Welcome to Managing Organizational Performance, the second course in the core management sequence. The first course, Managing Politics and the Policy Process (PBAF 511), positioned you as a leader looking primarily outward to the authorizing environment and a variety of stakeholders. This course puts you in the position of a manager looking inward, to improving organizational operations and capacity, while recognizing the external pressures and financial considerations that affect them. The course is structured around three interlocking themes, with the theme of organizational change cross-cutting the modules:

- **Managing People** examines alternative approaches for managing relations with employees, teams, and diverse workplaces are key topics here.
- **Managing Processes** focuses on managing operations across organizational boundaries and managing to improve organizational integrity and trust.
- **Managing Performance** examines mechanisms for performance management and accountability, including qualitative and quantitative approaches to assess and catalyze progress toward achieving organizational mission and goals. How performance management can improve service delivery is a key topic.

We build on your previous core course on *Managing Politics and the Policy Process* by addressing leadership and strategy, but focus more directly on operational processes and effectiveness. While the course centers on management strategies and techniques, the assigned readings and cases also address public values, ethics, and diversity.

In keeping with the approach in *Managing Politics and the Policy Process*, we will make extensive use of teaching cases or simulations, supplemented by readings, to

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1 Please note there will be no section on Friday, January 15th and Monday, January 18th (MLK holiday); and Friday, February 12th and Monday, February 15th (President’s Day)
improve your knowledge and application of relevant analytic frameworks. A key feature of the course is the use of cases drawn from governmental as well as non-profit contexts across several levels of a governance system (international to local). We will typically have a main case study or simulation exercise each week together with several ‘case scenarios’ from other countries, so as to inject some comparative thinking about ‘what works, where, and why?’ into our discussions. Several of these case scenarios will come directly out of your own interests.

**READINGS**
The required readings include one textbook, cases you may need to purchase directly from an external website (instructions to follow), and links to materials on our Canvas website. There are two required texts for the class:

- Hal Rainey (2014) *Understanding and managing public organizations*, 5th edition, which is available from the U-store as well as on Kindle if you so prefer.
- Heath & Heath (2010) *Switch: How to change things when change is hard*, available on amazon or kindle.

There is also a required coursepack with the cases we will be covering, which you purchase directly from: [https://cb.hbsp.harvard.edu/cbmp/access/43402703](https://cb.hbsp.harvard.edu/cbmp/access/43402703). (Note the pack has two optional readings.)

Other readings will be made available through canvas.

**ASSIGNMENTS AND GRADES**
Assessed material in the class is meant to promote your learning, self-reflection and ability to apply concepts to complicated situations. There are four basic categories of work for the class:

**Memos (2 x 17.5% each):** We will have 6 formal case studies in the class, with specific questions posed for each of them. You are asked to individually write a memo on any two of these cases. Memos should be posted to canvas by 11:59 pm on the Wednesday before each class, and late memos will not be accepted. Memos should be no longer than 2 pages single-spaced, and should follow the sensible advice laid out in the Electronic Hallway piece entitled “Writing Effective Memos” by John Boehrer. (Further guidelines will be offered in section.)

Special 'get it right' grading policy for the memos: You may resubmit memos within 2 weeks of receiving a grade on it, in which case it is possible to raise your grade by up to one notch, e.g. from a B+ to A-. Whether a higher grade is awarded will depend on the demonstrated learning shown in the revision, which must be substantial. Submit to the teaching assistant hardcopies of: 1) the original memo; 2) the revised memo; with 3) a cover note explaining your thought process and
learning through the revision. Please note that revisions not submitted in this way will not be accepted.

General criteria for the grading of the memos include the following:

Grading memos: Substance

**Stronger memos contain:**
- Arguments systematically derived from frameworks
- Justifications for recommendations
- Frameworks applied in clear, coherent, and logical way

**Weaker memos contain:**
- Unjustified recommendations (e.g., “do this, do that”)
- Arguments that float free of the frameworks
- Excessive space devoted to rehashing the case or explaining frameworks for the audience
- Incoherent, inconsistent, or illogical use of frameworks

Grading memos: Style

**Stronger memos contain:**
- Text written with audience in mind
- Subheadings, bullet points, and/or other formatting devices to help readers follow the argument and see key points
- Simple, clear, straightforward, well-written sentences
- Logical structure (with important points front-loaded)

**Weaker memos contain**
- Typos (e.g., misspellings, inconsistent punctuation, etc.)
- Passive phrasing (i.e., dodging who should do what to whom)
- Undefined academic jargon
- Bureaucratic jargon (“bureaucratese”)

**Team presentation** (17.5%): We will kick off each formal case study with two team presentations – each no longer than 8 minutes, strictly enforced – of a proposed action plan for the case; in most cases (except in the final week\(^2\)) the teams will be ‘competing’ with each other as if to be awarded a consulting contract to design and help guide the implementation of organizational changes. (The class will vote electronically on the winner.) For this purpose you will be assigned to a team of 3-4 students.

One option for delivering the team presentation is to pre-record it and upload the video onto youtube, in which case we will simply play it during class. This is encouraged; it has the double advantage of helping you learn – as it is always instructive (if sometimes painful) to view yourself making a presentation – and

\(^2\) The one exception to the presentation focus of the teams is in the final week, in which three teams will be invited to present a case study of a contemporary management problem of their own choosing for class analysis and discussion.
allowing your team greater control over the actual delivery. It is not, however, required.

Stronger presentations will have many of the substantive characteristics of strong memos; in addition:

- The contributions of all team members will be evident and roughly balanced.
- They will be well rehearsed and smoothly delivered.
- They will communicate a key action plan coherently and persuasively.
- Use of audiovisual materials, if any, will enhance rather than distract from the key message.
- Participants will respond effectively to points and challenges raised in the discussion.

Team videos, presentation slides and/or handouts should be uploaded to canvas on the Wednesday before class before 11:59 pm.

(Note: You can write one of the required individual memos on the case for which your team is presenting, and can draw on the ideas of others in your group; but the actual writing of the memo should remain individual.)

**Current example/”mini-case” writeup of a management dilemma (17.5%)**: Current examples/”mini-cases” as understood here are 1-2 page write-ups accompanied by a source material (typically one or more newspaper articles, for which weblinks can be given, supplemented by information on an organization’s website etc.). These examples follow the prompt question given each week by showing how a particular theme covered in the course is reflected in a concrete case playing out at present or in the recent past.³

Stronger current examples will be:

- Clear and interesting illustrations of a dilemma, problem, trend or theme for the given week;
- Analytical, with references to or linkages made to concepts covered in the readings or case study for the given week, and aimed at offering us alternative viewpoints for understanding the dilemma considered.
- Conducive to discussion in class and facilitative of the learning of the class.

Unlike most policy memos, you are not required to offer a solution to the ‘dilemma’ or case you present. Instead, we are looking at these current examples/mini-cases to be a springboard for comparative discussion on the theme for the week. We seek

³ The one exception to the ‘current example’ focus is the final week, in which current example writers are asked instead to reflect on the arc of a key course theme as it surfaced across three of the cases we have covered; you would choose both the theme and the cases to write on.
vivid, provocative cases that can be quickly read and connected to themes in the readings and lectures.

You are only required to write one such current example/mini-case. To ensure more even treatment of topics, a signup sheet will be circulated early in the course schedule for you to elect which topics appeal most to you.

Current examples should be uploaded to canvas on the Wednesday before class before 11:59 pm.

**Class participation** (30%) is a significant contributor to your learning, and has implications for the learning of everyone else in the class too. While at a minimum I expect everyone to come to class prepared to share their perspectives on the course materials, I recognize that different students will have different ways of sharing their insights, and thus participation will here be assessed in several ways:

- Assessment of your participation by the teaching assistant and professor in the classroom.
- A questionnaire distributed at the end of the quarter allowing you to identify fellow students who particularly contributed to your own learning.
- Class attendance, which is mandatory in both class and section discussions, unless by previous arrangement.

An additional way to assess class participation grade is really meant as a tool for your own learning: keeping a ‘learning journal’ that brings together some of your key impressions, learning points and unresolved questions each week. At the end of most classes or sections, some time will be set aside for this, and you are welcome to bring your laptop to directly use it for this purpose during class. You should ensure you have contributed brief (less than one page per submission) but thoughtful submissions to the journal in at least 6 of the 10 weeks of the class, though you are welcome to do more. In addition to uploading your initial notes each week, you will be bringing these together (after further editing should you wish) into a single file for submission at the end of the quarter. Please note that in the spirit of a personal journal, this is not meant to be a polished piece of writing, nor will it be shared publicly. It should simply be self-explanatory enough so I can follow your train of thought and the emerging connections you are making across different parts of the course, including readings, guest speakers, cases you didn’t write a memo on, observations from the simulations etc.

**ACADEMIC INTEGRITY**

As a student in this course, you acknowledge that you are a member of a learning community in the Evans School of Public Affairs that is committed to the highest academic standards. As a member of this community, you agree to uphold the fundamental standards of honesty, respect and integrity, and you accept the responsibility to encourage others to adhere to these standards. If you are uncertain about whether a particular action constitutes academic misconduct, please ask me.
or the teaching assistant for guidance before an assignment is due. You must write your own memos, not copy or paraphrase memos others have written. Plagiarized memos will receive a grade of 0. Group projects must also be original work done by the group.

STATEMENT ON DISABILITIES:
The university will provide reasonable accommodation of academically qualified students with disabilities so those students can participate fully in the university’s educational programs and activities. Any student requesting academic accommodation based on a disability is required to register with Disability Resources for Students (DRS). You can apply at this website: depts.washington.edu/uwdrs/ Please inform me of your accommodation so that I can prepare adequate resources for you.
### Summary of Session Flow, Current Examples and Team Presentations for Managing Organizational Performance

*Important: Consult weekly “Pages” and “Assignments” in Canvas at least one week in advance for most up-to-date readings and discussion questions*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Cases</th>
<th>Assignments / Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Jan 7</td>
<td>Management. Organizations. Performance</td>
<td>Case: Ek Sonn Chan and the transformation of the Phnom Penh Water Supply Authority</td>
</tr>
<tr>
<td>2 – Jan 14</td>
<td>Managing with and for diversity</td>
<td>Case: Class-wide simulation</td>
</tr>
<tr>
<td>3 – Jan 21</td>
<td>Managing and motivating people in the public sector</td>
<td>Case: Barbara Norris: Leading change in the General Surgery Unit</td>
</tr>
<tr>
<td>4 – Jan 28</td>
<td>Managing through power, culture and teamwork</td>
<td>Case: Class-wide simulation</td>
</tr>
<tr>
<td>5 – Feb 4</td>
<td>Managing across boundaries, contracts and partnerships</td>
<td>Case: Columbia’s final mission</td>
</tr>
<tr>
<td>6 – Feb 11</td>
<td>Strengthening organizational integrity and trust</td>
<td>Case: Dealing with corruption in the police force of La Paz, Bolivia</td>
</tr>
<tr>
<td>7 – Feb 18</td>
<td>Creating clarity of organizational purpose</td>
<td>Case: Tackling poor performance, extreme inequality, public complaisance: Brazil’s education minister forges a new role for the ministry</td>
</tr>
<tr>
<td>8 – Feb 25</td>
<td>Measuring organizational performance</td>
<td>Case: Assertive policing, plummeting crime: The NYPD takes on crime in New York City</td>
</tr>
<tr>
<td>9 – March 3</td>
<td>Aligning mission, structure and process for improved service delivery</td>
<td>Case: Mercy Corps: Positioning the organization to reach new heights</td>
</tr>
<tr>
<td>10 - March 10</td>
<td>Managing for organizational learning and accountability</td>
<td>Cases: Team-generated</td>
</tr>
</tbody>
</table>
Week 1 (Jan 7): Management, Organizations, Performance

Overview of course – broad conceptual frameworks that map the terrain ahead

Case:
- “Ek Sonn Chan and the Transformation of the Phnom Penh Water Supply Authority” – Lee Kuan Yew School of Public Policy, Institute of Water Policy, National University of Singapore, 2011
- For preparation: Read the case and be prepared to share your view on the following questions: Do you think Ek Sonn Chan is an effective public manager? Why or why not? What information would you like or need to know – but which may be missing – in order to answer that question more confidently?

Guest speaker:
- Leong Ching, Senior Research Fellow, Institute of Water Policy, Lee Kuan Yew School of Public Policy, National University of Singapore; case writer for this week’s case study

Readings:
- “Ek Sonn Chan and the Transformation of the Phnom Penh Water Supply Authority” – Lee Kuan Yew School of Public Policy, Institute of Water Policy, National University of Singapore, 2011
- Rainey, chapter 1, “The challenge of effective public organization and management”
- Rainey, chapter 3, “What makes public organizations distinctive?”

Further resources:

Study questions: (for general preparation)
- Rainey in chapter 1 notes the dilemma in balancing legitimate skepticism about public organizations and the recognition that public organizations are indispensable. Explain this statement. Provide examples in the context of a government department or agency with which you are familiar; discuss its value to citizens and criticisms that may surround it.
- What are the common assertions about the distinctive nature of public organizations and management? Do Moore and the theorists covered by Rainey in chapter 3 seem to agree on what is distinctive? Describe an assertion on the difference that you consider accurate and one you consider inaccurate or overblown.
Section focus:
- Assignment expectations in course
- Questions on syllabus
- Further exploring readings / lecture
- Reflection time

Week 2 (Jan 14): Managing with and for diversity
The special public sector significance and practical challenges associated with a diverse workforce and stakeholders

Case: Class-wide simulation

Required readings:
- Heath & Heath, Switch: How to change things when change is hard - read entire book

Further resources:
- Managing diversity – HBS
- Susan Gooden, Race and social equity: A nervous area of government, ch. 3 and 11

‘Current examples’ focus: NA

Study questions: TBA

Section focus:
- Further exploring readings and broader public sector context
- Reflection time
Week 3 (Jan 21): Managing and motivating people in the public sector

Theories of motivation and personnel management

Case:
- **Preparation for everyone:** Please prepare your views on the following questions in light of the information presented in the case and come to class prepared to defend your point of view:
  o How well has Barbara Norris done in her first month as nurse manager of GSU? Was she a good choice for the position?
  o What changes is she trying to make and why?
  o What are 3 obstacles to effecting change Norris should anticipate and how should she address them?
  o Devise an action plan for Norris.
- **Preparation for consultant teams and memo-writers:** Develop a problem analysis and action plan for Norris’ consideration.

Readings:
- Rainey, chapter 9, “Understanding people in public organizations: Motivation and motivation theory”
- Rainey, chapter 10, “Understanding people in public organizations: Values, incentives, and work-related attitudes”

Further resources:

‘Current examples’ focus:
- Extensions/applications of week 2 simulation: Describe a challenge in non-profit or public management that raises issues and themes relevant to the simulation from last week.

Study questions: TBA

Section focus:
- Cover some current examples not covered in class
- Explore readings
- Reflection time
Week 4 [Jan 28]: Managing through power, culture and teamwork

The context and forms of power in organizations; diagnosing and challenging organizational cultures; team dynamics

Case: Class-wide simulation

Readings:
- Rainey, chapter 11, “Leadership, managerial roles, and organizational culture”
- Rainey, chapter 12, “Teamwork: Understanding communication and conflict in groups”

Further resources:
- View: Jeffrey Pfeffer, “Why cultivating power is the secret to success”, Stanford Graduate School of Business, https://www.youtube.com/watch?v=AozJ4AkgAMw
- View: Richard Cox, “Power: The secret language we speak all the time”, https://www.youtube.com/watch?v=-lwnjYll_ig
- Moises Naim, The end of power: From boardrooms to battlefields and churches to states, why being in charge isn’t what it used to be, 2014: ch. 1-2

‘Current examples’ focus:
- Describe an effort to link reward and performance in public sector workforce; asses how it has fared, and why.

Study questions: TBA

Section focus:
- Further debrief on simulation, certain videos may be helpful
- Explore current examples
- Explore public sector context readings
- Reflection time
Week 5 (February 4): Managing across boundaries, contracts and partnerships
Managing through organizational networks and partnerships; challenges associated with public sector contracting

Case:
- “Columbia’s final mission”, Harvard Business School Multimedia Case
- Instructions for case writing: TBA

Guest speaker:
- David Van Slyke, Louis A. Bantle Chair in Business and Government Policy; Associate Dean and Chair, Department of Public Administration and International Affairs, co-author of Complex Contracting; see http://www.maxwell.syr.edu/pa/Van_Slyke_David/

Readings:
- Trevor Brown, Matthew Potoski and David Van Slyke, Complex contracting: Government purchasing in the wake of the US Coast Guard’s Deepwater program, Cambridge University Press, 2014: ch. 1, 2

Further resources:

‘Current examples’ focus:
- Describe a case involving public sector contracting, and assess its promises and pitfalls against the background of the theoretical framework covered in the readings.

Study questions: TBA

Section focus:
- Focus on current examples of contracting
- Explore readings on network management
- Reflection time
Week 6 (February 11): Strengthening organizational integrity and trust
Diagnosing corruption vulnerabilities; addressing vulnerable populations

Case:
- “Dealing with corruption in the police force of La Paz, Bolivia”, Harvard Kennedy School
- Instructions for case writing: TBA

Guest speaker:
- Ronald Maclean-Abarora, first democratically elected mayor of La Paz, Bolivia; President, Maclean-Abaroa Consultores Ltd; Lead Public Sector Management specialist, World Bank. See https://en.wikipedia.org/wiki/Ronald_MacLean_Abaroa

Readings:

Further resources:
- Peruse www.ipaidabribe.com
- Read the Global Integrity Report and explore a country report of your choosing: http://www.globalintegrity.org/report

'Current examples' focus:
• Efforts to improve the accountability to or responsiveness of public or non-profit agencies to end-users of services

*Study questions: TBA*

*Section focus: TBA*
Week 7 (February 18): Creating clarity of organizational purpose
Logic model development; complexities of organizational mission over time

Case:
• “Tackling poor performance, extreme inequality, public complaisance: Brazil’s education minister forges a new role for the ministry”, Harvard Kennedy School
• Instructions for case writing: TBA

Guest speaker:
• Astrid Tuminez, Regional Director of Legal and Corporate Affairs, Asia & the Pacific, Microsoft

Readings:
• Rainey, ch. 6, “Organizational goals and effectiveness”
• James A. Phills, Jr., Integrating Mission and Strategy for Nonprofit Organizations (sections TBA)
• Joaquín Herranz, Jr., “The logic model as a tool for development a network performance measurement system” Public Performance and Management Review 34(1): 56-80 (please read 56-67)

Further resources:
• Rainey, ch. 7, “Formulating and achieving purpose: Power, decisionmaking and strategy”

‘Current examples’ focus:
• This week there are two choices for the current examples focus:
  o Describe a federal agency or ministry whose mandate has changed considerably over time, analyzing the drivers and consequences of the changes.
  o Construct a logic model for any organization depicted in a case study covered to date.
Study questions: TBA

Section focus: TBA
Week 8 (February 25): Measuring organizational performance
*The precarious and necessary art of performance measurement; strategic use of information to drive service improvements*

**Case/Simulation:**
- “Assertive policing, plummeting crime: The NYPD takes on crime in New York City”, and epilogue case, Harvard Kennedy School
- *Instructions for case writing: TBA*

**Readings:**
- Vincent Henry, *The Compstat paradigm: Management accountability in policing, business and the public sector*, ch. 7 and 10
- Paul Niven, *The balanced scorecard for government and non-profit agencies*, chapters TBA, 2008

**Further resources:**
- NYPD Video Simulation of CompStat

*Current examples’ focus:*
- Examples of strategic use of information to drive performance improvements in public or non-profit context

**Study questions: TBA**

**Section focus: TBA**
Week 9 (March 3): Aligning mission, structure, and process
Process of reengineering; organizational structure and design

Case:
- “Mercy Corps: Positioning the organization to reach new heights”, Harvard Business School
- Instructions for case writing: TBA

Practitioner guest:
- Trang Cindy Nguyen, The World Bank change management team

Readings:
- Rainey, ch. 8, "Organizational structure, design, technology, information technology and social media"
- Rainey, ch. 13, “Managing organizational change and development”

Further resources:
- Ken Miller, “Faster”, ch. 6 in Extreme government makeover, 2012

‘Current examples’ focus:
- Examples of process reengineering reforms for improved public sector or non-profit agency performance

Study questions: TBA

Section focus: TBA
Week 10 (March 10): Managing for organizational learning and accountability

Conclusion of course and presentation of student-selected cases

**Cases:**
- Team generated (read the background materials provided by the teams)

**Practitioner guest:**
- Beth Noveck, former White House Deputy Chief Technology Officer, currently Jerry Hultin Global Network Professor at New York University's Polytechnic School of Engineering and director of the Governance Lab. See [https://en.wikipedia.org/wiki/Beth_Simone_Noveck](https://en.wikipedia.org/wiki/Beth_Simone_Noveck)

**Readings:**
- Rainey, ch. 14, “Advancing effective management in the public sector”
- View Beth Simone Noveck’s TedTalk at: [https://www.ted.com/talks/beth_noveck_demand_a_more_open_source_government](https://www.ted.com/talks/beth_noveck_demand_a_more_open_source_government)

**Further resources:**
- Behn: Who gives public managers the right to govern

‘Current examples’ focus:
- Trace a key course theme as it evolved across three different cases covered to date. What integrative features

**Study questions:** TBA

**Section focus:** TBA