

**Course:** PPPA 6059. International Development Management Processes and Tools

**Semester:** Spring 2015      **Time/Place:** Thursdays, 5:10-7:00 p.m., Rome Hall 352

**Instructor:** Professor Jennifer Brinkerhoff  
MPA Bldg. Room 601H  
202-994-3598, [padjmb@gwu.edu](mailto:padjmb@gwu.edu)  
Office Hours: Tuesdays 3:00-5:00 p.m. and by appointment  
Please use [jenniferbrinkerhoff.youcanbook.me](http://jenniferbrinkerhoff.youcanbook.me) to make an appointment

“Professionalisation has given rise to a new type of practitioner who has replaced critical Freirean concepts, such as *conscientisation*, with *sustainability* and *social inclusion*. This marks a subtle move that elevates material outputs over critical outcomes. At the same time, an emphasis on skills, training and managerialism has further obscured critical thought for surface-level activities that create the comfortable illusion of making a difference. Professionalisation has silenced us, obscuring our commitment to act for the common good” (Robson 2000; qtd. in Ledwith 2011, 28-29).<sup>1</sup>

“It is not sufficient to just have a desire to change the world. It is necessary for one to possess the skills and tools (policy analysis, project planning, evaluations, etc.) to be able to get the work done. We would never say it is okay for someone to want to be a carpenter but say they don’t need to learn how to use a saw or read blueprints” (Jason Barry, GW Alumnus).

“Foreign aid needs to be informed by both a radical’s sensitivity to aid’s latent potential to do harm and a reformist’s conviction of its potential to be made more effective” (Gulranjani 2011, 213).<sup>2</sup>

Development management is “more a philosophy of action as opposed to any one given job, assignment, or place” (Tara Hill, GW alumna).

## Course Description

This course is designed to socialize students into the development management profession, and transfer and apply skills specifically developed for international development. In so doing, it will address key theories, perspectives, and approaches of community development, as well as provide training in specific development management tools and processes. Students work in teams with locally-based, international development organizations to apply selected tools and processes. A self-reflection component challenges

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<sup>1</sup> Robson, Terry. *The State and Community Action*. London: Pluto, 2000. Quoted in Ledwith, Margaret, *Community Development: A Critical Approach*. Bristol: Policy Press, 2011 pp.28-29.

<sup>2</sup> Gulranjani, Nilima. “Transcending the Great Foreign Aid Debate: Managerialism, Radicalism, and the Search for Aid Effectiveness.” *Third World Quarterly*, Vol. 32, No. 2 (2011): 199-216.

students to situate themselves in the profession and to confront normative and pragmatic challenges indicative of development management.

## **Course Objectives**

The objectives of this course are:

- To socialize students into the development management profession. By the end of this course, students should identify themselves as members of this profession possessing the particular skills and knowledge that define it.
- To expose students to major tensions and challenges inherent to the development management profession deriving from its application within a profit-generating and politicized industry, and from its nature as a helping profession. By the end of this course, students should be skeptical of the simplicity of the profession and be prepared for its inherent uncertainty and controversies.
- To train and provide an opportunity for students to apply skills and specific strategic management tools. By the end of the course, students will have produced a product that demonstrates their proficiency in development management tools.
- To provide a professional, applied team-based experience with an international development organization. By the end of the course, students will have a better understanding of the processes involved with development management applications, including consultancy processes, teamwork, and the organizational and funder constraints of development initiatives.
- Secondary to these primary objectives, students will gain exposure to the range of organization/sector types within the industry for them to consider in making career choices (with the understanding that no sector is monolithic and none of the host organizations is fully representative of its sector).

## **Learning Outcomes**

As a result of completing this course, students will be able to:

1. Understand and converse meaningfully with professional peers and potential employers about the profession of development management, including its history, analytic and applied traditions, and the workings of the international development industry.
2. Inform their professional actions with pertinent theories and an analytic grasp of issues crucial to understanding the context and approaches to development management.
3. Apply analytical and strategic tools used in international development program planning and analysis.
4. Demonstrate proficiency in applying said tools through the product of the semester's group work on an actual or hypothetical development initiative.

## **Course Prerequisites**

To succeed in this course, students should have a basic background in economics and policy related to economic and social development, for example: 1) an introductory development economics course, e.g., Econ 6250 or IAFF 6238 (Microfinance); AND 2) PPPA 6057, International Development Policy and Administration or the IDS Cornerstone, or the equivalents in coursework or experience.

## Course Requirements

As a seminar class, substantial emphasis will be put on collaborative discussion and analysis of assigned materials. Students are expected to participate fully in all class discussions. Unless otherwise specified, all assignments are to be submitted via Blackboard, under “Assignments.” More specific requirements include:

### Group Projects

Students will apply the practical tools learned to articulate the design for a development project or program. Teams will work with identified host organizations in the DC area. These organizations represent a range of types of development actors, including federal agencies, private consulting firms, and nonprofit organizations.<sup>3</sup> Students are expected to work with the host organizations to collect relevant information and input for the design process. The time required at the host site will depend on the agreement negotiated between the team and the host organization. In class time will be provided for *some* of the design work in order to allow for critical feedback from the instructor and peers. Components of the group project will be assigned periodically (with due dates indicated in the course outline below, and in the attached project description); the final product will be the group project paper and presentation, due the last day of class.

Group work will include the crafting of a team agreement (see guidelines provided), due **January 29**.

Our hosts this semester include:

- **AECOM, Agriculture and Food Security**  
Contacts: Ben Friedman (GW MA IDS 2004), Senior Manager, Agriculture and Food Security
- **USAID, Office of Gender Empowerment and Women’s Equality**  
Contact: Wade Channell, Senior Economic Growth Advisor for Gender
- **World Bank, Transitional Demobilization Reintegration Program**  
Contact: Alexandra Burrall (GW MA IDS 2012), Operations Officer, TDRP, World Bank; and Daksha Shakya (GW MA IDS 2013), Operations Associate, Social, Rural, Urban & Resilience
- **IREX, Education Programs**  
Contacts: Rachel Surkin (GW MA International Education 2004), Deputy Director, Education Programs Division

### Student Logs

Students are required to keep a log, capturing their reflections on the readings and discussions in class, especially as they relate to students’ own values, experience, and career plans. Log entries will be assigned and required for selected class sessions, as indicated at the end of the syllabus and on Blackboard, under “Assignments.” **Log entries are due BY NOON THE DAY BEFORE the relevant topic will be discussed.** Logs should generally not exceed two pages, using a 12 point font. Students are invited to amend these entries following new insights they may have gained from class discussions and are also encouraged to make entries in addition to those assigned, for their own personal and professional development.

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<sup>3</sup> While every effort will be made to accommodate students’ interests in the type of organization and projects proposed, not everyone can have their first or even second choice.

## Breakdown for Grading

Final grades for this course will be based on the following:

Class Participation	25%
Student Logs	30%
Group Project	40%
Team Agreement	5%

Letter grading is based on a four point scale as follows:

**3.7-4.0 A:** Excellent and exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional professional quality.

**3.6-3.7 A-:** Very Good: Very strong work for a graduate student. Shows signs of creativity and a strong understanding of appropriate analytical approaches, is thorough and well-reasoned, and meets professional standards.

**3.3-3.6 B+:** Good: Sound work for a graduate student; well-reasoned and thorough, without serious analytical shortcomings. This grade indicates the student has fully accomplished the basic objectives of this graduate course.

**3.0-3.3 B:** Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

**2.7-3.0 B-:** Borderline: Weak work for a graduate student but meets minimal expectations in the course. Understanding of key issues is incomplete. (A B- average in all courses is not sufficient to sustain graduate status in good standing.)

**2.3-2.6 C+:** Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.

**2.0-2.3 C:** Deficient – see above

**1.7-2.0 C-:** Deficient – see above

**Less than 1.7 F:** Unacceptable: Work fails to meet minimal expectations or course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.

## Required Materials

Most of the reading will be available on Blackboard. The following texts are required:

Brinkerhoff, Derick W., and Benjamin L. Crosby. Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries. Bloomfield, CT: Kumarian Press, 2002.

Fisher, Roger and William Ury. Getting to Yes: Negotiating without Giving In. 2<sup>nd</sup> ed. Boston: Houghton Mifflin, 1991.

Recommended: Brinkerhoff, Derick W. and Jennifer M. Brinkerhoff. Working for Change: Making a Career in International Public Service. Bloomfield, CT: Kumarian Press, 2005.

## Summary Calendar

Please note: all log assignments are due by noon on Blackboard. All project components are due by class time, both on Blackboard and hard copy. Please designate someone on your team to upload your paper components to Blackboard.

January 21	Log 1. Your role in the profession of development management.
January 23	Log 2. Client preference and justification.
January 29	Team Agreement.
February 4	Log 3. Your role in the development process.
February 6	Log 4. Initial contact with client/host organization.
February 12	Project Assignment 1. General Framework & SWOT Analysis
February 19	Objective tree in-class exercise
February 26	Project 2. Stakeholder Analysis
February 26	Project 3. Vertical Logic
March 4	Log 5. Logical Framework reflection
March 5	Logical Framework working session (vertical logic) (bring poster)
March 19	Project 4. Logical Framework, first draft (due on Blackboard)
March 19	Logical Framework working session (horizontal and vertical logic) (bring poster)
March 23-27	Team meetings with instructor
March 25	Log 6. Values in the Development Process
April 9	Project 4. Revised Logical Framework (due by 5:00 p.m.)
April 9	Project 5. Project Budget (due by 5:00 p.m.)
April 15	Log 7. Development for Whom?
April 16	Project 6. Monitoring and Evaluation Plan
April 16	Project 7. Implementation Plan
April 23	Final Project Paper, including: Looking ahead (Project 7) and transmittal memo
April 23	Project Presentation

## CLASS SCHEDULE

### **Jan. 15 1. Overview & Introduction to the Profession of Development Management**

#### **Session:**

Introductions

Overview of Syllabus

Teamwork

What is development management? Initial brainstorm, perceptions, and discussion

Video: "Two Way PLA in the Gambia"

#### **Reading:**

Brinkerhoff, Derick W. and Jennifer M. Brinkerhoff. "International Development Management: Definitions, Debates, and Dilemmas." In Jack Pinkowski and Ali Farazmand, eds. The Handbook of Globalization, Governance and Public Administration, Baron Rouge, LA: Taylor and Francis Group, 2006.

Thomas, Alan. "What Makes Good Development Management?" Development in Practice, Vol. 9, Nos. 1& 2 (February 1999): 9-17.

Abbot, Dina, Suzanne Brown, and Gordon Wilson. "Development Management as Reflective Practice." Journal of International Development, Vol. 19 (2007): 187-203.

Brinkerhoff, Derick W. and Jennifer M. Brinkerhoff. "Paths to International Public Service: The Service-Choice Spiral and Implications for Graduate Education Programs." Journal of Public Affairs Education, Vol. 11, No. 2 (April 2005): 73-82.

#### **Recommended Reading:**

Mowles, Chris. "Post-Foundational Development Management—Power, Politics, and Complexity." Public Administration and Development, Vol. 30, No. 2 (May 2010): 149-158.

### **Jan. 22 Host Introductions; Context of Development Management and Initiatives (2 & 3)**

#### **Assignments:**

Log 1: What role do you see yourself playing in the field of development management? If you became a development manager, which facet(s) of development management (as described in Brinkerhoff & Brinkerhoff, 2005a) would you prioritize? What is your personal vision of what development management should be? Due by noon January 21.

Log 2: Client preference and justification. What are your top three choices in ranked order? Please justify each choice based on 1) how the potential learning will relate to your particular career objectives; and 2) what specific knowledge and experience you have to offer to the client for the proposed project. Due by noon January 23.

#### **Session:**

Team/Project Host Presentations

Discussion of topics 2 & 3, time permitting

## **2. The Context of Development Management**

### **Reading:**

Campfens, Hubert. "International Review of Community Development: Theory and Practice." In Hubert Campfens, ed. *Community Development Around the World: Practice, Theory Research, Training*. Toronto, Canada: University of Toronto Press, 1997: 11-46.

Gillespie, Piers, Mona Girgis, and Peter Mayer. "'This Great Evil': Anticipating Political Obstacles to Development." *Public Administration and Development*, Vol. 16, No. 5 (December 1996): 431-453.

Brinkerhoff, Derick W., and Benjamin L. Crosby. Introduction: Implementing Policy Reforms." Chapter 1 in Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries. Bloomfield, CT: Kumarian Press, 2002: 3-16.

### **Recommended Reading:**

Bhattacharyya, Jnanabrata. "Theorizing Community Development." Journal of Community Development Society. Vol. 34, No. 2 (2004): 1-30.

## **3. The Context of Development Initiatives**

### **Reading:**

Brinkerhoff, Derick W., and Benjamin L. Crosby. "Managing Policy Implementation." Chapter 2 in Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries. Bloomfield, CT: Kumarian Press, 2002: 17-50.

Brinkerhoff, Derick W. "Programs and Program Management." Chapter 2 in Improving Development Program Performance: Guidelines for Managers. Boulder, CO: Lynne Rienner Publishers, Inc., 1991: 7-25.

Brinkerhoff, Derick W. "The Program Environment and the Policy Setting: Appreciating, Adapting and Influencing." Chapter 3 in Improving Development Program Performance: Guidelines for Managers. Boulder, CO: Lynne Rienner Publishers, Inc., 1991: 27-61.

USAID. "Local Systems: A Framework for Supporting Sustained Development." Consultation Draft. [Not an official USAID policy document]. October 2013.

### **Recommended Reading:**

Brinkerhoff & Crosby. "Policy Characteristics Analysis." Chapter 7, 153-162.

## **Jan. 29 Context cont. & Introduction to Strategic Management in Development**

### **Assignments:**

Team Agreements due no later than today by classtime

### **Session:**

Discussion of topics 3 & 4

#### **4. Practical Tools: Introduction to Strategic Management in Development**

##### **Reading:**

Brinkerhoff, Derick W. "Looking Out, Looking In, Looking Ahead: Guidelines for Managing Development Programs." Working Paper No. 1. Implementing Policy Change Project. Washington, DC: USAID, October 1991.

Goldsmith, Arthur A. "Strategic Thinking in International Development: Using Management Tools to See the Big Picture." Special Issue on Implementing Policy Change. World Development, Vol. 24, No. 9 (September 1996): 1431-1439.

##### **Recommended Reading:**

Goldsmith, Arthur A. "Making Managers More Effective: Applications of Strategic Management." Working paper No. 9. Implementing Policy Change Project. Washington, DC: USAID, March 1995.

#### **Feb. 5 5. Process Consultation**

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##### **Assignments:**

Log 3: Do you see yourself as an expert? A facilitator? An observer/researcher? An implementer-doer? How will you balance the technical expertise you may have to offer with creating ownership and mutual learning? How feasible do you think process consultation is in the development industry? Have you had experience that resembles "process consultation"? What was your role and your reaction to this experience? Due by noon February 4.

Log 4: Describe your experience from your initial contact with your host organization. What did you pick up from the environment/context? How did your team interact with each other as you interacted with your hosts? What did you learn about the organization, proposed project, and people that was not necessarily articulated? Due by noon February 6.

Group Project assignment (1) due next week: Brief preliminary statement of the relevant features of looking in, looking out, and looking ahead; and other broad contextual features from topics 2 and 3 as relevant.

##### **Session:**

Reports on initial contacts with host organizations

Discussion of topic 5

Introduction to Problem Trees

##### **Reading:**

Cooke, Bill. "From Process Consultation to a Clinical Model of Development Practice." Public Administration and Development, Vol. 17, No. 3 (August 1997): 325-340.

Kaplan, Allan. "The Practice of the Development Practitioner." In Allan Kaplan, The Development Practitioner's Handbook. London: Pluto Press, 1996: 85-102.

Dass, Ram and Paul Gorman. "The Helping Prison." Chapter 5 in How Can I Help? Reflections on Service. New York: Alfred A. Knopf, 1988, 122-152.

Seal, Mike. "Saul Alinsky: Community Organizing and Rules for Radicals." *The Encyclopedia of Informal Education*, 2008. [[www.infed.org/thinkers/alinsky.htm](http://www.infed.org/thinkers/alinsky.htm)].

Hovland, Ingie. "Problem Tree Analysis." In *Successful Communication: A Toolkit for Researchers and Civil Society Organizations*. London: Overseas Development Institute, September 2005: pp. 12-13.

### **Recommended Reading:**

Blunt, Peter. "Prisoners of the Paradigm: Process Consultants and "Clinical" Development Practitioners." Public Administration and Development, Vol. 17, No. 3 (August 1997): 341-349.

Cooke, Bill. "Participation, 'Process,' and Management: Lessons for Development in the History of Organizational Development." Journal of International Development, Vol. 10, No. 1 (1998): 35-54.

Mindtools. "Cause and Effect Analysis." [Fishbone Diagram] Available at: [http://www.mindtools.com/pages/article/newTMC\\_03.htm](http://www.mindtools.com/pages/article/newTMC_03.htm)

ASQ. "Fishbone Cause and Effect Diagram." Available at: <http://asq.org/learn-about-quality/cause-analysis-tools/overview/fishbone.html>

Sims, Tim. Consultant typology from "Are We 'Real Time' Learning Professionals?" Presentation excerpt, October 2005.

## **Feb. 12 6. First Steps: Players, Interests, Challenges, and Bringing them Together**

### **Assignments:**

Group Project assignment (1) due

Group Project Assignment (2): Preliminary stakeholder analysis, due February 26.

### **Reading:**

Brinkerhoff & Crosby. "Stakeholder Analysis." Chapter 6, 141-152.

Brinkerhoff & Crosby. "Political and Institutional Mapping." Chapter 8, 163-178.

Knowles Morrison, Jenny. "From Global Paradigms to Grounded Policies: Local Socio-Cognitive Constructions of International Development Policies and Implications for Development Management." Public Administration and Development, Vol. 30, No. 2 (May 2010): 159-174.

Kumar, Krishna. "An Overview of Rapid Appraisal Methods in Development Settings." In Krishna Kumar, ed. Rapid Appraisal Methods. Washington, DC: World Bank, 1993: 8-22.

### **Recommended Reading:**

Varvasovzky, Zsuzsa and Ruairi Brugha. "Stakeholder Analysis: How to do (or not to do)..." Health Policy and Planning, Vol. 15, No. 3 (September 2000): 338-345.

MacNeil, D. James. "The AIC Process: Generating Shared Visions for Community Development in Southeast Asia." Washington, DC: Organizing for Development: An International Institute, 1998.

Organizing for Development: An International Institute, web page: <http://www.odii.com/>  
Brinkerhoff & Crosby. "Workshops for Managing Policy Reform." Chapter 9, 179-190.

## **February 19 8. Practical Tools: Development Program Design**

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### **Assignments:**

Group Project Assignment (3): Vertical logic of logical framework (including assumptions), due next week (February 26).

### **Session**

Discussion of design orientation options

Objective tree exercise

### **Reading:**

Brinkerhoff, Derick W., and Marcus D. Ingle. "Integrating Blueprint and Process: A Structured Flexibility Approach to Development Management." Public Administration and Development, Vol. 9 (1989): 487-503.

Delp, Peter, Arne Thesen, Juzar Motiwalla, and Neekakantan Seshadri. "Objective Trees." Systems Tools for Project Planning. Bloomington: Indiana University, Program of Advanced Studies in Institution Building and Technical Assistance Methodologies, 1977: 49-54.

USAID. "The Logical Framework." Technical Note, No. 2, December 2012.

### **Recommended Reading:**

Andrews, Matt, Lant Pritchett, and Michael Woolcock. "Escaping Capability Traps through Problem-Driven Iterative Adaptation." Center for Global Development Working Paper, No. 299, June 2012.

## **February 26 9. Practical Tools: Logical & Results Frameworks**

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### **Assignments:**

Preliminary stakeholder analysis (Project 2) due.

Vertical logic (Project 3) due

Group Project assignment (4): Completed logical framework, due March 26 (revised version due April 9).

### **Session:**

Evaluation Introduction

Logical Framework: Horizontal logic

Video and Exercise

**Reading:**

Brinkerhoff & Crosby. "Policy Monitoring." Chapter 12, 219-233.

USAID. "Developing Results Frameworks." Technical Note, July 2013.

USAID. CDCS Guidance: Country Development Cooperation Strategy. Version 3.

USAID. Functional Series 200 – Programming Policy. Ads 201 – Planning. Skim:

- 201.3.3, USAID Country Development Cooperation Strategy (CDCS) - Content, pp. 10-21
- 201.3.11-3.12, Project Design, pp. 44-51.

Available at: <http://www.usaid.gov/policy/ads/>.

**Recommended Reading:**

Visit the USAID Policies & Procedures website: <http://www.usaid.gov/policy/ads/>

To investigate USAID partner activity in various countries and sectors, see:

- US PVO registry search: <http://pvo.usaid.gov/usaid/>
- USAID project database: <http://portfolio.usaid.gov/>

USAID. "Focus Group Interviews." Technical Note, November 2013.

USAID. "Impact Evaluations." Technical Note, September 2013.

USAID. "Preparing a Performance Management Plan." How-To Note, August 2012.

**March 5 10. Is the Logframe/Performance Measurement an Appropriate Tool?****Assignments:**

Log 5: What functions does the Logframe offer in the development context? Is the current practice of performance measurement appropriate for development? When might/might not it be appropriate? What other tools might we use to identify development successes? How might these tools be adapted to measure development? What could be the need for and disadvantages of more flexible approaches? You might also think about how your vision of development is implicated in these questions and the use of these tools. Due noon March 4.

**Session:**

Discussion of topic 10

Appropriateness of Logframes: Guest Lecturer: Ana Bilik, Vice President, Programs, ACDI/VOCA

Logical Framework working session and feedback (vertical logic)

**Reading:**

Gaspar, Des. "Evaluating the 'Logical Framework Approach' Towards Learning-Oriented Development Evaluation." Public Administration and Development, Vol. 20, No. 1 (2000): 17-28.

Smith, Peter. "A Comment on the Limitations of the Logical Framework Method, in reply to Gaspar, and to Bell." Public Administration and Development, Vol. 20, No. 3 (2000): 439-441.

Eyben, Rosalind. "Hiding Relations: The Irony of 'Effective Aid.'" European Journal of Development Research, Vol. 22, No. 3 (July 2010): 382-397.

Burkey, Stan. "Self-Reliant Participatory Development." In Stan Burkey, People First: A Guide to Self-Reliant, Participatory Rural Development. London: Zed Books, 1993: 40-70.

### **Recommended Reading:**

Mowles, Chris. "Keeping Means and Ends in View—Linking Practical Judgment, Ethics, and Emergence." Journal of International Development, Vol. 24 (2012): 544-555.

Bell, Simon. "Logical Frameworks, Aristotle, and Soft Systems: A Note on the Origins, Values, and Uses of Logical Frameworks, in Reply to Gasper." Public Administration and Development, Vol. 20, No. 1 (2000): 29-31.

Douthwaite, Boru, Sophie Alvarez, Graham Thiele, and Ronald Mackay. "Participatory Impact Pathways: A Practical Method for Project Planning and Evaluation." ILAC Brief, No. 17, May 2008.

## **March 12 Spring Break**

### **March 19 7. Mechanisms for Participation and Coordination**

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#### **Session:**

Guest Professor: Derick Brinkerhoff, RTI International & GW TSPPPA

Logical Framework working session and feedback (horizontal and vertical logic)

Team meetings with Professor, March 23-27. Bring revised logical framework

#### **Reading:**

Brinkerhoff & Crosby. "Citizen Participation in the Policy Process." Chapter 3, 51-84.

Brinkerhoff & Crosby. "Policy Partnerships." Chapter 4, 85-116.

Brinkerhoff & Crosby. "Coordination for Policy Implementation." Chapter 5, 117-139.

Brinkerhoff & Crosby. "Advocacy for Policy Reform." Chapter 10, 191-204.

### **March 26 11. Development Strategies and Tactics for Accessing Values**

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#### **Assignments:**

Log 6: Are values a means or an end? Do you think it is appropriate to consider tapping others' values for the purpose of promoting development? How might you do that? As an external "change agent" how do you approach situations where there are conflicting values among members of your client group? Due noon March 25.

Group Project assignment (4): Completed logical framework (revised version due April 9 by 5:00 p.m.)

**Session:**

Discussion of topic 11

Logical Framework working session and feedback (horizontal and vertical logic)

Watch *Heart of the Congo: Rebuilding Life in the Face of War*. (Tom Weidlinger, Moira Productions, 2004).

**Reading:**

Burkey, Stan. "Working With People." In Stan Burkey, People First: A Guide to Self-Reliant, Participatory Rural Development. London: Zed Books, 1993: 130-163.

Kahn, Si. "Culture." In Si Kahn, Organizing: A Guide for Grassroots Leaders. New York: McGraw-Hill, 1982: 325-337.

Henry, Kenneth I. "Community Building in Small Groups." In Ernie Stringer, et. al Community-Based Ethnography: Breaking Traditional Boundaries of Research, Teaching and Learning. Mahwah, New Jersey: Lawrence Erlbaum Associates, 1997: 38-52.

King Jr., Martin L. "Letter From Birmingham City Jail." In James M. Washington, ed. A Testament of Hope: The Essential Writings of Martin Luther King Jr. San Francisco: Harper and Row, 1986: 289-302.

**Recommended Reading:**

Pramanik, Ataul Huq. "Islam and Development Revisited with Evidences from Malaysia." Islamic Economic Studies, Vol. 10, No. 1 (2002): 39-74.

**April 2 12. Practical Tools: Development Implementation**

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**Session:**

Discussion of topic 12 and monitoring and evaluation

Project Budgets: Guest Lecturer: Joan Dudik-Gayoso, Senior Executive in Residence, Trachtenberg School

**Reading:**

Selected Readings from Delp, Peter, Arne Thesen, Juzar Motiwalla, and Neekakantan Seshadri. Systems Tools for Project Planning. Bloomington: Indiana University, Program of Advanced Studies in Institution Building and Technical Assistance Methodologies, 1977:

- "Flowcharts." 107-112.
- "Gantt Charts." 252-259.

USAID. "Preparing a Project-Level Cost Estimate." How-To Note, August 2013.

Catholic Relief Services. "Chapter 6. Finance." In Institutional Strengthening Guide. Baltimore, MD: Author, 2011: 17-23. Available at: <http://www.crsprogramquality.org/storage/pubs/partnership/Chapter%206%20Finance.pdf>

Catholic Relief Services. "Chapter 10. Monitoring and Evaluation." In Institutional Strengthening Guide. Baltimore, MD: Author, 2011: 16-17. Available at:

<http://www.crsprogramquality.org/storage/pubs/partnership/Chapter%2010%20Monitoring%20and%20Evaluation.pdf>

## **April 9 13. Negotiation and Conflict Resolution**

### **Assignments:**

Revised logical framework (Project 4) due April 9 by 5 p.m.

Project budget (Project 5) due April 9 by 5 p.m.

### **Session:**

Discussion and exercise on Getting to Yes

### **Reading:**

Fisher, Roger and William Ury. Getting to Yes: Negotiating without Giving In. 2<sup>nd</sup> ed. Boston: Houghton Mifflin, 1991.

### **Recommended Reading:**

Kahneman, Daniel and Jonathan Renshon. "Why Hawks Win." Foreign Policy, Issue 158 (January/February 2007).

Rosenberg, Marshall. "How You can Use the NVC Model." Center for Non-Violent Communication.

Brinkerhoff & Crosby. "Conflict Resolution." Chapter 11, 205-218.

Additional materials for giving and receiving feedback are available on Blackboard under "Team Resources" and then "Feedback."

## **April 16 14. Development for Whom? Perspectives, Roles and Responsibilities**

### **Assignments:**

Log 7: Discuss the readings and your insights from them. How do you think they apply to development generally? How might they apply to the role you see yourself playing in development? Due noon April 15.

Group project application (Project 6; Project 7).

### **Reading:**

Smith, Stephen C. "Poverty Traps: Why the Poor Stay Poor." World Ark. Little Rock, AK: Heifer International, July-August 2006: 6-13.

Fanon, Franz. "The So-called Dependency Complex of Colonized Peoples." In Franz Fanon, Black Skin White Masks. New York: Grove Press, 1967: 83-108.

Freire, Paulo. "Chapter 1." In Paulo Freire, Pedagogy of the Oppressed. New York: Seabury Press, 1968: 27-56.

Burkey, Stan. "Agents of Change." In Stan Burkey, People First: A Guide to Self-Reliant, Participatory Rural Development. London: Zed Books, 1993: 73-87.

## **April 23 Group Project Presentations and the Future of DM**

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### **Session:**

Log Entry: Answer the questions raised by Kahn (1982, pp. 330-331) (Optional)

Group Projects Due

Group Project Presentations

### **Reading:**

Brinkerhoff, Jennifer M. and Derick W. Brinkerhoff. "International Development Management: A Northern Perspective." Public Administration and Development, Vol. 30, No. 2 (May 2010): 102-115.

Abou Assi, Khaldoun. "International Development Management Through a Southern Lens." Public Administration and Development, Vol. 30, No. 2 (May 2010): 116-123.

Gulranjani, Nilima. "New Vistas for Development Management: Examining Radical-Reformist Possibilities and Potential." Public Administration and Development, Vol. 30, No. 2 (May 2010): 136-148.

Brinkerhoff, Derick W. "A Selective Review of USAID-Funded Development Management Research and Practice: Relevance for Strengthening Country Systems." Background Paper for the USAID Experience Summit on Strengthening Country Systems. Washington, DC: USAID, November 2012.

## Student Logs

Students are required to keep a log, capturing their reflections on the readings and discussions in class, especially as they relate to your own values, experience, and career plans. Log entries are required for selected class sessions, as indicated below. **Log entries are due on Blackboard by noon the day before the relevant topic will be discussed.**

You are invited to amend these entries following new insights you may have gained from class discussions, and are also encouraged to make entries in addition to those assigned, for your own professional development.

Entries will be graded according to whether you addresses each component of the question and submit the paper on time (a half-grade will be deducted for each of the following time periods: from noon-5:00 p.m., 5:00 p.m. – 9.00 a.m. the day of class, 9:00 – noon, noon-3:00, 3:00-6:00, no credit beyond 6:00 p.m. the day of class). All logs should be submitted via Blackboard, under “Assignments.”

1. What role do you see yourself playing in the field of development management? If you became a development manager, which facet(s) of development management (as described in Brinkerhoff & Brinkerhoff, 2005a) would you prioritize? What is your personal vision of what development management should be? Due by noon January 21.
2. What are your top three choices in ranked order? Please justify each choice based on 1) how the potential learning will relate to your particular career objectives; and 2) what specific knowledge and experience you have to offer to the client for the proposed project. Due by noon January 23.
3. Do you see yourself as an expert? A facilitator? An observer/researcher? An implementer-doer? How will you balance the technical expertise you may have to offer with creating ownership and mutual learning? How feasible do you think process consultation is in the development industry? Have you had experience that resembles “process consultation”? What was your role and your reaction to this experience? Due by noon February 4.
4. Describe your experience from your initial contact with your host organization. What did you pick up from the environment/context? How did your team interact with each other as you interacted with your hosts? What did you learn about the organization, proposed project, and people that was not necessarily articulated? Due by noon February 6.
5. What functions does the Logframe offer in the development context? Is the current practice of performance measurement (cf Cooke et al. 1995) appropriate for development? When might/might not it be appropriate? What other tools might we use to identify development successes? How might these tools be adapted to measure development? What could be the need for and disadvantages of more flexible approaches? You might also think about how your vision of development is implicated in these questions and the use of these tools. Due by noon March 4.
6. Are values a means or an end? Do you think it is appropriate to consider tapping others’ values for the purpose of promoting development? How might you do that? As an external “change agent” how do you approach situations where there are conflicting values among members of your client group? Due by noon March 25.
7. Discuss the readings from the session “Development for Whom? Perspectives, Roles and Responsibilities” and your insights from them. How do you think they apply to development

generally? How might they apply to the role you see yourself playing in development? Due by noon April 15.

8. Final Log: This log is recommended, not required. I strongly encourage you to consider writing this entry upon completion (or towards the end) of this class. As we've discussed, once you are in the field it is very difficult to find the time for such reflection. I'm happy to read these if you would like me to, but, again, this is not required. Answer the questions raised by Kahn (1982, pp. 330-331):
  - a. Why are you willing to put in the enormous time and trouble necessary to be a leader?
  - b. Why is it important to you that people stand up and fight back?
  - c. What is it about the things that you believe that makes you willing to take the risks that you take, to spend the time that you spend?
  - d. What is it in how you feel about yourself that gives you the self-confidence and pride to be able to step forward?
  - e. What is it in your beliefs about others that makes you work with them, over and over trying to develop their skills, their self-confidence, their beliefs in themselves?

## **Project Design Assignment Description**

The project design requirement of this course is designed to provide you with a “trial run” in designing a project. By providing a context for a trial run, I hope that you will have the opportunity to take risks, learn and apply new tools, and experiment with new ideas in a supportive context where you can discuss your experience and ask questions both of your colleagues and your professor. By the end of this course you will have completed a rough example of a project paper.

Student teams will complete each component in sequence, making revisions as needed through the course of the project design. Some in-class time will be made available. I also encourage you to compare notes, ideas, and progress among groups. The final project papers are due April 23.

Preliminary assignment: Team Agreement (due no later than January 29). See guidelines provided.

### 1. General Framework & SWOT Analysis (Project 1, February 12)

This will include an initial assessment of the key components of the three-dimensional strategic management model: looking in, looking out, and looking ahead. One specific tool to be applied will be SWOT analysis. The discussion should also include the rationale/reason for the project.

### 2. Stakeholder Analysis (Project 2, February 26)

Part of the looking out dimension, the stakeholder analysis will more specifically identify parties whose interests must be addressed in various aspects of the project design. A secondary component of the stakeholder analysis is to determine which stakeholders and corresponding issues can be merely appreciated, which can be influenced, and which can be controlled. Strategies for addressing each of these contingencies will need to be developed as part of the project design.

### 3. Objective Trees (in class exercise, February 19) and Vertical Logic (February 26) (Project 3)

Students will learn about hierarchies of objectives, construct an objective tree for the project, and begin to learn about the logical framework tool (in class, February 19). The result of the objective tree exercise will be folded into the logical framework and is **not included in the final project paper**. The initial vertical logic of the logical framework, based on this exercise, is due February 26.

### 4. Logical Framework (Project 4, First Draft due March 19; Team meeting week of March 23-27; Revised/Final due April 9)

A completed (with horizontal and vertical logic) logical framework (or results framework) is required for the final paper. A key component of the logical framework is the identification of verifiable indicators and means of verification. These components later form part of the basis of a monitoring and evaluation plan.

This is the most informative and challenging of the paper components. Therefore, it will be completed over several phases: First Draft due March 20, in class working session/feedback; Team consultation with professor March 23-27; Revised/Final logical framework due April 9 (by 5:00 p.m.).

### 5. Project Budget (Project 5, April 9, by 5:00 p.m.)

Working from the logical framework, students will identify the resources needed, sources and costs.

### 6. Monitoring and Evaluation Plan (Project 6, by April 16)\*

The M&E plan should include evaluation tools and processes that will help the client to know 1) did they do what they said they would do (this is standard monitoring); 2) did they do it well; 3) what adjustments need to be made (i.e., for a learning or course correction purpose); 4) did they do the

right things in order to reach their chosen goals; and 5) what are the impacts of the program, intended or otherwise? These last two functions are typically addressed in mid-term and final project evaluations. For each of these functions, you need to specify what data will be collected, how, by whom, and how often, and to whom these reports should be provided. The narrative should be organized around the purpose of each data collection effort, and the evaluation products.

7. Implementation Plan (Project 6, by April 16)\*

A Gantt chart for implementing the project is also required. Students are encouraged to explore computer applications for project implementation, such as MS Project, though this is not required.

8. Looking Ahead (April 23)

The project paper should conclude with a commentary on sustainability issues.

9. Final Paper & Transmittal Memo (April 23)

You will need to revise these various components to produce a final, integrated and coherent paper. The tone of the final paper—and some of the content—will depend on your audience. Your client may request that you write the paper for a potential funder or another external stakeholder; or you may frame the paper directly for the client, in which case you may have to reframe some of your discussion of the SWOT analysis. If the paper is directed to staff, remember that you need to inspire them with stretch goals and incentivize them by linking tasks and indicators to their interests. If your audience is a potential funder, then you need to inspire confidence in the implementing organization and an appreciation for its unique strengths and approach.

Remember that all tables and charts must be attached, but these alone are insufficient to meet the requirements of this assignment. You will need to provide enough explanatory narrative to meet the objectives for your chosen audience in a clear, readable format and style.

The paper should be double-spaced, with 12 point font, and a length of between 20 and 30 pages total, including all appendices and annexes. It should include sources and a table of contents.

The final paper should be accompanied by a memo, addressed to me. This should include clarification of your audience for the paper, and a statement on the realistic probability that the project will actually be implemented. The latter requires a discussion of funding possibilities where applicable. Students should outline what will happen to their project design beyond the classroom.

10. Project Presentation (April 23)

You will be asked to present your projects in a simulated meeting for project approval. You will specify the precise audience as relevant to your project. You may organize the presentation however you like. It is not required that every team member present, though all of you should participate in the preparation of the presentation.

A one page summary of the project should be provided as a handout and should include: project title, organization, rationale, goal and purpose, and timeframe.

You are *strongly* encouraged to view this presentation as an initial run and to follow up with a formal presentation to your client. The latter is not required for this course. However, it is the best way to ensure a good impression on your hosts, value-added to them, and the likelihood that they will remain a part of your professional network.

\*Teams are encouraged to submit these as early as possible to allow time for feedback and revision.

## **Policies in Public Administration and Public Policy Courses**

1. The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester.
2. Religious holidays: Religiously observant students should notify the professor the first week of classes regarding any session that will be missed.
3. Accommodation for Students with Disabilities: In order to receive accommodations on the basis of disability, a student must give notice and provide proper documentation to the Office of Disability Support Services, Rome Hall, 801 22nd St., NW Suite 102, 202-994-8250 (see <http://www.gwired.gwu.edu/dss>). Accommodations will be made based upon the recommendations of the DSS Office.
4. Academic Honesty: Students are expected to adhere to the University's Code of Academic Integrity (see <http://studentconduct.gwu.edu/code-academic-integrity>). Note especially the definition of plagiarism: "intentionally representing the words, ideas, or sequence of ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information." All examinations, papers, and other graded work products and assignments are to be completed in conformance with the George Washington University Code of Academic Integrity. IT IS YOUR RESPONSIBILITY TO KNOW THE CODE AND TO FOLLOW IT.
5. Submission of Written Work Products Outside of the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment. Students can submit written work electronically only with the express permission of the instructor.
6. Submission of Written Work Products after Due Date: Policy on Late Work: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor. [Note: Brinkerhoff's policy is that without prior approval, late work is reduced by one-half grade for every three days (or parts thereof) that it is late].
7. Incompletes: A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for incompletes and submit a copy to the School Director. Please consult the SPPPA Student Handbook or visit <http://bulletin.gwu.edu/university-regulations/> for the complete University policy on incompletes.
8. Changing Grades After Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.
9. Professor Brinkerhoff's Policy on Grade Contestation: Students wishing to contest a grade are required to write a professional memo outlining their case, along with supporting examples from the submitted assignment.