2009)?

Assignments:

- Tuesday: Map the aid flows for the country/region or policy area that you are studying. Where are the primary sources? Who are the primary recipients? How extensive is the web of intermediaries and networks in between? If you need assistance in seeking resources, start with http://aiddata.org/. (No need to turn in a hard copy to instructor, but use it for your organizational analysis within your group.)
- Thursday: Case Analysis Memo (Due 10/13 via Moodle and in hard copy by class to instructor)

Resources

1. Dentoni (2013) Wicked Problems: http://networkingaction.net/2013/10/why-large-system-change-a-wicked-problems-perspective/
2. Koch DJ, Dreher A, Nunnenkamp P, and Thiele R (2009). Keeping a Low Profile: What Determines the Allocation of Aid by Non-Governmental Organizations? World Development, 37(5); 902–918
3. Brass, Jennifer. Blurring Boundaries: The Integration of NGOs into Governance in Kenya. Governance. 2012. 25(2): 209-235.
4. Mcguire & Agranoff (2011), The Limitations of Public Management Networks. Public Administration, 89: 265–284.
5. Kania and Kramer (2011) Collective Impact

Week 7: Non-Organizational Actors, Social Media, and Social Movements (10/18 & 10/20)

Reading Guide
The first six weeks of this semester we have been examining formal organizations involved in international development efforts. This is the dominant focus for most management (and public management) literature. This week we will build off of those concepts and examine the dynamic nature of international development over time, with greater focus on agency and creating spaces for change, with guidance from the social movements literature. This perspective enables us to broaden the industry to include informal organizations, social media presence, and non-organizational forms. The study of social movements has predominantly been based within sociology, but also exists from a different perspective within political science. We'll read some of these perspectives.

To be fair, global development work has not always been undertaken by formal organizations. In fact, the organizational response to global poverty is relatively recent, expanding after the Second World War Dating back to antiquity, individuals ranging from tourists to missionaries have undertaken their own projects and programs in an effort to help others less fortunate. This continues to constitute a good portion of the responses to global poverty. Moreover, given the rise of social media and online campaigns, social movements and global development work are increasingly occurring in multiple informal ways that pose alternatives and challenges to traditional development work. We will examine some of those this week.

I'd begin this week familiarizing yourself with the relationship between formal organizations and professionalism with informal movements and activism. To this end, start with Kallman's (2015) short blog piece and the short overview of by Lucy Earle (2004) that bridges the study of formal organizations (NGOs) with social movements, and the study of the relationship between the two. Next, with these lenses in mind, read through Matsuzawa's study.

The final cluster of readings give varied perspectives on an increasingly common activist tactic – online participation. Media are among the most important means of facilitating communication within a protest. Begin by reading through the Gordon piece, starting with the results/conclusions on pp. 17-19, ensuring you understand the model. Then skim through the eight comparative cases they present. After that, read through the contrasting findings from Lewis et al (2014), who fins support for the illusion of activism with the Save Darfur campaign on Facebook, while the Thomas et al (2015) find that those who participated in Kony2012 held a social identity that translated into offline activism. Reflect upon what may contribute to more sustained activism across domains.

Reading Questions

1. Using your understandings of power, culture, and interorganizational relationships (especially Najam's (2000) framework), discuss the similarities and differences between ends and means in Matsuzawa's (2011) analysis of transnational activism in China.
2. Using Gordon's model of social movement participation and the role of social media, evaluate why Lewis et al (2014) and Thomas et al (2015) found the results that they did in their studies. Feel free to critique or amend Gordon's model in the process.

Readings
<u>Activism and Professionalization</u>

1. Kallman (2015) Professional Activism and Social Change. *Mobilizing Ideas*. Available at: https://mobilizingideas.wordpress.com/2015/08/06/professional-activism-and-social-change/

Social Media

2. Gordon (2015) Fostering Social Movements with Social Media. Available via SSRN: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2708079
3. Lewis, K., Gray, K., & Meierhenrich, J. (2014). The structure of online activism. Sociological Science, 1, 1-9.
4. Thomas, E. F., McGarty, C., Lala, G., Stuart, A., Hall, L. J., & Goddard, A. (2015). Whatever happened to Kony2012? Understanding a global Internet phenomenon as an emergent social identity. European Journal of Social Psychology, 45(3), 356-367.

Social Movements

5. Lucy Earle (2004). Social Movements and NGOs: A Preliminary Investigation
6. Matsuzawa, Setsuko. (2011). Horizontal dynamics in transnational activism: the case of the Nu River anti-dam activism in China. Mobilization 16 (3): 369-387.

Visiting Speakers: This Thursday we will have two visiting speakers. I will circulate bios before class. Please come prepared with one question for each speaker.

Assignment: Op-Ed 2nd draft (Due Tuesday 10/18 in class to instructor and via Moodle)

Resources

1. Case: Aruna Roy and the Birth of People's Movement in India, Harvard Kennedy School Case. Additional background information on the case can be obtained from Rob Jenkins and Anne Marie Goetz. "Accounts and Accountability: Theoretical Implications of the Right-to-Information Movement in India" in Third World Quarterly, Vol. 20, No. 3 (1999): 603-22.
2. Gregory, S. (2012). Kony 2012 through a prism of video advocacy practices and trends. Journal of Human Rights Practice, 4(3), 463-468
3. Racicot (2013) The Flock to Social Media. Stanford Social Innovation Review. Jan 30, 2013. http://ssir.org/articles/entry/the_flock_to_social_media
4. Stephen Kosack and Archon Fung, "Does Transparency Improve Governance?" American Review of Political Science.
5. Bob, C. (2005). Chapter 5 (Transnational Marketing and World Politics, Pp. 178-196) in *The marketing of rebellion: Insurgents, media, and international activism.* Cambridge University Press.
6. Incite! Women of Color Against Violence. (2007). *The Revolution Will Not Be Funded: Beyond The Non-Profit Industrial Complex*. South End Pr.
7. Doug McAdam and Dieter Rucht, "The Cross-National Diffusion of Movement Ideas." The Annals of the American Academy of Political and Social Science 528 (July 1993), 56-74.
8. Sidney Tarrow. 2005. "Internationalism and Contention," in The New Transnational Activism. Cambridge and NY: Cambridge University Press. Chapter 2, pp. 15 - 34.
9. Sidney Tarrow. 2010. Outsiders Inside and Insiders Outside: Linking Transnational and Domestic Public Action for Human Rights. Human Rights Review 11 (2): 171-182.

Week 8: Environmental Mapping Presentations (10/25 & 10/27)
(No Class. Record Presentations for Submission.)

Assignment: Environmental Mapping Student Presentations (Due Friday 10/28 by 9am via Voice Thread on Moodle to instructor).

Part III: Going Inside Organizations

Despite the increasing use of technology to complete tasks that were formerly done by humans, people are still needed to do the work of aid organizations. In this section of the course, we study those people, with attention to two different perspectives. First, we gain familiarity with the structure of international aid work and how that is enacted through various roles. Second, we examine the HRM (human resource management) perspective, in which the organizational leadership views employees as one of the necessary resources to accomplish their objectives, focusing explicitly on managing performance. Third, we will examine employees from their own perspective, as people whose work constitutes one of multiple settings in which they live out their lives. Here we will focus on how people's non-work lives influence their work life, and vice versa, with explicit attention to how this influences motivation, wellbeing, and gender dynamics.

Week 9: The Structure of Work (11/1 & 11/3)

Reading Guide:
Begin the reading this week by spending 10" – 15" skimming through the Sweet and Meiksins (2016) chapters which will help you familiarize yourself with the structure of modern work across all industries. The chapter from Severine Autesserre's book on conflict resolution in the Congo gives detail to the daily work routines of (some kinds) of aid work. Next, read through Meike Fechter's chapter in an (excellent) edited volume on the lives of development workers, which gives an overview of the various roles that do this work. Next, skim through Heather Hindman's chapter in the same volume, which gives detail as to how the increasing use of sub-contracting within the aid industry influences the way that work is interpreted, understood, and performed. Finally, we turn to an analysis of the increasing professionalization of aid work. While no one would contest the need for organized and well-coordinated responses in times of disaster relief when timely operations management is of utmost concern, the increasing professionalization of development work influences the design and delivery of the work in both welcome and challenging ways. The first reading on this subject is by Robert Chambers, who wrote a foundational text in XXXX entitled "putting the last first" in which he argued for PRA and the primary stakeholder concept that Crack highlighted earlier int eh semester. The volume we are reading from is his second book which calls for a parallel move of "putting the first last". In this argument he suggests that the primacy of professionals puts the analysis and power in the hands of professionals, far away from the people whose lives are affected by development interventions. Read through two chapters by Chambers, Ch. 3 which details "professional realities" and Ch. 10 in which he puts forth his argument from the sub-title of the book. Complete your reading for the week with Mosse's short anthropological reflections on professional identities and the construction of knowledge that informs much of the texture of international aid today (focus more on the first half of the piece).

Reading Questions:

1. Reflect upon the Sweet and Meiksins alongside the Autesserre, Fechter, and Hindman readings for the week. Answer the question in the Sweet and Meiksins chapter title: whose jobs are secure within international development?
2. After reading the Chambers (1997) and the Mosse (2011) pieces, reflect upon how international development professionals produce "expertise" and what role that knowledge plays within the industry?

3. How does all this *feel* to you, as a professional interested in involving yourself in international development? Given the current structure of international aid work, what role would you ideally like to play within the sector? (Consider how this answer is contingent upon you stage in your life, the realities of compensation, and work-life integration.)

Readings

1. Sweet, S., & Meiksins, P. (2016). "Whose Jobs are Secure?" and "A Fair Day's Work" in Changing contours of work: Jobs and opportunities in the new economy. Sage Publications. Pp. 75-123
2. Chambers, Robert (1997) Chapter 3, "Professional Realities" pp. 33-55 and Chapter 10, "Putting the First Last" (just pp. 228-237) in *Whose Reality Counts?*
3. Fechter, A-M. (2011) "Anybody at Home: The Inhabitants of Aidland" (pp. 131-150) Fechter, A. M., & Hindman, H. (Eds.). (2011). *Inside the everyday lives of development workers: The challenges and futures of Aidland*. Sterling, VA: Kumarian Press.

Resources

1. Mosse, D. (2011). "Politics and ethics: Ethnographies of expert knowledge and professional identities." *Policy Worlds: Anthropology and the Analysis of Contemporary Power*, 14, 50
2. Autesserre, S.,. (2014). "Daily Work Routines" (Ch. 7. Pp. 216-246) in *Peaceland: conflict resolution and the everyday politics of international intervention*. Cambridge University Press
3. Hindman, H. (2011). "The Hollowing Out of Aidland: Subcontracting and the New Development Family in Nepal." In Fechter, A. M., & Hindman, H. (Eds.). (2011). *Inside the everyday lives of development workers: The challenges and futures of Aidland* (pp. 169-192). Sterling, VA: Kumarian Press.

Class: Patti McIllreavy on Tuesday. https://www.interaction.org/users/patricia-mcilreavy
Patricia McIlreavy is the vice president of the Humanitarian Policy and Practice team at InterAction, an alliance of U.S.-based relief and development organizations. She leads InterAction's efforts to assist the humanitarian community, including InterAction members, UN agencies, and the Red Cross/Red Crescent Movement, to address the needs of vulnerable populations. Through her current role, she represents InterAction membership, expanding the position, partnerships and influence of NGOs in multilateral and bilateral fora and events. McIlreavy serves on the advisory board of the Charity & Security Network.

McIlreavy's experience in the humanitarian field began in 1993, when she joined USAID's Office of US Foreign Disaster Assistance. After serving on USAID's Disaster Assistance Response Team to Rwanda in 1994, McIlreavy took on a field position with the International Rescue Committee's Rwanda program. Her subsequent career with the IRC spanned 14 years, during which she held Country Director posts in Sudan, Tanzania, Burundi, and Regional Director for the Horn and East Africa. As Regional Director, a post she held for five years, she oversaw IRC's relief, rehabilitation, and post-conflict development programming totaling over $134m in Chad, Sudan, South Sudan, Kenya, Uganda, Ethiopia, Eritrea and Somalia.

Directly prior to joining InterAction, she was based in Amman, Jordan, working for three years as an international management and training consultant with a diverse group of organizations, including humanitarian NGOs, the Red Cross movement, United Nations agencies and NATO. McIlreavy holds a master's degree in International Affairs from the American University School of International Service and was a 2014-2015 fellow of MIT's Seminar XXI program. In 2014, she was selected for inclusion into the United Nation's Humanitarian Coordinator pool.

Class on Changing Structure of Work shifted to Thursday. No student facilitation.

Resources

1. Kalleberg, A. L. (2009). Precarious work, insecure workers: Employment relations in transition. *American sociological review*, *74*(1), 1-22.
2. Choudry, A., & Kapoor, D. (Eds.). (2013). "The Professionalization of Dissent," in *NGOization: Complicity, contradictions and prospects*. London: Zed Books, pp. 14-18
3. Apthorpe, R. (2011) "Who Is International Aid?" (pp. 193-210) in Fechter, A. M., & Hindman, H. (Eds.). (2011). *Inside the everyday lives of development workers: The challenges and futures of Aidland*. Sterling, VA: Kumarian Press.
4. Dichter, T. W. (2003). Chapter 7 (The Professionalization of Development, pp. 226-238) in *Despite good intentions: Why development assistance to the Third World has failed.* Univ of Massachusetts Press.
5. Chabbott, C. (2003). "Education Development Professionals" (Ch. 5, pp. 101-135) in *Constructing education for development: International organizations and education for all*. Routledge.
6. Girei (2016) NGOs, Management, and Development. *Organization Studies*, 37 (2) 193-212.

Week 10: Organizational Perspectives on Workers: Workers as a Human Resource (11/8 & 11/10)

Reading Guide:

Given the current structure of international development work, that we learned about last week, this week we will analyze what knowledge and skills are needed in order to do this work. Who holds those skills and how do they develop them? Human resource management is a sub-sector of management that studies how to best maximize upon workers, as an organizational resource. This week we will explore some of these frameworks to examine how global development organizations are managing their employment strategy. We will study the use of sub-contracting, the use of volunteers or interns, the use of country nationals versus expatriates, and dovetailing issues of compensation and motivation. Finally, we will also explore how workers' variable location(s) in terms of interest and power within the stakeholder map influences the work of the organization. To gain familiarity with this range of issues, begin by reading through the handbook chapter that I wrote with two colleagues, Meike Fechter, whom we read from last week, and Ishbel Hermann. We come at this topic from three disciplinary backgrounds (sociology, anthropology, and psychology, respectively) and the chapter is intended to give students an overview of crucial issues in HRM for INGOs, specifically. Ben Emmens, from People in Aid, has a complementary piece that discusses the humanitarian sector in more detail. People in Aid was an NGO that focused on HR issues within the international development and humanitarian relief sectors. They have now merged with XXXX.

There are then four "practice" pieces that give more detail around specific aspects of HRM that you will likely encounter in your career, if not as a manager, then most certainly as an employee: selection, recruitment, compensation, satisfaction, and retention (or turnover). First, The HBS piece outlines factors that organizations consider in the hiring and selection process. As you read through this, think about how these issues may be similar or more complex within an international development scenario. The piece People in Aid commissioned from Dennison begins to bridge this question, talking about salient issues around recruitment and the correlated issue of retention, written with aid organizations as the audience. Follow this with the Loquercio et al (2006) piece on turnover. Finally, the issues of differential skills and roles within the industry is both highly correlated with nationality and with compensation. There is great inequality within this system, which is difficult to manage and creates tensions within most (if not all) organizations with different pay scales for different roles. The Chen et al (2002) piece does a nice job of discussing the tensions inherent in these decisions.

Reading Questions:

1. Highlight what you find to be the three most crucial challenges, from a human resource perspective, for the international aid industry.
2. Imagine you are a manager for the Ethiopian country office of an INGO. You are responsible for making compensation decisions. Your staff consist of approximately 45 individuals, including a number of expatriates from Kenya, the Phillipines, Brazil, and Canada, as well as Ethiopian staff with advanced degrees from abroad as well as from within the country itself. Discuss your strategy and justify it with perspectives from the readings.

Readings

1. Oelberger, Carrie R., Anne-Meike Fechter, and Ishbel McWha-Hermann (2017). "Managing Human Resources in International NGOs." In *The Nonprofit Human Resource Management Handbook: From Theory to Practice*, J. Sowa and J. Word (editors), CRC Press/Taylor and Francis
2. Emmens, B. (2011) "The State of HR in the Humanitarian Sector" People in Aid.
3. Dennison, M. (2006). "Tackling recruitment and retention issues". People in Aid. OR Loquercio, D., Hammersley, M., and Emmens, B. (2006) "Understanding and addressing staff turnover in humanitarian agencies" Humanitarian Practice Network. Number 55.
4. Chen, C. C., Choi, J., & Chi, S. C. (2002). Making justice sense of local-expatriate compensation disparity: Mitigation by local referents, ideological explanations, and interpersonal sensitivity in China-foreign joint ventures. *Academy of Management Journal*, 45(4), 807-817.

Resources

1. Harvard Business School. (1993) Note on the Hiring and Selection Process.

Visiting Speakers: This Thursday we will have three visiting speakers. I will circulate bios before class. Please come prepared with one question for each speaker.

Aung Gyi (Myanmar)

Mr. Gyi has over 10 years of experience in development to promote democratic reform, and social economic growth by integrating aid activities strategically into larger development and policy plans of Myanmar. He currently serves as the Field Director for the International Rescue Committee (IRC) in the Rakhine and Southern Chin provinces. His role at IRC includes providing oversight on programming and strategic planning, human resources and security operations, and liaising with government agencies, NGOs, CBOs, and other development and relief actors in the area. Mr. Gyi holds a Bachelor's degree in English and Master of Public Administration from Yangon University. As a Humphrey Fellow, Mr. Gyi plans to focus on policy and management of public programs to learn how partnerships with diverse actors have led to positive results. He looks forward to exchanging experiences with U.S. government and nonprofit agencies.

Aybar Perlender Rodrigo (Argentina)

Mr. Rodrigo has been in several positions at the National Social Security Administration. Prior to accepting the Humphrey Fellowship, he served as General Director of Benefits, authorizing pensions for millions of beneficiaries in his country. During the last 13 years he served in public management positions in three levels of government. He currently is vice president of Contemporanea Foundation, an NGO aimed at training young social and political leaders, and a member of Political Action Network, a civil organization that gathers politicians from different parties Mr. Rodrigo earned a Bachelor of Arts in Political Science from the Catholic University of Argentina in Buenos Aires, studied Portuguese language at University of Brasilia (Brazil), and then did an intensive course on public administration at Georgetown University in Washington DC. During his year at the Humphrey School, Mr. Rodrigo aims to provide analytical and executive tools in public policies, particularly in social policies focused on young people who neither work nor study. As well, he believes that sharing with people from other cultures will be invaluable to learn about other experiences that could be applied in his country.

Christine Luduku (South Sudan)

Ms. Lukudu is an operations analyst for the World Bank, an international development organization in South Sudan. Her responsibilities include co-leading a three-year World Bank strategy for South Sudan and spearheading a 'Lessons Learning Review' analysis of the World Bank work in the country. Prior to that, she worked with various institutions including the United Nations Development Fund, Academy for Educational Development (AED) and Ministry of Information and Broadcasting. Ms. Lukudu worked in development, humanitarian and emergency operations and support programs/projects in various parts of South Sudan. Her major achievements include implementing a successful public administration system at the state level with AED, and spearheading the successful implementation, evaluation and closure of the largest humanitarian donor fund in South Sudan, the Multi-Donor Trust Fund. Christine earned her MBA from the University of Central Lancashire (United Kingdom) and a BSc. in Information Technology from Jomo Kenyatta University of Agriculture and Technology (Kenya). During her fellowship, she will focus on public policy analysis to advance development in Southern Sudan.

Resources

1. Delbridge, R., & Keenoy, T. (2010). "Beyond Managerialism?" *The international journal of human resource management,* 21(6), 799-817.
2. Leonard, P., Halford, S., & Bruce, K. (2016) "The New Degree?" Constructing Internships in the Third Sector. *Sociology*, 50 (2), pp. 383-399
3. Shore et al (2011) Inclusion and Diversity. Journal of Management
4. Mosse, D. (Ed.). (2011). Adventures in Aidland: The anthropology of professionals in international development. Berghahn Books.
5. Brudney, J. L., & Kellough, J. E. (2000). Volunteers in state government: Involvement, management, and benefits. *Nonprofit and Voluntary Sector Quarterly*, *29*(1), 111-130.
6. Chambers, R. (1983). Chapter 7 (The New Professionalism, pp. 168-189) in *Rural development: Putting the last first.* Harlow, England: Routledge.

Week 11: Individuals Perspectives on Workers: Workers as People (11/15 & 11/17)

Reading Guide:

At the same time that organizations view their employees or staff as a resource, workers are people who have lives outside of the organization in which they work. Indeed, given the changing structure of work, and the eroded long-term contract between employee and employer, staff expect to have a mobile, inter-organizational career and they consider this with respect to both professional and personal ambitions. This week we will explore workers as people, first examining their professional considerations and then reviewing personal considerations. Note that while these issues are crucially considered by all inhabitants of AidLand, through present research has just begun to scratch the surface of considering these issues for expatriates, and we unfortunately know little to nothing – research-wise – regarding local-national staff.

To begin with, review the dominant perspective on motivation from an organizational perspective, presented in the Nohria et al (2008) piece from HBR. Often scholars and practitioners make assumptions that individuals working within the nonprofit and governmental spaces, especially int eh United States, are motivated by altruism, benevolence, and the desire to make a difference. A prominent lens which with we can analyze motivation to participate in aid work is the desire for meaningful work or the answering of a "calling". The Kaufman (2016) piece in the Scientific American blog helps to distinguish between meaning and happiness, while the short 2" video on BBC gives background context for the protestant work ethic and the idea of being "called" to one's work, as a place for meaning. Few people are so simply motivated, however, and the DeJong (2011) piece provides a helpful exploration into the false binary between altruism and selfishness as motivating forces for aid workers.

While work-family or work-life integration considerations are increasingly discussed across industries, they are particularly salient for international aid workers, when individuals are often living apart from family and friends. The 10-page excerpt from Steve Sweet's book gives an overview of some global perspectives on the work-family interface. Given the special considerations of relocation, skim through the McNulty (2013) piece on expat families. Finally, while work-life "integration" was originally a problem that we felt people – especially women – needed to figure out how to balance or juggle on their own, there is increasing attention to the need for organizations to restructure their workplaces so that it doesn't presume that every worker has a full-time stay-at-home partner who is taking care of that domain. Conclude your reading with organizational and institutional ideas about how to reorganize work. Skim (ie. spend 15" looking) through the first three chapters of Lotte Bailyn's (2006) book, then read in more detail (ie. intros, conclusion, main headings and ideas that catch your attention) Ch. 7-8.

Reading Questions:
both for the impact that these considerations have on workforce wellness and staff burnout, as well as the rebounding impact that workforce health has on the delicate and difficult work that development organizations do with some of the world's most vulnerable people

1. Many Westerners enter into aid work because of the meaning that it promises, however many stay because it is a promising and lucrative career that enables power and financial resources above what a nonprofit career could offer within most Western settings. Why do you think the stereotypes around motivation exist within the industry, where we perceive country nationals with a "job" work orientation while we ascribe a "calling" or "career" to expatriates. How do these differences in (ascribed, if not actual) motivations influence some of the HR considerations we discussed last week?
2. Would you classify your approach to work as a job, a career, or a calling (Bellah 1986)? Have you noticed your own motivations and work orientation shift at all over your working life?

3. From Bailyn's suggestions for improving workplaces, which two or three ideas seem most compelling to you, and why?

Readings

Work Motivation

1. De Jong, S. (2011). "False Binaries: Altruism and Selfishness in NGO Work." In Fechter, A. M., & Hindman, H. (Eds.). *Inside the everyday lives of development workers: The challenges and futures of Aidland* (pp. 21-40). Sterling, VA: Kumarian Press.
2. Nohria et al (2008) Employee Motivation: A Powerful New Model HBR
3. Kaufman (2016) The Differences between Happiness and Meaning in Life. Scientific American Blog. http://blogs.scientificamerican.com/beautiful-minds/the-differences-between-happiness-and-meaning-in-life/
4. BBC Radio (2015) "Max Weber and the Protestant Ethic", 2" YouTube video: https://www.youtube.com/watch?v=j-0sIHDzsU4

Non-Work Life

5. Sweet, S. (2013). "Global Perspectives on the Work-Family Interface" (pp. 100-110) in *The Work-Family Interface: An Introduction*. SAGE Publications.
6. Skim (5"): McNulty (2013) Just Another Move to China? International Assignments and Expat Families in Peter Dowling (ed) International human resource management: Managing people in a multinational context. Cengage Learning. Pp. 328-333.
7. Bailyn, L. (2006). Skim Ch. 1- 3, pp. 1-47, then read in more detail Ch. 7-8, pp. 99-146, in *Breaking the mold: Redesigning Work for Productive and Satisfying Lives*. Simon and Schuster.

Visiting Speakers: This Thursday we will have three visiting speakers. I will circulate bios before class. Please come prepared with one question for each speaker.

Darin Hussein (Palestinian National Authority/West Bank)

Ms. Hussein is a Program Manager at the Palestinian Education for Employment Foundation (PEEP) which is a non-profit organization. At PEEP, she oversees the fundraising, design, implementation, and evaluation of youth programming. She is passionate about creating pathways to help youth build the skills and attitudes they need to participate in a productive workforce. She was recently nominated for the Michigan Professional Fellows Impact Award for her volunteer work creating Career Centers at universities in Ramallah. In addition to this, she has mentored many youth in her community, spoken on issues related to youth employment and continues to help young people gain the tools necessary to reach their goals. She holds a Bachelor of Business Administration from Birzeit and a Development Management MSC from the University of Birmingham, United Kingdom. During her Humphrey Fellowship, she intends to expand her knowledge in economic development and strategic management in order to help Palestinian youth find sustainable employment solutions and become contributing members to the economy.

Mmeli Dube (Zimbabwe)

Mr. Mmeli Dube is a human rights activist with over eight years of experience working with rural and urban communities focusing on youth development, leadership development, community participation, human rights, governance, and democracy. He is currently a senior policy researcher at the Public Policy Research Institute in Zimbabwe. His activism has contributed to improved youth participation and citizen involvement in local governance in various cities and towns. He has participated in various local and international programs, most recently the Building Bridges Leading in Public Life Young African Leaders Programme 2016, hosted by University of Cape Town Graduate School of Development Policy and Practice. He holds a Master of Science in Development Studies from National University of Science and Technology in Zimbabwe. Upon completing his fellowship, he will continue to lead campaigns that ensure that local and national public institutions are accountable, transparent, and democratic.

Assignment: Op-Ed 3rd draft (Due Tuesday 11/15 in class to peer reviewer)

Resources

1. Greenhaus, J. H., & Powell, G. N. (2006). When Work And Family Are Allies: A Theory Of Work-Family Enrichment. *Academy Of Management Review*, 31(1), 72-92.
2. Cain, K., Postlewait, H., & Thomson, A. (2004). Emergency sex and other desperate measures: a true story from hell on earth. Miramax Books.
3. Twenge, J. M., Campbell, S. M., Hoffman, B. J., & Lance, C. E. (2010). Generational differences in work values: Leisure and extrinsic values increasing, social and intrinsic values decreasing. *Journal of Management*,*36*(5), 1117-1142.
4. Maslach and Leiter 2005. Reversing Burnout. SSIR
5. Acker, J. (1990). Hierarchies, jobs, bodies: A theory of gendered organizations. Gender & society, 4(2), 139-158.
6. Jacobs, Jerry and Kathleen Gerson. 2001. "Overworked Individuals or Overworked Families: Explaining trends in Work, Leisure and Family Time." *Work and Occupations* 28: 40-63.
7. Goodwin, J. (1997). The libidinal constitution of a high-risk social movement: Affectual ties and solidarity in the Huk rebellion, 1946 to 1954. *American Sociological Review*, 53-69.

Week 12: Thanksgiving (11/22 & 11/24)
No Class. Enjoy time with family and/or friends!

Part IV: Current Management Topics
Funding and Evaluating Development Work

Week 13: Chasing the Dollars: Funding International Development Work (11/29 & 12/1)

Reading Guide:
This week we will discuss the core need for any organization – material resources. How do aid organizations keep their projects going, their salaries flowing, and the programs running? First, we will discuss some of the core ways in which the modern system of funding aid work – contracts and grants – structures most organizations' work in terms of discrete projects. The book by Monika Krause dives into the intricacies of the decision-making process at NGOs and argues that the main focus of aid work is to produce projects. She claims that organizations sell projects to key institutional donors, and in the process the project and its beneficiaries become commodities. We will then review the nuts and bolts of how this grant/contract seeking/making process works, examining how it plays out with both private foundation funding (more often "grants") as well as through official state aid (more often "contracts"). Thursday, we will have a guest lecture from Stephanie Jacobs, Executive Director of the Public and Nonprofit Leadership Center, who teaches a course at Humphrey on grantwriting.

Reading Questions

1. Reflect upon Krause's analysis of the process of turning development into discrete projects vis-à-vis a) staff and donor desires to feel progress of something concrete, and b) the complexity of entrenched social problems.
2. If you haven't already, investigate the funding flows for the organization that you are studying. Identify three of the current donors and research the grant seeking/application process for those donors.

Readings

1. Krause, M. (2014). Introduction and Chapter 1, pp. 1-38, (In Pursuit of the Good Project) in *The Good Project.* Chicago, IL: University of Chicago Press
2. Davis (2005) Writing a Successful Grant Proposal
3. Private Foundation Funding
    a. Pratt et al (2012) Understanding private donors in international development. Policy Briefing Paper 31. Available online at: http://www.intrac.org/data/files/resources/747/Briefing-Paper-31-Understanding-private-donors-in-international-development.pdf
4. USAID grant and contract process. Two pieces:
    a. Overview of process. https://www.usaid.gov/work-usaid/get-grant-or-contract/grant-and-contract-process
    b. Cheney (2016) *USAID uses new contracting technique to try to lower barriers to entry*. DevEx. https://www.devex.com/news/usaid-uses-new-contracting-technique-to-try-to-lower-barriers-to-entry-87858
5. Guide to International Development Project Bidding from Canada and W. Europe. Familiarize yourself with these documents:
    a. Team Canada. http://www.ideacanada.ca/news/documents/IDPB_Guide.pdf
    b. European Union. https://www.theseus.fi/bitstream/handle/10024/92658/Handbook%20Tender%20Contract%20mid-March%2013s.pdf?sequence=1

Assignment: Feedback for Peer on Op-Ed (Due Tuesday 11/29 in class, hard copy to peer)
Meet with your peer review partner to discuss each other's feedback, as well as sharing external reviews and brainstorming ways to integrate them into revised versions of your Op-Ed. (You may meet in the classroom or find an alternative location for this meeting.)

Week 14: Accounting and Accountability: The Role of Data in International Development (12/6 & 12/8)

Reading Guide:
Throughout this course, we have discussed power and accountability, inter-organizational relationships, and the intricacies of funding across the multiple players that enact international aid work. Therefore, we are quite familiar with the fact that stakeholders demands and desires may be complementary or conflicting. In this final week of the course, we will examine how development organizations demonstrate success towards the accountability goals that stakeholders deem important. We will specifically analyze how organizational effectiveness is differently defined by various stakeholders, and the diverse and dominant approaches to measuring that performance with various forms of monitoring and evaluation data.

Reading Questions:
1. What are the main arguments for and against project evaluation? (Draw upon at least three of the readings in your response.)
2. To what extent do these arguments transfer to an analysis of organizational evaluation? (Draw upon at least three of the readings in your response.)

Readings
1. Cameron, K. (2015.) Organizational Effectiveness. Wiley Encyclopedia of Management. 11:1–4
2. Ebrahim and Rangan. (Spring 2014.) *What Impact?* California Management Review Executive Digest. Vol 56, No. 3. Pp. 15-17
3. Cracknell, B. E. (2000). *Evaluating development aid: issues, problems and solutions*. Sage. Skim through the Introduction, Chapter 1 (History of Aid Evaluation), Chapter 2 (Basic Issues: Purposes, Techniques, and Methods), and Chapter 3 (Taxonomy of Aid Evaluation), pp. 27-78,
4. Vosselman, E. (2016). Accounting, Accountability, and Ethics in Public Sector Organizations: Toward a Duality Between Instrumental Accountability and Relational Response-Ability. *Administration & Society*.
5. Mary Kay Gugerty and Dean Karlan (2014) "Measuring Impact Isn't for Everyone," Stanford Social Innovation Review. http://ssir.org/articles/entry/measuring_impact_isnt_for_everyone
6. Holzapfel, Sarah (2016) "Boosting or Hindering Aid Effectiveness? An Assessment of Systems for Measuring Donor Agency Results" *Public Administration and Development*

Assignment: Final Op-Ed written assignment & Op-Ed Oral Briefing (Due Thursday 12/8 in class to instructor and via Moodle)

Resources
1. Deaton, A. (2010). Instruments, randomization, and learning about development. *Journal of economic literature*, 424-455.
2. David Korten, Community Organization and Rural Development: A Learning Process Approach. Public Administration Review, 40 (5).

3. Review Chambers, Chapter 3 on Logframes from Class One.
4. Wachter (2016) How Measurement Fails Doctors and Teachers. NYT. http://www.nytimes.com/2016/01/17/opinion/sunday/how-measurement-fails-doctors-and-teachers.html?_r=0
5. Bill Jackson, Designing Projects and Project Evaluations Using the Logical Framework Approach, 1997, IUCN.
6. BOND Guidance Notes Series 1 Beginner's Guide to Logical Framework Analysis
7. David Mosse, Chapters 5-7 in Cultivating development: An ethnography of aid policy and practice, pp. 21-46. London: Pluto Press.
8. Biggs, Stephen & Smith, Sally. (2003). A paradox of learning in project cycle management and the role of organizational culture. World Development, 31(10), 1743-1757

Week 15: Final Week (12/13)

Wrap Up and Final Lunch

Final Assignments:
- Reflective Essay #2 (Due Tuesday 12/13 in class to instructor and via Moodle)
- Management Memo (Due Friday 12/16, 5pm, via Moodle)