Managing People in Public and Nonprofit Agencies
Course PBAF 509

Faculty Adrienne E. Quinn, J.D., M.Div.
aquinn2@uw.edu

Course Time Wednesdays 5:00-7:50, Savery Hall, Room 137

Course Description
Explore the fundamentals of managing people with a specific emphasis on managing people in nonprofit and public agencies. The course will cover theoretical and practical aspects of management such as: learning how to motivate a team for results; understanding key aspects of human resource law and practice; exploring how lean management can be utilized in nonprofit and government agencies; managing a diverse workforce; and managing in a union environment.

Methods of Instruction
The course format will combine lectures, case studies, class discussion, and teaching through the Socratic method to enhance students' ability to problem solve. Guest lectures will include executives from nonprofit and public agencies who will focus on unique aspects of managing people in foundations, nonprofits and the public sector.

Learning Objectives
➢ Understand strategies to motivate and manage effective teams
➢ Explore what it means to manage a diverse group of people
➢ Gain a basic understanding of human resource law and practice to be able to “issue spot” in future management situations
➢ Explore and identify what is unique about managing people within the nonprofit sector and public agencies

Class Assignments and Grading
➢ Class Participation 25%
➢ Team Project 35%
➢ 2 Memos 20% each

Assignments (assignment descriptions are at the end of the syllabus)

1. Memo #1 Due – April 20th
2. Group Project Due and Presentation – May 18th
3. Memo #2 Due – June 1st
Master Reading List

Books


When the Sky Falls Down


Articles

Grote, Dick, *A Step-by-Step Guide to Firing Someone*, HBR (February 17, 2016)
Kahneman, Daniel, Dan Lovallo and Oliver Sibony, *The Big Idea: Before You Make that Big Decision*, HBR (June 2011)
Spear, Steven & H. Kent Bowen, *Decoding the DNA of the Toyota Production System*, HBR, September-October 1999, p. 97-106

King County Determinants of Equity Baseline project:

Case Studies

Case studies will be handed out in class.

Classes

Class 1- March 30th
1. Introductions/Course Overview/ Theories of Management
2. The Importance of Emotional Intelligence for Managers and Leaders


Class 2- April 6th
Creating a Vision for your Team and Why a Vision is Important

Wagner, “The First Element: Knowing What's Expected,” 1-15

Class 3 – April 13th
Legal Aspects of Human Resources & Managing and Diversity

King County Determinants of Equity Baseline Project:


Class 4 – April 20th
Memo #1 Due
1. Managing People in Foundations
Guest Lecturer: Erin Kahn, Executive Director, Raikes Foundation

As director, Erin oversees operations and strategy, working closely with the co-founders to advance the foundation’s mission of empowering young people to transform their lives. Previously, Erin was associate director at Social Venture Partners Seattle (SVP Seattle). During her eight-year tenure, she managed the nonprofit capacity-building program and helped lead the grantmaking programs. She also supported SVP's expansion, providing technical assistance to philanthropic leaders in other cities across the U.S. and Canada who sought to replicate SVP's model of engaged philanthropy. Erin holds a master's degree in public administration from the Evans School of Public Affairs at the University of Washington and a bachelor's degree in political science from the University of California at San Diego.

2. Decision Making

Kahneman, Daniel, Dan Lovallo and Oliver Sibony, The Big Idea: Before You Make that Big Decision, HBR (June 2011)

Class 5 – April 27th
Listening to Your Staff & Motivating Your Team

Wagner, “The Seventh Element: My Opinions Seem to Count,” 91-108
Wagner, the Fourth Element: Recognition & Praise,” 49-62.
Wagner, the Fifth Element: Some at Work Cares About Me,” 63-76.

http://www.wimp.com/surprisingmotivation/

Haden, Jeff, “10 Scientifically Proven Ways to Build and Manage Great Teams, Inc.”

Class 6 – May 4th
1. Managing in a Union Environment
Guest Lecturer: Patti Cole-Tindall, Chief of the King County Sheriff’s Technical Services Div.
Prior to becoming Chief of the Technical Services Division, Patti was Director of Labor Relations for King County. In that role she was the key advisor to the Executive and County Council on labor
strategic planning, labor policy development, and employment law. She served as the chief negotiator for the County and is responsible for directing and administering relations with organized labor. She has served several different departments over the past 17 years, previously as Assistant Director of the Community Corrections Division in the Department of Adult and Juvenile Detention (DAJD). Patti Cole-Tindall was formerly responsible for the regional investigative program at the Washington State Employment Security Department which was designed to detect fraud and theft of unemployment insurance benefits.

2. Ethics In Managing People

Ethics case studies to be handed out in class

Class 7 – May 11th
1. Management in Public Agencies
Guest Lecturer: Tim Ceis
Tim Ceis is a principal of Ceis Bayne East Strategic. Tim spent over 23 years in public service holding executive positions in city, county and state government. Most recently Tim was Deputy Mayor at the City of Seattle for eight years where he was responsible for oversight of the city's 26 departments, including all policy and operational issues for the mayor. Prior to that Tim was the Chief of Staff to King County Executive Ron Sims. He also served as the Director of the King County Endangered Species Act Policy Office developing the central Puget Sound recovery plan for Chinook Salmon and Bull Trout. Other positions he has held include Executive Policy Coordinator for Governor Gary Locke and Deputy Director of Budget and Strategic Planning for King County Executive Gary Locke. He attended the University of Washington.

2. Human Resources Overview and Practice
Grote, Dick, A Step-by-Step Guide to Firing Someone, HBR (February 17, 2016)

Class 8 – May 18th

Group Presentations to Class

Class 9 – May 25th
1. Change Management & Lean Management
Rock, David and Jeffrey Schwartz, The Neuroscience of Leadership, Strategy + Business, issue 43 (Summer 2006)
Kotter, John & Leonard Schlesinger, Choosing Strategies for Change, HBR July-August 2008, p. 130
Spear, Steven & H. Kent Bowen, Decoding the DNA of the Toyota Production System, HBR, September-October 1999, p. 97-106

Class 10 – June 1st Memo #2 Due
1. Why Knowing Your Individual Team Members Strengths and Skills is Important/Staff Development
Wagner, the Sixth Element, Someone at Work Encourages My Development,” 77-90.
2. Course Wrap up & Course Evaluation

Assignments

1. Memo #1
Consider an important decision you made over the last two years and in a three page memo (1.5 line spacing/12 pt. font) discuss:

➢ Did a decision need to be made?
➢ Was the decision the right choice?
➢ Was it made on a timely basis?
➢ Were the right people involved in the decision-making process?
➢ Was it clear who had final say in the decision-making process and who would be accountable for the decision's implementation?
➢ Were the right people involved or were some left out?
➢ Was the decision made based on all of the available information and the most accurate information?
➢ Did those involved in the decision adhere to the process agreed upon to make the decision?
➢ Was there controversy and how was it handled?
➢ How did the organization's or group dynamic encourage or derail the decision making process?

The purpose of this memo is to reflect on and evaluate a decision-making process. The subject of the decision and the outcome of the decision-making process are not what will be considered by the instructor in grading the memo.

2. Group Project
Groups of 4-5 students will be randomly assigned to a group by the instructor to more closely simulate team dynamics in the workplace since we rarely are able to chose our co-workers. Each group will chose between Option A and B.

**Option A**

This fast moving book details the experience of a Hmong family seeking treatment for their young daughter in the hospital system in Merced, CA. Teams selecting this option will:

➢ prepare a 5 minute presentation for the class explaining what occurred both from the hospital perspective and from the family's perspective; and
➢ One of the teams will take on the roll of the hospital administration and will make policy recommendations to the hospital board of directors that are aimed at ensuring that this situation does not occur again in the future. The team shall describe in three pages or less:
  ○ who they would consult to develop the policy guidelines;
  ○ how they would implement the policy-making proces;
  ○ and what the policy recommendation would be to avoid the cultural clash that occurred.
  ○ Each team member will also submit a one page or less reflection on the group process considering what worked in the group process, what didn't and how leadership evolved in the group.
➢ A second group will address each of the bullet points above, but from the perspective of the state child welfare agency making recommendations to the governor.
Option B

Teams will research communication styles and norms from two to three recent immigrant populations in King County (e.g. Somali, Vietnamese, Burmese, Mexican) or three different geographic regions of the U.S. and describe how different communication styles and norms could contribute to misunderstandings or problems in the workplace, particularly if the workplace is dominated by individuals with western European ethnicity. For example, in China, when two people communicate, the more informal the communication, the fewer words are used because words are considered to put distance between the two individuals. Therefore, direct and succinct communication is considered polite and demonstrates a closeness or informality. However, some from western European backgrounds, begin by greeting the individual and using more words before getting to the point. In this instance, the opposite communication styles are considered polite or rude. Another cultural issue that arises in the workplace is touching, e.g. handshakes, hugs, touching a co-workers arm when speaking to them. The teams will create a 15 minute presentation to the class and submit a paper that is less than three pages in length detailing:

- different communication styles;
- the potential areas for misunderstanding;
- what the team, as managers, would do to avoid some of these potential cultural collisions or how they would address them if they do occur.

Each team member will also submit a one page or less reflection on the group process considering what worked in the group process, what didn't and how leadership evolved in the group.

3. Memo #2

You have recently been named the new manager for a program group of six individuals. The group has a reputation for performing mediocre work at best. The reason the previous program manager left was because of the program manager's interpersonal conflicts with several of the staff. Two of the individuals are ten years older than you and have worked in the program area for 20 years. They each tend to work in isolation administering and monitoring their particular program area and have little interest in changing the way they do their jobs. Your supervisor has tasked you with creating a team that works collaboratively and has asked you to determine whether the work should be reorganized in any way that would result in better service delivery for the clients. In a two page memo to your supervisor, please describe:

- how you would evaluate the group dynamics;
- how you would facilitate more teamwork within the group; and
- how you would approach reorganizing the work, particularly if some of the staff are resistant to doing their jobs differently.

If you would like to have the final graded memo returned to you, please turn in a self-addressed stamped envelope with the final paper.