



Department of Public Administration and International Affairs

PAI 762. International Management and Leadership

Spring 2023

Tuesdays & Thursdays

Section 3: 12:30PM - 1:50PM; Eggers Hall 225B

Section 4: 5:00PM - 6:20PM; *Tentatively* Eggers 400A

In person format

Instructor: Dr. Sabina Schnell, dsschnel@syr.edu

Office Hours: Tuesdays/Thursdays 3PM-4PM or by appointment, Eggers 400G or Zoom (use this [link](#))

Graduate Assistant (Blackboard and other support): Shahzeb Naeem, shnaeem@syr.edu

Course Overview

Note: the syllabus is a “living document”. This means I reserve the right to make changes during the semester. Changes will be communicated in class as well as on BlackBoard.

Assignments in bold are graded. *Assignments in italics are part of your group project proposal.* The rest are class preparation assignments. They count towards your class preparation grade.

Week	Date	Topics	Due
<u>1.</u>	Jan. 17	Introduction.	
	Jan. 19	Global Actors	
<u>2.</u>	Jan. 24	Global Governance: Authority, Legitimacy and Accountability	
	Jan. 26	Case: Oxfam and Debt Release Policy	Oxfam case reaction
<u>3.</u>	Jan. 31	International organizations as bureaucracies	
	Feb. 2	Case: Institutional change at the World Bank	
<u>4.</u>	Feb. 7	Organizational Structure	World Bank Memo
	Feb. 9	Case: Save the Children	SC Case Reaction
<u>5.</u>	Feb. 14	Performance and Results Based Management	
	Feb. 16	Case: “Your” organization	Results Framework example
<u>6.</u>	Feb. 21	Strategic Management	<i>Idea for Group Project</i>
	Feb. 23	Case: WHO	SWOT WHO
<u>7.</u>	Feb. 28	Working across Cultures	Organizational Analysis
	Mar. 1	Working in Teams	
<u>8.</u>	Mar. 7	The Project Cycle	
	Mar. 9	Stakeholder Analysis Case: Casa Amiga	Stakeholder Analysis Casa Amiga
<u>9.</u>	Mar. 21	Problem Analysis and Theory of Change (ToC)	
	Mar. 23	Case: ASF	ASF Problem Analysis (PA) & ASF Logframe
<u>10.</u>	Mar. 28	Budgeting, Implementing, Monitoring	
	Mar. 30	Case: ASF (ctd)	ASF Gantt Chart & ASF Budget

<u>11.</u>	Apr. 4	Group Project Work	
	Apr. 6	Group Project Work	
<u>12.</u>	Apr. 11	Evaluating, Learning, and Adapting	<i>Draft PA & ToC/Logframe for Your Group Project*</i>
	Apr. 13	Case: M&E of US interventions in Afghanistan	Case Reaction M&E Afghanistan
<u>13.</u>	Apr. 18	Leadership	Leader Profile
	Apr. 20	Wrap-up	
<u>14.</u>	Apr. 25/27	Group Presentations	
	May 4	No Class - Final Project Proposal and Peer Feedback Due (feedback link here)	

**You can also submit your draft group project proposal earlier*

Course Objectives

Throughout the course, you will acquire knowledge about international organizations and their environment and develop your problem-solving skills through a series of readings, class discussions, specific cases, and assignments. At the end of the course, you should be able to:

1. Better understand the **global context** in which governmental and non-governmental **international organizations** act and how this shapes their **behavior**, including their strategy and their performance.
2. Recognize and engage with the variety of challenges inherent in **managing and leading people across cultures** in a global context.
3. Utilize a variety of **strategic management and project planning tools** to identify and analyze the factors relevant to a concrete problem and develop a coherent plan of action in the form of a project proposal.
4. **Communicate** ideas as well as technical and strategic information effectively to a diverse audience both orally and in writing.
5. Strengthen their ability to **work in diverse teams**.

Course Description

This course aims to prepare you for a career in organizations in a global environment. It familiarizes you with basic principles and challenges of managing (in) international organizations and gives you an opportunity to practice and develop basic management skills and competencies such as strategic and results-based management, project planning, and working in teams. Throughout the course we will be reading and discussing theories, concepts, and tools from international relations/political science, public administration, and business management.

We will be applying these to specific cases and problems through in-class discussion and individual and group assignments.

The first part of the class focuses on managing (in) **international organizations** (IOs). It treats these not as simple extensions of powerful states, but as international actors with (constrained) agency of their own. It introduces you to the types of actors involved in global governance, the context in which they act and the roles they fill, and the relationships between them. While the focus is on multilateral organizations, many of the issues and tools covered apply equally to international or transnational non-governmental organizations and domestic organizations working in an international environment. We then delve deeper into classic organizational management issues as they apply to IOs, such as organizational strategy, structure, results and performance, as well as leadership and cross-cultural management. The section concludes with a class on working in teams, which will help set the stage for the group project assignment due at the end of the class.

The second part of the class focuses on managing **international projects**. For many organizations, the core unit of management is a project. Projects can range from highly complex multi-country multi-sector multi-partner programs to “simple” and focused one-off initiatives (like preparing a report). We follow the project planning cycle – from analysis, to design, to implementation, monitoring and evaluation (M&E), to familiarize you with some basic project management tools, and build the relevant skills based on a concrete case. You will then use these tools to design your own international project together with colleagues and present it to the class.

Course Resources

Class readings and other useful resources are accessible on **Blackboard (BB)**.

Note: This class will use the Blackboard Learning Management to house the syllabus, course content, links to external course materials, assignments, quizzes, exams, feedback, and grades. Note when submitting materials that the University’s Blackboard Learning Management System is on Eastern Time.

General information about Blackboard is available on Answers Blackboard; alternatively, you can contact Information Technology Services by sending an email to help@syr.edu, calling 315.443.2677, or in-person at the ITS Service Center, located at 1-227 CST in the Life Sciences Complex.

For class-specific Blackboard questions (e.g. a link to a reading is not working, or you have trouble finding a submission link for an assignment, please contact Shahzeb Naeem, shnaem@syr.edu

Course Requirements

The overall grade will consist of the following components:

Class Participation	10%
Class Preparation Assignments	10%
World Bank Memo	20%
Organizational Analysis	20%
Group Presentation	10%
Group Project	25%
Peer Evaluation	5%

Detailed instructions for the written assignments and the class preparation assignments, as well as examples and other resources, can be found **on BlackBoard (BB), under “Assignments”**.

10% Class Participation

One of the most important skills in your professional career is the ability to articulate an informed opinion and constructively contribute to large- and small-group **discussion**. If you are uncomfortable talking in front of large(-ish) groups, small group discussions and presenting the results of these discussions in class also offer opportunities for participation and public speaking. The participation grade will also reflect how thoughtfully you engage with the required readings, contribute to team assignments, and are in general respectful of the classroom environment and requirements. *Bonus points are possible for sustained and well thought through contributions to class discussion.*

If you cannot attend a session due to legitimate health or other serious personal issues, please notify me in advance **by email**. Missing class without a good reason will reduce your Class Participation grade by one grade unit (i.e., from A to A-, A- to B+ etc.).

10% Class Preparation Assignments

The purpose of the class preparation assignments is to help you engage with the weekly readings/concepts/tools and prepare for class discussion. They are a study aid. You need to do ALL readings for the week to be able to complete them. Most assignments should not take more than 30 minutes to complete (the only exceptions are the ASF project documents). There are different kinds of preparatory assignments:

- **Case reactions** (Oxfam, Save the Children, M&E in Afghanistan) are about applying the theoretical concepts to a specific case. This will help you better understand the concepts

and engage in discussion. You don't need to write an essay, short notes and bullet points are also acceptable.

- **“Tool” applications** (WHO SWOT, Casa Amiga Stakeholder Analysis, ASF Problem Analysis, Logframe, Budget, Activities) are about learning to use diagnostic or project planning tools. We will practice these tools repeatedly, including during class time. *The ASF ones are particularly important, as they fundamental tools of project management.* You will also be using them for your final project.
- **“Bring your own case to class”** (Organizational Results Framework, Leader Profile) are about informing class discussion and group work with your own examples. You don't need to write anything for the results framework – just find one that already exists. For the leader profile, some reflection on why you consider that person a good leader will be necessary.

Class preparation assignments should be submitted **before class** via BB. The instructions/specific questions for these assignments are also on BB under “Assignments”. **Late submission is not accepted. You must submit the assignments even if you miss class that day.** The assignments are pass or fail. I will not be grading them on whether they are “correct” or not. However, if they are particularly weak or unfinished you will not receive full credit for the submission. *If you want to receive feed-back on a specific class preparation assignment please let me know.*

Missing one preparatory assignment will reduce your Class Preparation grade by one grade unit (i.e., from A to A-, A- to B+ etc.).

20% World Bank Memo

1 page, memo-format (with adequate heading), single-spaced, standard font (e.g. 12-point TNR, Arial 11) and 1-inch margins, Submitted through Turnitin.

Goals: (1) Apply course concepts to a specific case. Specifically, develop and demonstrate an understanding of how organizational structures, systems of accountability and/or relations with external stakeholders influence the policy and practice of an international organization. (2) Practice writing concise memos. Develop and demonstrate your writing skills, synthesis skills, and argumentation skills, including your ability to translate academic research into concrete implications and non-academic language.

Instructions: You are an advisor to the Executive Director (ED) representing your country. Write a memo to “your” ED about the World Bank’s environmental stance in developing countries. You have two options:

1. You can write the memo around the time the reforms covered in Nielson & Tierney (2003) were undertaken and make the case for one or more of the reforms covered in the article (or against it).
2. You can write the memo in the present day. In that case you will have to be more creative and recommend actions the WB can undertake now to strengthen its environmental performance (or even make a case for why it should not).

In thinking about your recommendations, consider how management and stakeholders shape the Bank's policy position and/or practice, keeping in mind the materials covered in previous sessions on autonomy, responsiveness, authority, expertise, bureaucratic "pathology", and change in IOs. Please consult BB for more detailed instructions and further resources on writing good memos.

20% Organizational Analysis

Approx. 6-7 pages (1.5-space, standard font)/ minimum 2000 words. References, figures, and tables do not count towards the page limit. Submitted through Turnitin.

Goals: (1) Develop and demonstrate an understanding of the relationships between an organization's environment, its structure, strategy, and performance; (2) Practice the skills of analysis, synthesis and argumentation including your ability to translate academic research into concrete implications and non-academic language.

Instructions (see BB for detailed instructions): Use primary documents, such as strategic plans, annual reports, and organograms, as well as academic and policy research, to describe and analyze an international organization of your choice, including its mandate (mission, vision), strategy, structure, and results. Discuss whether the organization fulfills its mandate and is "fit for purpose". Make recommendations for improvement, where appropriate.

25% Group Project, 10% Group Presentation, 5% Peer Evaluation

Project proposal: 20 pages minimum (see template and examples), not including annexes, submitted through Turnitin.

Presentation: ca. 20-25 minutes, plus 10-15 minutes Q&A. PowerPoint. Please **email the presentation to the instructor 45 minutes before class.**

Peer evaluation: fill out [this](#) form. Be considerate and constructive. Include yourself in the feedback. Each person's peer evaluation grade will be calculated as the average of the grade suggested by their peers. I reserve the right to adjust that grade in exceptional case if I see that the feedback is substantially unfair or off the mark. **If you do not complete the form, your own peer evaluation grade will be lowered by two grade units (e.g. from A to B+).**

Note: You will submit various intermediate assignments throughout the semester, and we will discuss your progress on the group project in various class sessions.

Goals:

(1) Learn how to develop a new and original project/program based on your own research using the management tools covered in class. This includes practicing and demonstrating an ability to write and present clearly what "you" (the project) plan to do, why that matters, and how you know you will achieve your goals. In other words, the assignment is also geared towards developing your strategic thinking and your writing skills. You are expected to do your own

original research. Your sources should include academic or policy research, NOT only news articles or short website descriptions.

- (2) Practice your team-working and management skills, acting and reflecting upon the material covered in class. This includes assigning tasks and timelines to different team-members, reflecting on how the group work is going, and finding ways to improve your collaboration.
- (3) Practice your presentation skills.

Instructions (See BB for detailed instructions): Think about what (kind of) organization you are. Imagine you are submitting a project proposal to a funder. The proposal should include all key elements of a project proposal we cover this semester – including problem analysis, theory of change, results and indicators, and resources needed, as well as a clear, high-impact executive summary for the hurried reader. It should be based on your original research and well evidenced.

If you are not sure where to start in generating project ideas, look at the organizations you described in the Organizational Analysis. Do they work on a project basis? Can you find examples of these projects? Project documents? Lessons learned? Many organizations have a project database, a “What we do” site etc., where you can find project ideas. Look also at sites with project evaluations (such as those linked [here](#)) – they can help with generating ideas and designing your project based on lessons learned.

To help you reflect on your group work experience and provide feedback to each other, you will also be asked to fill out a **Peer Feedback and Reflection Form** at the end of the project. Fill it out **individually** and upload it to BB. I will compile the individual answers and return them to each of you in anonymized form. Use the peer evaluation form as a chance to reflect upon your contribution and group work experience and help your team-mates strengthen their skills.

Grading

Letter grade distribution will be based on standard percentages (e.g. 90-100 = A; 80-90 = B; 70-80 = C, etc.). I do not grade on a curve, but – for reasons of fairness and incentivizing performance – I do compare the quality of submitted assignments to each other and consider that for the final grade. This means that if everybody does an excellent job, everybody gets an A - or the other way around. But if your assignment is substantially better or weaker than that of your peers, this will be reflected in your grade.

Assignment submission

All assignments should be submitted via Blackboard, unless otherwise noted. Graded assignments will be submitted via Turnitin. This class will use the plagiarism detection and prevention system Turnitin. You will have the option to submit your papers to Turnitin to check that all sources you use have been properly acknowledged and cited before you submit the paper to me. I will take your knowledge of the subject matter of this course and your writing level and style into account in interpreting the originality report. Keep in mind that all papers you submit for this class will become part of the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

For **class preparation assignments late submission is not accepted** (you will get no credit for them). If you cannot attend class that day, make sure you submit the assignment online nevertheless. For **other late assignments** (WB Memo, Organizational Analysis, Final Group Project) the grade is reduced by one grade unit for every day (or parts thereof) that it is late (i.e. from A to A-, A-to B+, B+ to B etc.). **Extensions** for these can be granted upon **written request** (by email).

Writing Requirements

Formatting requirements: unless otherwise specified, you have a little flexibility – as long as it looks professional AND you fulfill the requirements of the assignment. **My recommendation:** 1.5 spacing, standard font (TNR 12, Arial 11, Calibri 11 etc.), 1-inch margins, pages numbered, use of headings, APA style of referencing, references at the end.

Assignments should be written in a **professional format** and **follow the rules of good writing**. All written assignments are assessed based on three main criteria:

- *Content* (cogency, complexity, clarity, and coherence of the arguments and analysis) *including application of class concepts and materials,*
- *Structure* (logical ordering of component parts and connections between them), and
- *Language* (quality of writing).

Comprehensive **guidance on writing social science research papers** is available, for example, [here](#) (USC), [here](#) (Henry Farrell), or from the [Purdue Online Writing Lab](#). Further resources and writing tips can also be found on BB.

SU's [Writing Center](#) also offers hands-on help for students to improve their writing. I encourage you to use it.

Respecting the requirements of **academic integrity** is a *sine qua non* (see appendix on [Academic Policies](#)).

Course Calendar and Readings

Week 1

Tuesday: Introduction

Introductions, overview of the syllabus, and class expectations.

Thursday: Global Actors

Ch. 1 Introduction and Ch. 2 Theories of International Organizations. p. 3-22 in: Rittberger, V., Zangl, A., Dijkstra, H., & Kruck, A. (2006). *International organization: polity, politics and policies*. Palgrave Macmillan.

PART I. Organizations

Week 2: Global Governance: Authority, Legitimacy and Accountability

Tuesday

Avant, D. D., Finnemore, M., & Sell, S.K. (2010) Ch. 1. Who Governs the Globe. AND Ch. 13. Conclusion: authority, legitimacy, and accountability in global politics. IN: *Who governs the globe*, p. 1-31 AND 356-70.

Keck, M. E. & Sikkink, K. (1999). Transnational Advocacy Networks in International and Regional Politics. *International Social Science Journal*, 51 (159): 89-101 (ca 10 p).

Thursday

Class preparation assignment: Oxfam case reaction.

Oxfam and Debt Relief Advocacy. *Electronic Hallway*, (24 p plus annexes)

Week 3: IOs as Bureaucracies: Authority, Autonomy, and Change

Tuesday

Barnett, M. & Finnemore, M. (2004). Ch. 2 International Organizations as Bureaucracies, in *Rules for the World*, Cornell University Press, p. 16-44. (ca. 29 p.)

Thursday – Case: The World Bank

Morris, S., Collinson, E. & Gardner, A. (2019, October 11). ABCs of the IFIs: The World Bank. *Center for Global Development Brief*. (4p)

Weaver, C. (2007). The World's Bank and the Bank's World. *Global Governance*, 13(4), 493-512. (ca 16p)

Nielson, D. L., & Tierney, M. J. (2003). Delegation to international organizations: Agency theory and World Bank environmental reform. *International organization*, 57(02), 241-276. (ca. 32 pages)

Further readings on the WB and environmental issues (not required)

Some additional information on the World Bank and environmental issues to help you situate the articles in the current context:

- What it does ([here](#))
- Environment portfolio and strategy ([here](#))
- Environmental and Social Safeguard Policies ([here](#))
- WB (2018, 04 Oct). *How is the World Bank Group Supporting Environmental Sustainability? A discussion and debate about what more the World Bank Group needs to do to ensure environmental sustainability*. Available [online](#) (Video, 1.28h, focus on minutes 5.40 to 20.25)
- Related report: WB-IEG (2017). Results and Performance of the World Bank Group 2017. Available [online](#). See Ch. 1. Addressing Environmental Sustainability in World Bank Group Operations, p. 1-27

Response to Nielson & Tierney (2003) (alternative take): Gutner, T. (2005). Explaining the gaps between mandate and performance: agency theory and World Bank environmental reform. *Global Environmental Politics*, 5(2), 10-37. (24 p.)

Week 4: Organizational Structure

Tuesday

DUE: WB Memo.

Society for Human Resources Management (SHRM). *Understanding Organizational Structures*. (ca. 12p).

Ebrahim, A., Brown, L. D., & Batliwala, S. (2022). Governance for global integration: Designing structure and authority in international advocacy NGOs. *World Development*, 160, 106063. (ca 13 p)

Bartlett & Ghoshal's Model of International Strategy at [tutor2u](#) (6.29 min), [B2U](#) (ca 7 p) (Model for aligning global strategy and structure for private corporations. Look at it and reflect how it can be applied to international governmental and non-governmental (public) organizations).

Thursday

Class Preparation Assignment: Save the Children Case Reaction

From Alliance to International: The Global Transformation of Save the Children. (ca 17 p)

Optional: Riberio, I. (2015). Save the Children: can NGOs operate efficiently at a global scale? (ca 3 p, excluding comments)

Week 5: Performance and Results Based Management

Tuesday

Alesani, D. (2013). *Results Based Management*. Ch. 12 in: Missoni, E., & Alesani, D. (2013). *Management of International Institutions and NGOs: Frameworks, practices and challenges* (1st ed.). Routledge. (29 p.)

Lipson, M. (2010). Performance under ambiguity: international organization performance in UN peacekeeping. *The Review of International Organizations*, 5(3), 249-284. (ca 31 p)

Thursday

Class preparation assignment: *Example of a results framework/statement from an international organization of your choice.* Submit link/material(s) through BB and have it with you in class – you will be using it for in-class group work. Choose an organization that you are thinking about profiling in your Organizational Analysis assignment.

Case: “Your” organization

Week 6: Strategic Management

Tuesday

DUE: Preliminary idea for your group project

Goldsmith, A. A. (1995, March). Making Managers More Effective: Applications of Strategic Management. *Working paper No. 9. Implementing Policy Change Project*. Washington, DC: USAID. (ca 14 p)

Martin, R. (June 29, 2022). *A Plan Is Not a Strategy*. Harvard Business Review. Video (9 minutes).

Head, B. W. & Alfred, J. (2015). Wicked Problems: Implications for Public Policy and Management. *Administration & Society*, 47(6), 711-739. (ca 23 p)

Boyne, G. A., & Walker, R. M. (2004). Strategy content and public service organizations. *Journal of Public Administration Research and Theory*, 14(2), 231-252. (ca 18 p)

Brown, Trevor L. (2010). The Evolution of Public Sector Strategy. *Public Administration Review*, 70(s1): s212-s214.

Thursday

Class Preparation Assignment: SWOT matrix and strategic options for the WHO

Tool: SWOT Analysis . Template [here](#). (Note: The guide is for private sector organizations – consider if/how this needs to be modified to fit public AND global organizations [IOs]. Note 2: the “you” in the SWOT template refers to “your” organization)

Case: The World Health Organization (WHO)

Emory Global Health Institute (2014). *Envisioning the 21st Century WHO. 2014 International Global Health Case Competition*. (ca. 10 p. plus annexes)

WHO in the news (read):

- Kenny, C. (2021, May 2). Op-Ed: Want to prevent the next pandemic? We'll need a more powerful World Health Organization. *Los Angeles Times*.
- Youde, J. (2020, March 4). Does the World Health Organization have the freedom to do what it needs to do about covid-19? *The Washington Post - Monkey Cage*.
- Lange, J.E. (2019, March 12). Aligning for impact: The transformation of the World Health Organization. *United Nations Foundation Blog*.
- Patterson, A.S. (2016, April 4). Here's why the WHO responded so differently to Zika and Ebola. *The Washington Post - Monkey Cage*.
- Busby, J., Grépin, K. & Youde, J. (2017, June 15) The World Health Organization just picked a new leader. These are the challenges he faces. *The Washington Post - Monkey Cage*.

WHO strategy documents (not required – for further reference):

- WHO (2017). *Ten years of transformation: making WHO fit for purpose in the 21st century*.
- WHO (2018). 13th General Programme of Work (GPW13) Promote Health, Keep the World Safe, Serve the Vulnerable.

Week 7: Culture and Teams

Tuesday – Working across Cultures

DUE: Organizational Analysis

Meyer, E. (2015). Getting to Si, Ja, Oui, Hai, and Da. *Harvard Business Review*, 93(12), 74-80. (ca 14 p)

Richards, V. (2015, November 11). What British People Say – and What They Really Mean. *The Independent*. Available [online](#).

Steers, R. M., Sanchez-Runde, C. J., & Nardon, L. (2010). Culture, values, and worldviews. Ch. 3 in: *Management across cultures: Challenges and strategies*. Cambridge University Press. (ca 37 p)

Thursday – Working in Teams

Tuckman, B. W., & Jensen, M. A. C. (1977). Stages of small-group development revisited. *Group & Organization Management*, 2(4), 419-427.

Levi, D. (2015). Ch. 7 Managing Conflict. IN: *Group dynamics for teams*. Sage Publications, p. 113-128.

Heen, S., & Stone, D. (2014). Find the coaching in criticism. *Harvard Business Review*, 92(1/2), 108-111. (3 p.).

PART II. Projects

Week 8

Tuesday – The Project Cycle

Ch. 3.1 What is a project? p. 8-9, Ch. 4.1.1 The cycle of operations; 4.1.2 PCM and managing ‘Calls for Proposals’, 4.1.3 PCM principles and the Logical Framework Approach, p. 16-18; IN: European Commission (2004). *Project Cycle Management Guidelines. Aid Delivery Methods*, Volume 1.

UN Management Handbook. Ch. 11 Project Management. p. 216-232.

Tools/templates/short guides:

- How to design a new program.

Thursday – Stakeholder Analysis

Class Preparation Assignment: Stakeholder Analysis Casa Amiga

Bryson, John M (2004). What to do when Stakeholders matter, *Public Management Review*, 6:1, 21-53 (ca. 26 p).

Tools/templates/short guides: Stakeholder Analysis Matrix Template.

Case: Casa Amiga: Addressing Violence Against Women on the US-Mexico Border

Week 9. Problem Analysis and Theory of Change

Tuesday

Ch. 5.1 Overview of the Logical Framework Approach; Ch. 5.2 The Analysis Stage; Ch. 5.3 The Planning Stage, p. 57-85; 5.6 A note on interlocking or ‘nested’ logframes p. 94 IN: European Commission (2004). *Project Cycle Management Guidelines. Aid Delivery Methods*, Volume 1.

Hearle, D. (November 9, 2019). *Theory of change explained*. YouTube video. (ca. 3:30 mins).

Theory of Change vs Logical Framework – what’s the difference?

Tools/templates/short guides:

- How to use root cause analysis to fix problems.
- Logframe template and example.
- How to write a logical framework (logframe).
- Risk assessment template.

Thursday

Class Preparation Assignment: Problem Analysis and LogFrame of the ASF program in Cuyo.

Case: “A Partnership in Troubled Waters”, Part A. (ca 20 p., plus annexes) and C (12 p).

Week 10: Budgeting, Implementing, and Monitoring

Tuesday

Ch. 5.4 Activity, resource and cost schedules. AND 5.5 Using the LFA during formulation, implementation, evaluation and audit, **p. 85-93**. IN: European Commission (2004). *Project Cycle Management Guidelines. Aid Delivery Methods*, Volume 1.

Introduction to Project Budgets – [video](#) (51 mins).

Kusek, JZ & Rist, RC (2004). **Step 3:** Selecting Key Performance Indicators to Monitor Outcomes, **Step 4:** Setting Baselines and Gathering Data on Indicators, **Step 5:** Planning for Improvement—Selecting Results Targets AND **Step 6:** Monitoring for Results IN: *Ten Steps to a Results Based Monitoring and Evaluation System*. The World Bank. p. **65-112**

Tools/templates/short guides:

- Budget Template.
- Work plan template (Gantt Chart).
- Monitoring and evaluation (M&E) framework template.

Thursday

Class Preparation Assignment: ASF Budget and Activities (Gantt Chart)

Case: ASF (continued)

Week 11: Group Project Workshop

Details TBA

Week 12: Evaluating, Learning, and Adapting

Tuesday

Due: Draft problem analysis and ToC for *your* group project

UN Management Handbook, Ch. 8 Knowledge Management (ca 17 p), Ch. 12. Evaluation (ca 17 p).

Kusek, JZ & Rist, RC. (2004). **Step 7:** The “E” in M&E—Using Evaluation Information to Support a Results-Based Management System. IN: *Ten Steps to a Results Based Monitoring and Evaluation System*, **p. 113-128**.

Embracing the Chaotic: Cynefin and Humanitarian Response, *Wanderlust Blog*, July 8, 2010.

Honig, D. (2019, Winter). The Power of Letting Go. *Stanford Social Innovation Review*. (ca 6 p)

Thursday

Class preparation assignment: Case reaction M&E in Afghanistan

Case: Special Inspector General for Afghanistan Reconstruction (2021, July). Letter from the Inspector General, and Ch. 6 Conclusion. In: *The Risk of Doing the Wrong Thing Perfectly: Monitoring and Evaluation of Reconstruction Contracting in Afghanistan*. SIGAR-21-41-LL. (p. I-III, and 171-191)

Week 13: Leadership & Wrap-Up

Tuesday: Leadership

Class Preparation Assignment: Leader profile

Van Wart, M. (2013). Lessons from leadership theory and the contemporary challenges of leaders. *Public Administration Review*, 73(4), 553-565.

Goleman, D. (2000). Leadership that gets results. *Harvard Business Review* 78.2: 78-90.

Thursday: Wrap-Up

Week 14: Group project presentations

May 4: Final Group Project Proposal and Peer Feedback due

Appendix 1: Academic Policies

Stay Safe Pledge

See the latest update on the University's [website](#) and take the pledge if you haven't yet done so.

Academic Integrity

Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy holds students accountable for the integrity of all work they submit and for upholding course-specific, as well as university-wide, academic integrity expectations. The policy governs citation and use of sources, the integrity of work submitted in exams and assignments, and truthfulness in all academic matters, including course attendance and participation. The policy also prohibits students from: 1) submitting the same work in more than one class without receiving advance written authorization from both instructors and, 2) using websites that charge fees or require uploading of course materials to obtain exam solutions or assignments completed by others and presenting the work as their own. Under the policy, instructors who seek to penalize a student for a suspected violation must first report the violation to the Center for Learning and Student Success (CLASS). Students may not drop or withdraw from courses in which they face a suspected violation. Instructors must wait to assign a final course grade until a suspected violation is reviewed and upheld or overturned. Upholding Academic Integrity includes abiding by instructors' individual course expectations, which may include the protection of their intellectual property. Students should not upload, distribute, or otherwise share instructors' course materials without permission. Students found in violation of the policy are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered, as outlined in the Violation and Sanction Classification Rubric. Students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice.

The Violation and Sanction Classification Rubric establishes recommended guidelines for the determination of grade penalties by faculty and instructors, while also giving them discretion to select the grade penalty they believe most suitable, including course failure, regardless of violation level. Any established violation in this course may result in course failure regardless of violation level.

For more information SU's Integrity Policy, see [here](#).

Religious Holidays

[Syracuse University's Religious Observances Policy](#) recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their traditions. Under the policy, students are given an opportunity to make up any examination, study, or work requirements that may be missed due to

a religious observance, provided they notify their instructors no later than the academic drop deadline. For observances occurring before the drop deadline, notification is required at least two academic days in advance. Students may enter their observances in MySlice under Student Services/Enrollment/My Religious Observances/Add a Notification.

Use of Student Academic Work for Educational Purposes

I intend to use academic work that you complete this semester in this or subsequent semesters for educational purposes. Before using your work for that purpose, I will either get your written permission or render the work anonymous by removing identifying material. Your registration and continued enrollment constitute your permission.

Disability Services

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to contact me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the [Center for Disability Resources \(CDR\)](#) in this process. If you would like to discuss disability-accommodations or register with CDR, please visit Center for Disability Resources. Please call (315) 443-4498 or email disabilityresources@syr.edu for more detailed information. The CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact CDR as soon as possible to begin this process.

Health & Wellness

Mental health and overall well-being are significant predictors of academic success. As such it is essential that during your college experience you develop the skills and resources effectively to navigate stress, anxiety, depression, and other mental health concerns. Please familiarize yourself with the range of resources the Barnes Center provides (<https://ese.syr.edu/bewell/>) and seek out support for mental health concerns as needed. Counseling services are available 24/7, 365 days, at 315-443-8000, and I encourage you to explore the resources available through the Wellness Leadership Institute, <https://ese.syr.edu/bewell/wellness-leadership-institute/>

Non-Discrimination and Equal Opportunity

The University does not discriminate and prohibits harassment or discrimination related to any protected category including creed, ethnicity, citizenship, sexual orientation, national origin, sex, gender, pregnancy, disability, marital status, age, race, color, veteran status, military status, religion, sexual orientation, domestic violence status, genetic information, gender identity, gender expression or perceived gender. Any complaint of discrimination or harassment related to any of these protected bases should be reported to Sheila Johnson-Willis, the University's Chief

Equal Opportunity & Title IX Officer. She is responsible for coordinating compliance efforts under various laws including Titles VI, VII, IX and Section 504 of the Rehabilitation Act. She can be contacted at Equal Opportunity, Inclusion, and Resolution Services, 005 Steele Hall, Syracuse University, Syracuse, NY 13244-1120; by email: titleix@syr.edu; or by telephone: 315-443-0211.

If a student has been harassed or assaulted, they can obtain confidential counseling support, 24-hours a day, 7 days a week, from the Sexual and Relationship Violence Response Team at the Counseling Center (315-443-8000, Barnes Center at The Arch, 150 Sims Drive, Syracuse, New York 13244). Incidents of sexual violence or harassment can be reported non-confidentially to the University's Title IX Officer (Sheila Johnson Willis, 315-443-0211, titleix@syr.edu, 005 Steele Hall). Reports to law enforcement can be made to the University's Department of Public Safety (315-443-2224, 005 Sims Hall), the Syracuse Police Department (511 South State Street, Syracuse, New York, 911 in case of emergency or 315-435-3016 to speak with the Abused Persons Unit), or the State Police (844-845-7269). I will seek to keep information you share with me private to the greatest extent possible, but as a professor I have mandatory reporting responsibilities to share information regarding sexual misconduct, harassment, and crimes I learn about with the University's Title IX Officer to help make our campus a safer place for all.

Appendix 2: Additional Literature and Resources

Further readings in case you want to learn more about the issues covered in this class.

Global Governance and Transnational Advocacy

Karns, M. P., Mingst, K. A., & Stiles, K.W. (2015). Ch. 1. The Challenges of Global Governance., Ch. 2. The Theoretical Foundations of Global Governance. Ch. 12. Dilemmas in Global Governance. in *International Organizations: The Politics & Processes of Global Governance*.

Pallas, C. L. (2016). Inverting the boomerang: examining the legitimacy of North-South-North campaigns in transnational advocacy. *Global Networks*, 17.

Stone, D. (2008). Global public policy, transnational policy communities, and their networks. *Policy studies journal*, 36(1), 19-38.

Ruggie, J. G. (2004). Reconstituting the global public domain - issues, actors, and practices. *European Journal of International Relations*, 10(4), 499-533 (ca 25 p).

Kaul, I., & Mendoza, R. U. (2003). Advancing the concept of public goods. *Providing global public goods: Managing globalization*, 78-111.

Abbott, K. W., Green, J. F., & Keohane, R. O. (2016). Organizational ecology and institutional change in global governance. *International Organization*, 70(2), 247-277.

Design of International Organizations

Voeten, E. (2019). Making sense of the design of international institutions. *Annual Review of Political Science*, 22, 147-163.

Ege, J., Bauer, M. W., Wagner, N., & Thomann, E. (2022). Under what conditions does bureaucracy matter in the making of global public policies?. *Governance*.

Biermann, F., & Siebenhüner, B. (2009). The Influence of International Bureaucracies in World Politics: Findings from the MANUS Research Program. Ch. 13 in: Andler, L., & Behrle, S. (2009) *Managers of global change: The influence of international environmental bureaucracies*. MIT Press, 319-348

Vreeland, J. R. (2019). Corrupting international organizations. *Annual Review of Political Science*, 22, 205-222.

Performance Management/RBM

RBM guidelines, tools etc.

UNSDG (2011, October). *Results-Based Management Handbook*. Harmonizing RBM concepts and approaches for improved development results at country level.

OECD (2010/2004). Glossary of Key Terms in Evaluation and Results Based Management. Available [online](#) (English, French, Spanish).

UN Integrated Assessment and Planning Handbook 2013. Available [online](#).

USAID (2014, August). *Performance Management Plan (PMP) Toolkit. A Guide for Missions on Planning for, Developing, Updating, and Actively Using a PMP*. Office of Learning, Evaluation and Research. Bureau of Policy, Planning and Learning, Available [online](#).

USAID websites with further resources: [Strategy and Planning](#); E3 Trade Facilitation Monitoring, Evaluation, and Learning (MEL) [Toolkit](#)

Reviews of RBM or performance in/of IOs

Bester, A. (2016, January). *Results-Based Management in the United Nations Development System*. United Nations. Available [online](#).

Vähämäki, J., & Verger, C. (2019). *Learning from Results-Based Management evaluations and reviews*. OECD Development Cooperation Working Paper 53. Available [online](#).

UK/DfID (2016). Raising the standard: the Multilateral Development Review 2016. Available [online](#).

Australian AID (2012). Australian Multilateral Assessment (AMA). Available [online](#).

MOPAN: [Framework](#) and [Assessments](#)

Academic readings

Kerr, S. (1995). On the Folly of Rewarding A, While Hoping for B. *Academy of Management Executive*, 9(1): 7-14. (classic reading)

Behn, R.D. (2003). Why Measure Performance: Different Purposes Require Different Measures. *Public Administration Review*, 63(5): 586-606. (ca. 14 p). (classic reading)

Carman, J. G. (2010). The accountability movement: What's wrong with this theory of change?. *Nonprofit and Voluntary Sector Quarterly*, 39(2), 256-274. (ca. 15 p)

Pollitt, C. (2001). Integrating financial management and performance management. *OECD Journal on Budgeting*, 1(2), 7-37.

Gutner, T., & Thompson, A. (2010). The politics of IO performance: A framework. *The review of international organizations*, 5(3), 227-248.

- Application of framework: Elsig, M. (2010). The World Trade Organization at work: Performance in a member-driven milieu. *The Review of International Organizations*, 5(3), 345-363.

Lall, R. (2017). Beyond institutional design: Explaining the performance of international organizations. *International Organization*, 71(2), 245-280.

Ebrahim, A., & Rangan, V.K. (2014, Spring). What Impact? A Framework for Measuring the Scale & Scope of Social Performance. *California Management Review* 56(3): 118–141. (19 p.)

Kaplan, R. S. (2001). Strategic Performance Measurement and Management in Nonprofit Organizations. *Nonprofit Management and Leadership*, 11(3), 353-370. (Theory behind and examples of using the Balanced Scorecard).

Strategic management

Tools and templates for strategic planning

- Balanced Scorecard (Intro [here](#) or [here](#))
- Strategic Plan Template, Available [online](#).
- McKinsey Organizational Capacity Assessment Tool (OCAT), Available [online](#).
- Civicus Strategic Planning toolkit, Available [online](#).

Other readings

Alesani, D., & Bongiovanni, I. (2013). *Strategic Thinking and Planning*. Ch. 11 in: Missoni, E., & Alesani, D. (2013). *Management of International Institutions and NGOs: Frameworks, practices and challenges* (1st ed.).

Moore, M., & Khagram, S. (2004). *On creating public value: What business might learn from government about strategic management*. Corporate social responsibility initiative working paper, 3. Available [online](#).

Bryson, J. M., Edwards, L. H., & Van Slyke, D. M. (2018). Getting strategic about strategic planning research. *Public Management Review*, 20(3), 317-339.

Hill, T. and R. Westbrook. (1997). SWOT Analysis: It's Time for a Product Recall. *Long Range Planning* 30(1): 46-52. Available [online](#). *NOTE: the reading highlights problems with how SWOT is used. Read it with a view of how this critique can be used to improve your SWOT analysis.*

Mintzberg, H. (1994). The fall and rise of strategic planning. *Harvard business review*, 72(1), 107-114. Available [online](#).

Organizational structure

Egelhoff, W. G., & Wolf, J. (2017). *Understanding Matrix Structures and Their Alternatives: The Key to Designing and Managing Large, Complex Organizations*. Springer. Ch. 2 available on BB

Mintzberg, H. (1981, January). Organization Design: Fashion or Fit? *Harvard Business Review*

Mintzberg, H. (1980). Structure in 5's: A Synthesis of the Research on Organization Design. *Management science*, 26(3), 322-341.

McKinsey Agile Tribe (2017, December). The 5 Trademarks of Agile Organizations. Available [online](#).

Culture

Organizational Culture

Schein, E. H. (2004). The concept of organizational culture: Why bother. In: *Organizational Culture and Leadership*, 3rd edition, p. 3-23. Available on BB

Vangen, S. & Winchester, N. (2014). Managing Cultural Diversity in Collaborations: A focus on management tensions. *Public Management Review*, 16(5), 686-707.

Grant, A. (2013). Givers take all: The hidden dimension of corporate culture. *McKinsey Quarterly*, April. Available [online](#). (5 p.)

[Video](#): Lean and Agile Adoption with the Laloux Culture Model, copyright Agile for all. (9.21 min)

Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Holcombe Ehrhart, K. & Singh, G. (2011). Inclusion and Diversity in Work Groups: A Review and Model for Future Research. *Journal of Management*, 37(4), 1262-1289.

National Culture

Hofstede, G., Hofstede, G. J., & Minkov, M. (2015). Cultures and organizations: pyramids, machines, markets, and families: organizing across nations. *Classics of Organization Theory*, 314(23), 701-704.

House, RJ et. Al. (2014) Societal Culture and Leadership: GLOBE History, Theory, and Summary of Previous Findings. Ch. 1 IN: *Strategic Leadership across Cultures: The GLOBE Study of CEO Leadership Behavior and Effectiveness in 24 Countries*. SAGE Publications. Available [online](#).

Bird, A. & Mendenhall, M. E. (2016). From cross-cultural management to global leadership: Evolution and adaptation. *Journal of World Business*, 51(1), 115-126.

Leadership

World Economic Forum (WEF) (2015, April). *Effective Leadership in International Organizations*. Global Agenda Council on Institutional Governance Systems, (p 6-13 – the main body of the text.) Available [online](#).

- Note: The annexes contain short overviews of “leadership practices” in a number of IOs. You are not required to read those, but they are a good resource, especially if you are interested in one of these organizations. The indicators/criteria used in the annexes are also a useful framework to think about leadership *structures* in any of your organizations of interest.

Rothman, J. (2016, Feb. 29). Shut Up and Sit Down. Why the leadership industry rules. *The New Yorker*, Available [online](#) (9 p)

Pfeffer, J. (2016, January). Getting beyond the BS of leadership literature. *McKinsey Quarterly*. Available [online](#). (ca 7p)

Mintzberg, H. (1989). *Mintzberg on Management*. New York: Free Press. (Chapter 1. The Manager's Job, pp. 7-21). Available on BB.

- Description: Challenges (and limitations) of management within an organization, including what roles managers actually perform and why (as opposed to the roles and behaviors that are often ascribed to them – i.e., “management folklore”)

Van Wart, M. (2003). Public Sector leadership theory: An assessment. *Public administration review*, 63(2), 214-228..

Leong, L. Y. C., & Fischer, R. (2011). Is transformational leadership universal? A meta-analytical investigation of multifactor leadership questionnaire means across cultures. *Journal of Leadership & Organizational Studies*, 18(2), 164-174.

Project Management

Most large organizations have their own **project cycle or project management guidelines**. Below are a few examples:

- USAID Program Cycle Website. Available [online](#).
- International Federation of Red Cross and Red Crescent Societies (2010). Project/programme planning guidance manual. Geneva, Switzerland: IFRC, Available [online](#).
- Lust, S., Vai, L. & McGreevy, S. (2010) *Project Management in the OSCE. A Manual for Programme and Project Managers*. Vienna, Austria: Organization for Security and Co-operation in Europe (OSCE), Available [online](#).
- European Commission (2004). *Project Cycle Management Guidelines. Aid Delivery Methods*, Volume 1. Available [online](#).
- [Visual Guide to UNDP Programming Cycle](#)

Theory of Change

Examples of ToCs available [online](#). Also [here](#).

USAID (2017/2022). How-To Note: Developing a Project Logic Model (and its Associated Theory of Change). (ca 11 p plus annexes with examples)

WB (2012). Designing a Results Framework for Achieving Results: A How-to-Guide. Available [online](#).

Gugerty, M. K., & Karlan, D. (2018). Ch. 3: Theory of Change. In: *The Goldilocks challenge: right-fit evidence for the social sector*. Oxford University Press. Available [online](#).

Vogel, I. (2012, April). *Review of the Use of 'Theory of Change' in International Development*. Department of International Development, UK. (86 p.) Available [online](#) .

Budgeting, Implementing and Monitoring

Other templates and tools:

- (Policy) Implementation Matrix, Available [online](#).
- Mapping tasks/processes across units/people (“Swim Lane Template” or “Cross-Functional Diagrams”): Available [online](#) and [online](#).

Gugerty, M. K., & Karlan, D. (2018). Chapter 5. Monitoring with the CART principles. In: *The Goldilocks challenge: right-fit evidence for the social sector*. Oxford University Press.

IPA (2016, Feb.) Monitoring for Learning and Accountability. *Goldilocks Toolkit*. Available [online](#)

UN Management Handbook, Ch. 9 Managing Security. Available [online](#).

Rotondi, A. (1997). Create a Budget that Works for You. *Non Profit World*, 46-51. Available [online](#).

Virginia Society of Certified Public Accountants (2011). Budgeting: A Guide for Small Nonprofit Organizations. Available [online](#).

Finkler, Purtell, Calabrese, Smith (2015). Chapters 2 & 3 IN: *Financial Management for Public, Health, and Not for Profit Organizations* (5th ed.). Boston: Pearson. Available on BB.

Evaluating, Learning and Adapting

Useful resources for finding evidence on what programs worked

IPA (2016, February). Resources for Finding and Using Evidence Reviews and Evaluations. *Goldilocks Toolkit*. Available [online](#).

How can you find out if a program is likely to work before you waste money trying it? Suggestions [here](#).

Other sites that have evaluations and lessons learned from international projects in various issue areas:

- 3ie – International Initiative for Impact Evaluation: Available [online](#).
- GSDRC Applied Knowledge Services: Available [online](#).
- World Bank Independent Evaluation Group: Available [online](#).
- Inter-American Development Bank Evaluation Page: IDB: Available [online](#).
- USAID Evaluation Page: Available [online](#).
- Abdul Lateef Jameel Poverty Action Lab: Available [online](#).

Other readings

Brinkerhoff, D., Frazer, S., & McGregor-Mirghani, L. (2018). *Adapting to learn and learning to adapt: Practical insights from international development projects*. (RTI Press Publication No. PB-0015-1801). Research Triangle Park, NC: RTI Press. Available [online](#).

Valters, C., Cummings C. & Nixon, H. (2016, March). Putting learning at the centre. Adaptive development programming in practice. *ODI Report*. Available [online](#). (ca 20 p)

Kusek, JZ & Rist, RC. (2004). **Step 8**: Reporting the Findings; **Step 9**: Using the Findings; **Step 10**: Sustaining the M&E System within the Organization. In: *Ten Steps to a Results Based Monitoring and Evaluation System*. The World Bank. Available [online](#).

Andrews, M., Pritchett, L. & Woolcock, M. (2016, January). Doing Iterative and Adaptive Work. *CID Working Paper No. 313*. Available [online](#).

For an example of organizational attempts to integrate learning and adaptation into its work see USAID's Collaborating, Learning and Adapting (CLA) Toolkit. Available [online](#).