Welcome to Managing Organizational Performance (MOP), the second course in the core management sequence. In Managing Politics and the Policy Process (PBAF 511), you examined your position as a manager and leaders focused externally on the authorizing environment and a variety of stakeholders. MOP puts you in the position of a manager looking inward, with a focus on improving organizational operations and capacity, while recognizing the external pressures and financial considerations that affect them. The course proceeds in three phases; the themes of leadership and managing organizational change cut across these sections.

- **Leading Organizational Change through Performance Management**  
In this part of the course we examine approaches to performance management and accountability, including qualitative and quantitative approaches to assess and catalyze progress toward achieving organizational mission and goals. We examine the promise and pitfalls of using performance measurement to drive organizational performance and service delivery.

- **Managing People for Performance in Organizations**  
In this section we examine techniques for managing and improving relations with staff to enhance organizational capacity.

- **Improving Process to Improve Performance**  
Here we focus on improving the delivery of public goods and services through improving operations, including work processes and service-delivery capacities. Innovating and (re)designing services to serve citizens better is a key topic.

We build on Managing Politics and the Policy Process by addressing leadership and strategy, but focus more directly on operational processes and performance. 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, supplemented by readings, to improve your knowledge and application of relevant analytic frameworks.

**READINGS**
The required readings include one book, a course pack, and materials on our Canvas website.

2. PBAF 512A Harvard Course Pack  
   - Register as a student at: [cb.hbsp.harvard.edu/cb/register](http://cb.hbsp.harvard.edu/cb/register)  
   - Once registered, go to: [https://cb.hbsp.harvard.edu/cbmp/access/43835061](https://cb.hbsp.harvard.edu/cbmp/access/43835061)
3. All other cases and materials are on Canvas. This syllabus provides a guideline for the readings for the quarter. Some changes may be made and you should always consult the study guide and readings posted on the canvas site for each week.
ASSIGNMENTS AND GRADES
Your final grade for this course depends on your performance in five domains of class activity. Your performance in each domain determines a specific percentage of your final grade:

- Memo 1 (due Week 4 before class) 15%
- Memo 2 (due Week 8) 20%
- Section-Based Group Project (part 1 due week 3; part 2 due Mar 11 at 6pm) 20%
- Participation (Class and TA sections) 15%
- Take home final assignment/exam (due March 15, by 6 PM) 30%

Additional information on the memo assignments and set of grading guidelines will be provided on the Canvas site.

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. Please review the Evans School student handbook pages 28-30 for detailed guidelines on academic integrity.

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.

ATTENDANCE POLICY
Attendance in all class sessions is mandatory. If you miss a session due to illness, please inform the instructor and the TA as soon as possible and we will agree upon any makeup needed. If you need to miss a class for professional reasons/travel, you must inform the instructor and TA via email in advance, and must complete a two-page (single spaced) analytic reflection paper that discusses the case and the readings for that week.

GRADING POLICY
We will follow the Evans School guidelines for grading students work as outlined in the student handbook on pages 26-27. Assignments will be reviewed and graded by both the TA and the instructor. Any questions about assignment grading should be taken up with the instructor.
DISCUSSION SECTIONS
We expect all students to attend their assigned section meetings. One of the course assignments will be done through the sections and the sections will form the basis of some group work in class. We expect there will be 7-8 formal section meetings during the quarter. If you need to miss a section, please notify the TA in advance via email.

PARTICIPATION
Effective participation in discussions is an art and a crucial professional skill for public leaders and managers. Many of us may not be comfortable speaking in larger groups; in some cases our culture or background might not have equipped us with skills or norms for the questioning and dialogue involved in case discussions. We will have many different ways to participation over the quarter, but I would also challenge each of you to challenge yourself. If you are a ‘speaker’ who is comfortable commenting in a large class, think about ways to step back and help others. If you are less comfortable talking in a larger group, let’s think about some ways we can make it easier for you to participate. Forms of participation for the quarter include:

• Small Group Activities and Discussions: We will have many small group activities, some of which will require presentations to the whole class.
• In-Class or Online (Canvas) Responses Instructor Questions: Some weeks I will pose a question to the class and give you 5 minutes to write your answer on a 3x5 card. Questions will require a reflective response rather than test specific factual knowledge. Cards will be collected each week, but they will not be graded formally. For some weeks I might pose a question on Canvas instead of using a 3x5 card.
• Full Class Activities and Discussions.
• Class and TA Section Attendance. You are required to attend all class and section meetings. If you must miss a class or a section, please let the TA know in advance. ‘Unapproved’ absences will decrease your participation grade.

In and outside of class, we expect and encourage you to practice the Evans School’s Community Conversation Norms:

At the Evans School, we value the richness of our differences and how they can greatly enhance our conversations and learning. As a professional school, we also have a responsibility to communicate with each other—inside and outside of the classroom—in a manner consistent with conduct in today’s increasingly diverse places of work. We hold ourselves individually and collectively responsible for our communication by:

● Listening carefully and respectfully
● Sharing and teaching each other generously
● Clarifying the intent and impact of our comments
● Giving and receiving feedback in a “relationship building” manner
● Working together to expand our knowledge by using high standards for evidence and analysis.

We will also work to develop our own set of classroom norms for the quarter.
Course Outline

Please note that this course outline constitutes a guideline for the course. Specific readings may change for some weeks. The course canvas website constitutes the final guide to readings for each week.

Week One
January 6  Creating Organizational Change

Case:

Minicase: The Revival of Foster High

Readings:

Switch, Chapter 1 Available at:
http://heathbrothers.com/switch-chapter-1/


Mark Moore, Managing for Value: Organizational Strategy in For-Profit, Nonprofit, and Governmental Organizations Nonprofit and Voluntary Sector Quarterly, 2000 183-204.

Discussion Section:
Introductions, Switch Framework, Group Project

I. Leading Organizational Change through Performance Management

Week Two
January 13  Performance Management as Change Management

Case:


Readings:


Switch, Chapter 2
Discussion Section:

Scenario analysis: performance measurement and adaptive management

Week 3
January 20 – Measurement and Accountability

Case:


Readings:


Switch, Chapter 3-4.


Optional Resources on Bratton, Broken Windows and Stop and Frisk Policing:


David Thacher, “Don’t End Broken Windows Policing: Fix It.”

http://www.newyorker.com/magazine/2015/09/07/fixing-broken-windows


Discussion Section:

Prep for memo 1, Switch Part 2: Direct the Rider

DUE: 1 paragraph description per group of the change you are interested in seeing happen. Due before discussion section via canvas.
II. People in Organizations

Week 4 – Memo Due
January 27 – Measurement, Motivation and Behavior

Case:

Readings:

Daniel Pink, Drive. Chapters, TBD.

Switch, Chapter 5-7.

Discussion Section:
Finish Switch part 2 (Direct the Rider), and Switch part 3 (Motivate the Elephant)

Week 5
February 3 - Status, Influence and Power; Working in Teams

Case: Hannen and Welch (Electronic Hallway case)

Readings:


Optional:

Discussion Section:

Communications skills, managing-up, teamwork

Week 6
February 10 – Working in Teams and Creating & Managing a Diverse Workforce

Case:


Readings:


Ground Rules for Effective Groups
http://dsmgt310.faculty.ku.edu/SuppMaterial/GroundRulesforEffectiveGroups.html

Discussion Section:
TBD: likely more on working in groups.

Week 7
February 17 – Decision-Making and Organizational Culture

Case:


Readings:

Schein, Edgar. 2004. “The Concept of Organizational Culture” and “The Learning Culture.” Pp. 3-


Hackman, reading on teams, TBD.


Switch, Chapter 8-10

Optional:


Discussion Section:

Switch part 4: Shape the Path
Prep for memo 2.

**III. Improving Processes to Improve Performance**

**Week 8 – Memo Due on Columbia simulation, February 22**

**February 24 – Understanding Work Processes**

Case:

Permitting on Mercer Island (Electronic Hallway)

Readings:

Ken Miller, Extreme Government Makeover:., Chapter 6, “Faster.”

Steve Rosenthal, Chapters 3 & 4, in *Managing Government Operations*


Discussion Section:

Class discussion of progress on team projects. Come prepared to discuss your team's progress and the challenges you are facing.
Week 9
March 2 – Contracting and Performance

Case:

Readings:


Discussion Section:
New public management and contract design, Wrap-Up, preparing for the final

Week 10 – Section group memo due March 11
March 9 – Designing and Leading Change

Case:
Arnold Howitt; Jennifer Weeks, Performance Management in Washington State, Harvard Business Case, HKS760-PDF-ENG.

Readings:


Switch, Chapter 11.

No Discussion Section. Review sessions for final take-home assignment to be announced.
Developing Discussion Skills

Effective managers in all organizations have to participate in and speak in groups where they must listen effectively and provide useful input after integrating information from their own preparation and from the progress of the group. In addition to the classroom environment we are trying to create, we are trying also to provide you with a forum for practicing these skills.

Participation Tips

1. Prepare thoroughly for each class by reading the assigned literature and the cases and preparing an outline with your analysis and recommendations.

2. Put your hand up and speak when you think you have something to add. You’ll be surprised how often someone else will contribute something that you were considering, but didn’t say.

3. No one is expected to have a comprehensive answer that “cracks” the case. The cumulative affect of well-considered thoughts is what we are trying to build. You need only play a part.

4. Show respect for your colleagues’ opinions when you speak, even if you don’t agree. If you wish to disagree, remember that civil, constructive disagreement can help to refine alternatives and push the discussion in new directions.

5. Consider asking your colleague a question that clarifies or “pushes back” on the comment s/he provided. Such questioning often leads to the kind of richer and deeper discussion that generates insight and learning.

6. Don’t be tempted to save something clever or insightful and simply say it when you can get in. Rather, be aware of the topic, pace, and focus of the discussion, and address points that are relevant at that time. If you wish to suggest that a different topic would be important to discuss and want us to move to that, be sure to identify that is what you are doing and why.

7. If you have trouble figuring out how to participate, you might consider some of the following ways to get started. Take advantage of more general questions that often come up at the beginning of case discussions, or volunteer for specific tasks like “report back” for your group after small group exercises, or to summarize principles or lessons when such items are requested. After some practice, you’ll be more comfortable with less specific issues.

Note that there are many other ways to contribute to the learning of others, for example, by participating in study groups, by providing feedback on drafts of memos and journals before they are turned in, and by other comments and encouragement you provide outside of class. All of these activities are important to learning, and I will ask you and the rest of the class who has helped each other’s learning as part of evaluating participation.
Preparing for Case Discussions
The course will involve you in discussions, usually based on cases assigned, and expecting that you are able to sensibly incorporate useful concepts from the readings and from previous class discussions. Therefore, the central requirement for you to gain what you have come here for are: to be well prepared for discussions, to listen and speak perceptively, to be thoughtful and constructive in, to plan on full attendance, and to prepare your assignments, whether written or reading, with care, in detail and on time. Also, plan to consider after each class what lessons you learned and how those relate to prior sessions and to the work you do or expect to do.

We suggest, based on what previous students have told us:

• Your preparation should entail careful and critical reading of the materials and reflection upon them prior to class, probably planning on three to five hours per class session. (This includes time for related readings, consideration of issues, making notes and preparing an outline on your analysis and recommendations, as described below. Much more time is required when a written assignment is due or if there is an in-class exercise.)
• Plan to read the assigned case three times with some time between each reading (probably examining the conceptual readings in between. Reading the case three times quickly will be far more effective than one slow read trying to absorb all the details at once.)
• Read the required/recommended readings, and any of the recommended readings that interest you, and make notes on items that may help you with the case, or related lessons.
• As you read the case, particularly the second and third times, make notes about the mission and objectives, the key actors, problems, and opportunities, and, later, on strategic and action recommendations. You will be provided a framework to use to assist you.
• Develop a two or three page outline that summarizes your analysis of the problems, and how to handle the situation. You may be asked, without further notice, to turn in such outlines in class, so please have your outline with you.
• Review the case (third read) and your notes about it the day before or day of class so that you are confident and prepared for an effective discussion.

If everyone has done a thorough job in preparing the case and doing the readings, the level and pace of our discussion will be far more sophisticated, and we will gain much greater insight from each session. We invite and urge everyone to participate, recognizing that in a large class, everyone may not be able to participate every time.